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The following motion passed at Faculty Senate meeting #264 on May 2, 2022

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2022-2023 meetings.

Effective: Fall 2022

Rationale: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

****

2022-23 Faculty Senate Meetings
Wood Center Carol Brown Ballroom or via zoom

Meeting	Date	Day	Time
#265	September 12, 2022	Monday	1:00-3:20 PM
#266	October 3, 2022	Monday	1:00-3:20 PM
#267	November 7, 2022	Monday	1:00-3:20 PM
#268	December 5, 2022	Monday	1:00-3:20 PM
#269	February 6, 2023	Monday	1:00-3:20 PM
#270	March 6, 2023	Monday	1:00-3:20 PM
#271	April 3, 2023	Monday	1:00-3:20 PM
#272	May 1, 2023	Monday	1:00-3:20 PM

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DocuSigned by:
Ataur Chowdhury
13EE818B32A0409...
Ataur Chowdhury, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 9, 2022
Daniel M. White, UAF Chancellor

DocuSign Envelope ID: A7DFE107-62F3-4D3B-B2BE-378611429C92

The following motion passed at Faculty Senate meeting #264 on May 2, 2022

MOTION:

The UAF Faculty Senate moves to endorse the 2022-2023 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: Senate members' preferences for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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DocuSigned by:
Ataur Chowdhury
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Ataur Chowdhury, UAF Faculty Senate President

The Chancellor: ___X___ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 9, 2022
Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #264 on May 2, 2022

2022-2023 Faculty Senate Committees

Standing Committees

CURRICULAR AFFAIRS COMMITTEE	
Deana Waters, CTC (23)	Hishinlai' Peter, CRCD (24)
Jak Maier, CTC (24)	Mike Hatfield, CEM (23)
Chanda Meek, CLA (23)	Haiwei Chen, CBSM (23)
Eileen Harney, CLA (23)	Davin Holen, CFOS (23)
Tyler Kirk, CLA (23)	Olga Skinner, SOE (23)
Latrice Bowman, CNSM (24)	Leah Berman, CNSM (24)

FACULTY AFFAIRS COMMITTEE	
Yelena Matusevich, CLA (23)	Sean Walklin, CTC (23)
Dmitry Nicolsky, GI (24)	Bill Howard, CNSM (23)
Keith Criddle, CFOS (24)	Mara Bacsujlaky, IANRE (23)
Leslie McCartney, Libraries (24)	Donie Bret-Harte, CNSM (24)
Schery Umanzor, CFOS (24)	

UNIT CRITERIA COMMITTEE	
Eric Goddard, CRCD (24)	Sampurna Arya, CEM (23)
Charlie Sparks, CBSM (24)	David Henry, CLA (23)
Jingqiu Mao, CNSM (23)	Ute Kaden, SOE (23)
Franz Mueter, CFOS (24)	Mara Bacsujlaky, IANRE (23)

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The following motion passed at Faculty Senate meeting #264 on May 2, 2022

Permanent Committees

GER & CORE COMMITTEE	
English: Eric Heyne (23)	Natural Science: Don Larson (24)
Humanities: Sarah McConnell (23)	Communications: Amy May (24)
Mathematics: Scott Goddard (23)	Social Sciences: Christina Ireton (24)
Library: Ilana Kingsley (23)	CRCD/DANSRD: Deborah Mekiana (24)
Arts: Mareca Guthrie (23)	CLA/Ethics: Seth Jones (24)
CRCD: Anshul Pandya (23)	At-Large: Andrés López (23)

CURRICULUM REVIEW COMMITTEE	
CTC: Galen Johnson	CRCD: Sean Asikluk Topkok
CNSM: Patricia Doak	SOE: Ute Kaden
CLA: Brian Hemphill	CBSM: Kris Racina
CFOS: Sarah Mincks	CEM: Sun Woo Kim
GERC rep #1: TBD	SADA rep #1: TBD
GERC rep #2: TBD	SADA rep #2: TBD

FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT COMMITTEE	
Laura Conner, GI (23)	Kelechukwu Alu, CRCD (23)
Rorik Peterson, CEM (23)	Mel Denning, CTC (23)
Bryan Hall, CLA (23)	Genova Brookes Boyd, Libraries (23)
	TBD Vacant, CNSM

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The following motion passed at Faculty Senate meeting #264 on May 2, 2022

GRADUATE ACADEMIC & ADVISORY COMMITTEE	
John Pennington, CBSM (24)	Donie Bret-Harte, CNSM (24)
Elaine Drew, CLA (23)	Bill Simpson, CNSM (23)
Sabine Siekmann, CLA (23)	Ed Bueler, CNSM (23)
Dominique Pride, INE (23)	Tathagata Ghosh, CEM (24)
Kristen Gorman, CFOS (23)	Gay Sheffield, CFOS (23)

COMMITTEE ON THE STATUS OF WOMEN	
Daisy Huang, CEM (23)	Kenneth “Richie” Berndt, CTC (23)
Derek Sikes, Museum (23)	TBD
Claudine Hauri, IARC (23)	TBD
Michael West, GI (23)	TBD
Cathy Brooks, CRCD (23)	

STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT COMMITTEE	
Bristol Bay: Vacant	CNSM Science: Larry Duffy (23)
Chukchi: Antoinette Edenshaw (23)	CTC Writing: Dana Greci (24)
Interior Alaska: Robin Brooks (23)	CTC Math: Judy Atkinson (24)
Kuskokwim: Kelechukwu Alu (23)	CRCD: Chelsey Zibell (23)
Northwest: Kacey Miller (23)	CLA English: Sara Johnson (24)
CNSM Math: Caleb Jurkowski (23)	CLA: Yelena Matusevich (23)

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The following motion passed at Faculty Senate meeting #264 on May 2, 2022

RESEARCH ADVISORY COMMITTEE	
Erin Trochim, INE (24)	Casey Matney, IANRE (24)
Mark Johnson, CFOS (24)	Peggy Keiper, CBSM (23)
Falk Huettmann, CNSM (23)	Ana Aguilar-Islas, CFOS (23)
Andy Aschwanden, GI (23)	Tobias Schwoerer, IARC (23)
Peter Bieniek, IARC (23)	Maya Salganek, CLA (24)

INFORMATION TECHNOLOGY COMMITTEE	
Jason Lazarus, CLA (23)	Heidi Rader, IANRE (24)
Margaret Short, CNSM (24)	TBD Vacant, CRCD
Orion Lawlor, CEM (24)	TBD, CBSM
Go Iwahana, IARC (23)	

TEACHING AND LEARNING COMMITTEE	
Wendy Martelle, CLA (24)	Latrice Bowman, CNSM (24)
Sabine Siekmann, CLA (23)	Retchenda George-Bettisworth, CLA
Sean Walklin, CTC (23)	Judy Atkinson, CTC
Keith Criddle, CFOS (24)	Amanda White, CBSM
Eric Goddard, CRCD (24)	SOE
Mike Hatfield, CEM (23)	

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The following motion passed at Faculty Senate meeting #264 on May 2, 2022

MOTION:

The UAF Faculty Senate moves to authorize the 2021-2022 Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2022. Senators will be kept informed of the Administrative Committee meetings and will be encouraged to attend and participate in these meetings.

Effective: May 2, 2022

Rationale: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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DocuSigned by:
Ataur Chowdhury
13EE818B32A0409...
Ataur Chowdhury, UAF Faculty Senate President

The Chancellor: _X_ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...
Daniel M. White, UAF Chancellor

Date: May 9, 2022

DocuSign Envelope ID: 764C6961-A3B1-4498-B439-DB2CE0E22D5E

The following motion passed at Faculty Senate meeting #264 on May 2, 2022

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements.

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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DocuSigned by:
Sandra L Wildfeuer
AE33474E6088403...
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
DAE6FD6A19BA480...
Daniel M. White, UAF Chancellor

Date: May 31, 2022

Outstanding Senate Service of the Year Award
Academic Year 2022

WHEREAS, William Simpson has served on the Faculty Senate as a senator from 2020-2022;

WHEREAS, William Simpson has served on the Graduate Academic & Advisory Committee from 2020-2022;

WHEREAS, William Simpson has established and served as the chair of the the CAC/GAAC Stacked committee from 2021-2022;

WHEREAS, William Simpson has taken the lead on stacked programs and courses his efforts were instrumental in creating the Accelerated Masters guidelines;

WHEREAS, William Simpson was very active and productive creating guidelines for the stacked courses and programs;

WHEREAS, William Simpson has improved the curriculum review process leading to a more organized structure;

WHEREAS, William Simpson leads thoughtful curriculum discussions, his organization and detailed communication expedite the review process;

WHEREAS, William Simpson gives insightful reviews, is open minded, respectful, and very inclusive on his reasoning and in the decision making process;

WHEREAS, William Simpson works collaboratively to support faculty and their vision when reviewing curriculum;

WHEREAS, William Simpson goes above and beyond to inform faculty and solicit faculty input on Faculty Senate matters;

WHEREAS, William Simpson is a dedicated to the tripartite mission of the University of Alaska Fairbanks and works within and without the Faculty Senate to further that mission;

THEREFORE BE IT RESOLVED that the UAF Faculty Senate acknowledges these valuable contributions of William Simpson, and bestows upon him the 2021-2022 Outstanding Senate Service of the Year Award.

_____

Sandra Wildfeuer, UAF Faculty Senate President

Resolution of Appreciation for Sandra Wildfeuer

WHEREAS, Sandra Wildfeuer has been involved with the Faculty Senate since 2014, and has served the university community quite admirably; and

WHEREAS, Sandra Wildfeuer admirably served as the Chair of the Student Academic Development & Achievement (SADA) Committee for five years; and

WHEREAS, Sandra Wildfeuer served as Faculty Senate President-Elect from 2020-2021, and as Faculty Senate president from 2021-2022; and

WHEREAS, Sandra Wildfeuer is very passionate about students wellbeing, and has brought forward the development of a Bereavement of Extended Absence Policy for students; and

WHEREAS, Sandra Wildfeuer has the credit of serving on a large number of statewide and university committees, including Common Calendar committee, the committee to determine the future structure of the College of Education, Strategic Enrollment Planning committee, the IT committee, the Administrative Review committee, and many more; and

WHEREAS, Sandra Wildfeuer was recognized for her excellent work as a Senator as the recipient of 2019 Outstanding Senate Service of the Year Award; and

WHEREAS, Sandra Wildfeuer did her best to navigate the Senate professionally through the tough time of COVID over the last year; and

WHEREAS, Sandra Wildfeuer demonstrated outstanding leadership skills and respect for faculty senators and committee members, and

THEREFORE BE IT RESOLVED, the UAF Faculty Senate extends its deep appreciation for President Sandra Wildfeuer.

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The following motion passed at Faculty Senate meeting #264 on May 2, 2022

MOTION:

The UAF Faculty Senate moves to change the Faculty Senate Department Chair Policy section III.C. as follows:

C. Eligibility to be Nominated and Serve as Department Chair

The Senate recommends that only tenured members of a department who are eligible to vote be nominated and serve as department chair, except ~~under exceptional circumstances~~ **when no tenured faculty members are available**.

Effective: Immediately

Rationale: When the Department Chair policy was modified in 2015, the "exceptional circumstance" clause was added to acknowledge that not all departments at UAF have tenured faculty. However, what constitutes an exceptional circumstance was not defined, which has led to confusion. This change clarifies the recommendation.

Tenure is an integral part of the academic system and its role in preserving academic integrity should not be lightly dismissed. Tenured faculty are better protected in case difficult decisions need to be made, have experience in the department's requirements and criteria, as evidenced by their successful promotion and tenure, and their experience helps maintain the academic quality of the department.

****

DocuSigned by:
Sandra L Wildfeuer
AF33474F608B403...
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes __X__ Acknowledges

DocuSigned by:
Daniel M. White
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Daniel M. White, UAF Chancellor Date: August 1, 2022

CHANCELLOR'S OFFICE
University of Alaska Fairbanks

Daniel M. White, Chancellor
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www.uaf.edu/chancellor/

August 1, 2022

TO: Ataur Chowdhury, President, Faculty Senate

FROM: Daniel M. White, Chancellor

RE: Response to May 2, 2022 motion regarding Faculty Senate Department Chair Eligibility

I have acknowledged the Faculty Senate motion recommending the change to Faculty Senate Department Chair Policy section III.C. as follows:

> C. Eligibility to be Nominated and Serve as Department Chair
>
> The Senate recommends that only tenured members of a department who are eligible to vote be nominated and serve as department chair, "**except when no tenured faculty members are available**."

While I acknowledge that this is a recommendation from the Faculty Senate, I have significant concerns that the new language, further restricting eligibility for Department Chair, does not align with our objective to promote diversity and inclusion at the University. I agree that tenure can be an asset to a department chair. However, I find greater value in promoting an inclusive process that allows for the election of Department Chairs who are supported by their colleagues, regardless of their rank. The new language "except when no tenured faculty members are available," narrows the recommendation's inclusivity and I fear could reduce diversity in leadership at UAF. I hope that the Faculty Senate will join me in working on policies and practices that increase diversity and inclusion at UAF.

cc: Sandra Wildfeuer, Past-President, Faculty Senate
Jennie Carroll, President-Elect, Faculty Senate
Ashley Lindsoe, Governance Manager

Naturally Inspiring.

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor

FROM: UAF Faculty Senate, Sandra Wildfeuer, President

DocuSigned by:
AF33474F608B403...

DATE: May 2nd, 2022

Re: Endorsement of the Faculty Alliance Resolution to support the Alaska Native Success Initiative (ANSI) Goals

The Faculty Senate endorses the Faculty Alliance Resolution to support the Alaska Native Success Initiative (ANSI) Goals.

FA Resolution to Support ANSI Goals

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor

Cc: Anupma Prakash, Provost & Executive Vice Chancellor
Nettie LaBelle-Hamer, Vice Chancellor for Research
Owen Guthrie, Vice Chancellor of Student Affairs and Enrollment Management

THROUGH: UAF Faculty Senate Administrative Committee

THROUGH: Sandra Wildfeuer, President, UAF Faculty Senate DocuSigned by: AF33474F608B403...

FROM: Jennie Carroll, Chair, UAF Faculty Senate Ad Hoc Covid-19 Committee DocuSigned by: 77182FF52923422...

DATE: April 4, 2022

SUBJ: Policy Regarding COVID-19 Mitigation

The Faculty Senate calls for the UAF administration to establish clear policies regarding managing and mitigating the continuation and/or end of the COVID-19 pandemic.

- Establish clear guidelines for when the campus may require masking, including:
  - Establish a level based on a **fixed standard measure** to determine when we require or relax mask requirements.
    - For example, require masks when the Alaska DHSS risk level or CDC risk level[1] is orange or red, but stop requiring masks at a given campus when the level is in yellow or blue; note that this could mean that certain campuses (e.g., Troth Yeddha' Campus) would be required to be masked when other campuses (e.g., Chukchi Campus) would not have such a requirement.
- Allow faculty to change their course teaching modality and classroom COVID mitigation strategies based on their personal COVID concerns, without requiring that they submit personal medical information to the university. Provide faculty and deans with options for various levels of mitigation, such as:
  - Move course to complete distance learning
  - Move to a hybrid course delivery (some students in person, but the faculty member could be teaching remotely)

[1] Determined at this website: https://covid.cdc.gov/covid-data-tracker/#county-view?list_select_county=02090

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    - Rework course assignments between faculty so that the concerned faculty member is no longer required to be teaching a specific face-to-face course
    - Require masks in the classroom (if masks are no longer required campus-wide)
- Allow individual instructors/groups of courses/campuses/cohorts to request vaccine mandates for individual courses, similar to the Spring 2022 process for close contact/long duration classes, and communicate this option clearly and directly to all faculty.
- Require vaccines for all residential students (as part of their required immunizations), student athletes, and other groups of high risk students who currently are required to show they are vaccinated.
- Offer multiple vaccination clinics at the start of fall semester at student orientations and other start-of-the-semester activities.
- Require proof of vaccination as a written part of risk management processes for faculty, staff, and students who are doing remote field work.

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April 19, 2022

TO: Sandra Wildfeuer, President, Faculty Senate

FROM: Daniel M. White, Chancellor

RE: Response to April 4, 2022 Memo regarding COVID Mitigation Policy

I am in receipt of your memo requesting "clear policy and guidelines regarding COVID-19 mitigation". During the last two years, I have provided weekly (or more recently monthly) COVID columns with regular updates on UAF's approach to COVID-19 mitigation. In addition, I provided briefings to Faculty Senate and answer questions related to UA and UAF's approach to COVID-19 mitigation. As you know, faculty range across the spectrum in their desired approach to COVID-19 mitigation. We have sought to take a balanced approach to COVID-19 mitigation while meeting the diverse needs of our faculty, staff and students.

Following are bullets that I believe address each element of your memorandum.

- Up-to-date COVID status and mitigation guidance is available centrally through UAF's COVID webpage. If there are specific elements of the website that you believe are out of date, please specify them so they can be updated.
- Clear guidelines on COVID mitigation measures depending on the COVID status of the respective UAF campuses are available. These were shared through my March 2, 2022 COVID communication and the application of this guidance in classrooms and labs was re-emphasized in the March 18, 2022 Message from the Provost.
- Guidance on requesting vaccine requirements for Fall 2022 courses and timelines for review were shared with faculty through my April 5, 2022 response to faculty senate. This memo also included guidance on accommodations for immunocompromised faculty.
- In my COVID column this week, I noted that unless we receive different guidance from President Pitney, there will not be a vaccination requirement for residential students next Fall. As has been made clear, the UA Policy is that there are no vaccination requirements for students. The President agreed to some exceptions to this policy for Fall 2021, Spring 2022, and Summer 2022. Exceptions were made over the last year given the conditions during that time. Exception requests for Fall 2022 will be evaluated in July 2022.
- Faculty who wish to receive a medical accommodation due to medical conditions may seek one from UA HR.
- UAF is a residential campus with international students, students on VA benefits, and many students who attend for the face-to-face experience. The deans have a responsibility to ensure that face-to-face courses are being offered to meet the student needs as well as regulatory or specialized accreditation needs. UAF has followed CDC's layered approach throughout the pandemic and we are currently following the newest

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guidance. Faculty will need to continue working with their Deans/Directors on getting a formal approval for course modality change.

- Vaccinations will continue to be available for UAF students through our Student Health and Counseling Center.
- Remote fieldwork requires Field Safety Plans that contain COVID mitigation measures that are reviewed and approved by the supervisor.

DMW:jdp

cc: Jennie Carroll, Chair, Faculty Senate Ad Hoc COVID-19 Committee
Ataur Chowdury, President-elect, Faculty Senate
Anupma Prakash, Provost and Executive Vice Chancellor

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor

THROUGH: UAF Faculty Senate, Sandra Wildfeuer, President

FROM: Jennifer Carroll, Co-Chair, Graduate Academic & Advisory Committee
Javier Fochesatto, Co-Chair, Graduate Academic & Advisory Committee

DATE: 3/21/22

Re: Supporting Graduate Programs at UAF

Graduate education is a fundamental part of what makes a *university*. It appears that UAF is losing sight of that important fact. Providing education and training at a level beyond the undergraduate curriculum is one of the core educational missions of a university. In addition, graduate programs and graduate students support undergraduate education, where graduate student TAs expand education opportunities for undergraduates through additional course offerings and labs, and research, where graduate student RAs support and increase the research productivity of faculty while developing their own knowledge and expertise. For 86 years, UAF has been a university that has offered an array of high-quality graduate programs to students from Alaska and beyond and produced research and graduates with influence throughout the world. Despite continuous references to the goal of becoming a Tier 1 research institution, that success is now endangered by the lack of a coherent strategy for funding and supporting the colleges and schools that house our graduate programs and their graduate students.

UAF must act now to stabilize funding for academic programs across the university with a plan that recognizes the essential value of these programs beyond simply tuition revenue.

Provost Prakash's March 3 email explaining that we should expect increased teaching workloads to help deal with budget shortfalls, followed by CNSM Dean Doerner's proposal to eliminate funding for TAs at the college, are the most recent examples of how UAF as an institution lacks coherent planning across its colleges, schools, and institutes. Dean Doerner's suggestion highlights the impossible situation colleges and schools and their deans have been placed in: "balance your budget by destroying your college". While the Provost eventually rejected eliminating TAs, there appear to be no plans for a long-term solution. Colleges and schools with graduate programs will likely be in the same situation next year facing the same impossible choices. As a research university, we cannot take a piecemeal approach.

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- UAF's academic programs, colleges, schools, and institutes are funded unevenly and for many, unsustainably. While it is understandable that some academic programs and some areas of research are more lucrative than others, as a university we need to ensure that each unit can fulfill its part of the university's educational mission.

- While increased enrollment may be a solution for undergraduate programs, nationwide, graduate programs that include the research and extensive mentoring expected of a Tier 1 research institution are not and cannot be supported solely through tuition dollars.

- Increased undergraduate enrollment also requires increased numbers of faculty (and, often, TAs) in order to support the increased course load and increased research capacity. We are swiftly approaching a time when we have neither the faculty nor the graduate student capacity to fulfill the teaching and research requirements of having a university.

- Increased teaching loads for faculty endanger research productivity by reducing the amount of research faculty are able to do and siloing teaching from research when tripartite faculty have to reduce their research productivity.

- Increased teaching loads for faculty endangers tenure, denying faculty the opportunity to advance in the traditional academic setting and making UAF an increasingly less attractive place for new faculty hires.

- UAF's support for graduate students, particularly through TA positions, has been lagging for some time. The Graduate Academic & Advisory Committee submitted a memorandum through the Faculty Senate in March of 2021 noting the diminishing funding for TAs and the low level of the minimum graduate assistantship stipend that has left UAF uncompetitive with other institutions, including UAA, and resulted in inequity between graduate TAs in different colleges and schools. The Chancellor's response was, "I have asked Provost Prakash to coordinate with the PIT crew in the fall to investigate a new funding mechanism for TAs." To date, nothing has come of this investigation.

- Eliminating TA positions would destroy graduate programs across the university and destroy our credibility as a university.

- Part of the requirement to achieve Tier 1 status involves graduating more PhDs per year. Increasing the number of PhDs graduated by UAF requires more faculty supervising more students, which can be facilitated by ensuring that there are available TA positions when faculty do not have available RA positions—that is by increasing, not decreasing the number of TA positions.

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- Many undergraduate programs rely on TAs to run student assistant programs as well as leading labs and other essential teaching activities. Without TAs these services could not be provided and undergraduate enrollment would decline.

- RA positions are an essential part of research and graduate students in the academic programs, particularly in CNSM, support research at the institutes. The institutes don't exist in a vacuum.

- Quality higher education cannot be separated from quality research and quality research cannot be separated from quality higher education. In addition, quality education and research in one area or discipline can only be enhanced by quality education and research in others.

- UAF leadership cannot continue to treat each college, school, and institute as separate pieces that compete independently of one another. Each unit depends on the health of the other.

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor

FROM: UAF Faculty Senate, Sandra Wildfeuer, President

DocuSigned by:
AF33474F608B403...

DATE: April 4th, 2022

Re: Endorsement of Graduate Academic & Advisory Committee Memo re: Support for Graduate Programs

The Faculty Senate endorses the Graduate Academic & Advisory Committee's memo re: Support for Graduate Programs. The health of graduate programs at UAF is critical to undergraduate academic programs and key to attaining Tier 1 Research status, and a comprehensive plan for their sustainability is needed.

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CHANCELLOR'S OFFICE
University of Alaska Fairbanks

Daniel M. White, Chancellor
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April 15, 2022

TO: Sandra Wildfeuer, President, Faculty Senate

FROM: Daniel M. White, Chancellor

RE: Supporting Graduate Programs at UAF

Thank you for your March 21, 2022 memo highlighting the greater need to support graduate programs at UAF.

Graduate education is and continues to be important for UAF. UAF has engaged in four years of strategic enrollment management planning to increase recruitment, retention, and graduation of students pursuing all levels of our academic programs. Undergraduate and graduate enrollment efforts are not at odds. As I have emphasized in my remarks previously, efforts to promote undergraduate enrollment supports the growth of graduate programs through reinvestment of a select part of the tuition revenue for graduate student funding support, especially TA support.

Adapting curriculum offerings in some departments or adjusting workloads as needed to meet the needs of different units is not new. This has been a long-standing practice and is essential to revitalize our academic programs, meet our student needs, and to navigate within our current budget realities.

Active work is underway through the Provost Office and Graduate School to evaluate the graduate student minimum stipends. UAF is also running a pilot project on funding models for central support for an additional graduate student when a faculty member includes a fully-funded graduate student on their research grant. This work is anticipated to help with increasing our graduate student numbers.

Thank you for all your efforts in supporting the multi-prong approach that UAF is taking to build up our funding through improved state and federal support, enrollment management, growth in research, philanthropy, commercialization, facilities monetization, and other creative approaches.

DMW:jdp

cc: Anupma Prakash, Provost and Executive Vice Chancellor
Jennifer Carroll, Co-Chair, GAAC
Javier Fochesatto, Co-Chair GAAC

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the College of Business and Security Management.

Effective:

Fall 2022
Upon Chancellor Approval

Rational:

The Unit Criteria Committee assessed the unit criteria submitted by the College of Business and Security Management. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF Guidelines.

The revisions reflect the name change from the School of Management to the College of Business and Security Management, and document formatting was brought into compliance with the current UAF Unit Criteria template. There were minor edits made to the existing unit specific criteria that did not modify the content or intent of the criteria.

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Sandra L Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor

Date: April 6, 2022

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UAF Unit Criteria
for
College of Business and Security Management

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of **the College of Business and Security Management** Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C ***and CBSM unit criteria, standards, and indices****.*

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. Effectiveness in Teaching

   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers ***will demonstrate some, but not necessarily all, of the following characteristics in an individual year:***

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.
   i. disseminate new ideas to the students resulting from research and other management activities, such as consulting and service on review panels;
   j. mentor students, undergraduates as well as graduates, in quality research activities;
   k. engage in advising students;
   l. participate in assurance of learning activities.

   2. Components of Evaluation

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

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a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two ***(CBSM requires at least three****)* of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom
- ***Narrative self-evaluation, which provides a clear statement of teaching objectives and a self-assessment of how those objectives are met. Examples may include student progress, represented by improvements in early and late semester projects, or other mechanisms that can document improvement and an inventory of skills learned selected from individual students' work.***
- ***A class pre-test at the beginning of the semester followed by a post-test of similar form at the end of the semester to assess student learning.***
- ***Documentation of scores from any nationally recognized course-specific exam,***
- ***Review of online materials by eCampus, Quality Matters, or recognized external authority.***

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.

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c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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Specific CBSM Criteria for research performance:

For promotion to associate or full professor, it may be sufficient for a faculty member to demonstrate research productivity since the time of last promotion of at least four journal articles that are either single- or double blind refereed, or published in an editorially reviewed journal of recognized quality, as recognized by The College of Business and Security Management Research Quality Policy. The committee may choose to evaluate an article published in an A or A* ranked journal as equivalent to two articles published in a lesser ranking journal. Alternatively, a faculty member may publish three such journal articles and two papers published in lesser format, such as papers and proceedings. However, a faculty member may not receive credit more than once for a paper that is essentially the same content. Those who perform significant professional activity and attainment of professional certification as a condition of accreditation may consider a detailed professional/industry work report or documentation of successful completion of a professional examination, such as a CPA, CFA, or similar accreditation, to count as a paper published in a lesser format.

All faculty members must demonstrate an independent and coherent research agenda. Evidence of this can include sole authored papers or a convincing record of initiation of independent research. To demonstrate a consistent flow of research, a faculty member who has completed work before arriving at this university can count no more than three papers toward promotion if those papers were published within six years of the date the candidate petitions for promotion.

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

Specific CBSM criteria for service:

A. Associate Professor: Positive contributions to school and/or university matters, effective professional contributions to the public, and/or effective services to the profession are expected.

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B. Professor: Evidence of leadership in the service area is expected. Significant contributions to the development of school and/or university programs such as committee leadership of UAF Faculty Senate service, a union committee, or associated committees are expected. Effective application of service includes professional expertise provided to professional or public organizations such as a business society leadership, reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications.

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting.
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.
   i. Training and facilitating.
   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
   l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.
   m. Online contributions, such as blogs or other forms of digital media that can be assessed for quality and professional impact.

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2. University Service
   University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

   a. Service on university, college, school, institute, or departmental committees or governing bodies.
   b. Consultative work in support of university functions, such as expert assistance for specific projects.
   c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
   d. Participation in accreditation reviews.
   e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
   f. Service in support of student organizations and activities.
   g. Academic support services such as library and museum programs.
   h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
   i. Mentoring.
   j. Prizes and awards for excellence in university service.
   k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service
   Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

   a. Editing or refereeing articles or proposals for professional journals or organizations.
   b. Active participation in professional organizations.
   c. Active participation in discipline-oriented service organizations.
   d. Committee chair or officer of professional organizations.
   e. Organizer, session organizer, or moderator for professional meetings.
   f. Service on a national or international review panel or committee.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

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Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for English and Philosophy & Humanities.

Effective:

Fall 2022
Upon Chancellor Approval

Rational:

The Unit Criteria Committee assessed the unit criteria submitted by English and Philosophy & Humanities. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF Guidelines.

The document formatting was brought into compliance with the current UAF Unit Criteria template. There were minor edits made to the existing unit specific criteria that did not modify the content or intent of the criteria.

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Sandra J Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

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

Date: April 6, 2022

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UAF Unit Criteria
for
English and Philosophy & Humanities

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **English and Philosophy & Humanities**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development. ***Some faculty serve on a large number of graduate committees, and such work is highly valued by this peer unit.***

1. Effectiveness in Teaching add course proposals
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials, ***including the development of digital teaching materials and online resources****;*
   g. regularly expend effort towards future oriented educational development***, including updates to classes and pedagogical methods****;*
   h. may receive prizes and awards for excellence in teaching.
   i. ***may develop a textbook or an open educational resource that is used beyond UAF.***
   j. ***may prepare proposals for new courses or instructional programs.***

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

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a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

This peer unit encourages peer review of teaching for untenured and term faculty as well as for those applying for promotion. Observers will provide an evaluative letter or form for the file.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

Work is expected to be subject to a formal, systematic external review process by peers, an editorial board, and/or an editor. Although the departments value conventionally published works, they also value work formally reviewed but disseminated by other means, such as (but not limited to) work presented in online journals. Consideration will include, but not be restricted to, the candidate's work published in refereed books (whether monographs, edited collections, or anthologies), journals, and conference proceedings, whether online or in print form; papers, lectures, presentations, and readings delivered; participation in exhibits or public performances; other papers, books, book chapters, articles, creative production (e.g. poetry, fiction, creative nonfiction, films, dramatic works); scholarly editions and translations of existent texts; community-based action research projects; grant and other proposals for research and creative work; software development that draws on language, narrative, and other aspects of faculty expertise. The work must be presented or circulated in a public forum where its contribution can be judged by peers external to UAF.

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1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. ***Books, articles, essays, fiction, poetry, dramatic works, works in hybrid genres, and translations are highly valued by the English and Philosophy & Humanities Departments, including work selected by editors rather than by editorial boards or through peer review. This unit values open access scholarship.***
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval. ***Successful research, scholarly, and creative work in this peer unit is not contingent on the availability of grants or on the services of graduate assistants and postdoctoral researchers funded by them. Grants are highly valued, but there is no expectation that faculty will write or administer grants.***
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers. ***In addition to conference presentations, invited lectures, craft talks, workshops, and readings–whether in-person or virtual–of research papers, scholarly works, and creative works outside of conferences are valued by these departments.***
   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications. ***Citation indexes are not commonly used in the humanities. A high level of citation might indicate a high standing in a faculty member's field. However, a low level of citation should not be taken to indicate a lack of standing. This unit values qualitative review of research, scholarly, and creative activity.***
   h. Published abstracts of research papers.

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i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.
o. ***This unit values collaborative research, scholarship and creative activity, including work produced with collaborators outside this peer unit. This unit assumes that each coauthor will have made a significant contribution. Coauthors are often listed alphabetically.***
p. ***This unit values scholarship on teaching and learning. Research products, in addition to those noted above, may also include publicly circulated arts and humanities curricula that are innovative and based on original research.***
q. ***Community engaged scholarship (CES) is scholarship that involves the scholar in a mutually beneficial partnership with the community. CES requires a high level of expertise; it is innovative activity that has impact; that can be replicated and elaborated; the work and its results can be elaborated, documented, peer reviewed (peer includes both community and academy), and disseminated. Characteristics of CES include but are not limited to:***
- ***Work that is grounded in the unit/institutional mission***
- ***Community contributes to/benefits from project***
- ***Increases funding to continue/expand/replicate project for community partners***
- ***Increases capacity of individuals and community organizations to advocate for themselves***

Overall the work adds consequentially to discipline(s), CES, and community and may include outcomes such as online material, videos, manuals, curricula, and other products.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting.
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.
   i. Training and facilitating.
   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

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k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media. ***Readings, presentations, lectures, roundtables, panels, and workshops in Fairbanks and throughout Alaska are also highly valued.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies. ***Significant faculty participation in departmental committees is often expected in order to run the programs offered by the peer unit, and this work is highly valued. Not all faculty from this unit are involved in interdisciplinary work; when faculty from this peer unit participate in interdisciplinary programs or initiatives on campus, this unit highly values that service.***
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews. ***Preparation of other university reports, such as program reviews, SLOA reports, and ad hoc responses to such bodies as the Faculty Senate or the Office of Assessment & Accreditation.***
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs. ***This peer unit especially values service to the University Writing Center.***
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring ***of faculty.***
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.
l. Participation, often invited, in university strategic initiatives and planning.

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This unit highly values the emotional labor of Diversity, Equity, and Inclusion work as well as work on other university initiatives.

m. Serving as an outside examiner to graduate programs outside the faculty member's home department.

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.
g. Organization of conferences.
h. Outreach to schools and educators
i. This peer unit especially values service to local communities.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Foreign Languages and Literatures.

Effective:

Fall 2022
Upon Chancellor Approval

Rational:

The Unit Criteria Committee assessed the unit criteria submitted by the Department of Foreign Languages and Literatures. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF Guidelines.

The document formatting was brought into compliance with the current UAF Unit Criteria template. There were minor edits made to the existing unit specific criteria that did not modify the content or intent of the criteria.

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DocuSigned by:
Sandra J Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: April 6, 2022

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Department of Foreign Languages and Literatures

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **Department of Foreign Languages and Literatures**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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Faculty in Foreign Languages are required to teach all levels of their language, and often have unusually high teaching loads. Thus, excellence in research and service cannot compensate for an insufficient teaching record.

Untenured faculty members will have a yearly peer teaching observation, either by the department chair or another faculty member. Student opinions of instruction will also be considered when assessing a candidate's teaching record. The candidate must address consistently low student opinions of instruction in their self-narrative.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. <u>Effectiveness in Teaching</u>
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.

2. <u>Components of Evaluation</u>

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

a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

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a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   All peer-reviewed publications shall be considered significant. This includes not only the writing of journal articles and book chapters but also any peer-reviewed translations of articles, books or journal volumes, as well as contributions to textbooks and other pedagogical resources.

b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   Presentations at conferences are encouraged and should be considered valid professional research activity. However, travel funding either from the university or outside sources is often unavailable. The candidate should address the frequency of conference presentation and availability of funding in their narrative statement.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic

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plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

o. ***Publications in foreign journals are standard in the discipline. Candidates will supply a translation of the title of any work in a language other than English and are encouraged to provide an abstract in English as well as a description of the journal.***

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.

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e. Active participation in discipline-oriented service organizations.
f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring ***of faculty***.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.
l. ***Outside reviewer on thesis committees.***

3. Professional Service

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Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Alaska Native Language Center and Alaska Native Language Program.

Effective:

Fall 2022
Upon Chancellor Approval

Rational:

The Unit Criteria Committee assessed the unit criteria submitted by the Alaska Native Language Center and Alaska Native Language Program. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF Guidelines.

The document formatting was brought into compliance with the current UAF Unit Criteria template. There were minor edits made to the existing unit specific criteria that did not modify the content or intent of the criteria.

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Sandra L Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: April 6, 2022

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
ALASKA NATIVE LANGUAGE CENTER (ANLC) AND ALASKA NATIVE LANGUAGE PROGRAM (ANLP)

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **ANLC and ANLP**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development, ***and academic recruiting and retention activities. Instructors of Alaska Native languages often deal with students in smaller groups. Because of the demographics of Alaska Natives and the endangered status of all Alaska Native languages, individual study classes are often the only means of providing crucial instruction to members of small Native groups who have the potential to become linguists, educators, language specialists, and language advocates in many fields.***

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.
   i. create, design and test their own classroom and teaching materials that address the lack of published instructional material for Alaska Native Languages.

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

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a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post-tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere. ***The mission of ANLC provides for the production and distribution of Native language publications to the people of Alaska and Native groups in particular. The Alaska Native Language Center's publication program, with the guidance of ANLC's Editorial Board consisting of ANLC faculty, is an effective means of accomplishing this goal and is viewed as a reputable press in the field of Native American linguistics. ANLC is foremost in Athabascan worldwide and foremost in Eskimo-Aleut in North America. Manuscripts to be published are reviewed by ANLC Editorial Board and other appropriate specialists outside the institution wherever possible.***

Publications intended for the public and especially the Native community often take a different form from other scholarly research. These materials are evaluated by their intended users in language communities and by other linguists and language specialists worldwide who produce similar materials. ANLC faculty are expected to produce both scholarly and applied publications.

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Given the ANLC and ANLP missions, research on Alaska Native languages and related languages will be weighted more heavily than non-Alaskan research for purposes of evaluation.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications.
   h. Published abstracts of research papers.
   i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
   j. Prizes, ***recognition,*** and awards for excellence ***in*** scholarship.
   k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
   l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

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m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.
o. Grammars, dictionaries, texts, and instructional material for Alaska Native languages.
p. Other means of disseminating information about Alaska Native languages, such as maps, CDs, DVDs, other digital material currently popular in the media that focuses on language teaching, learning, and development.
q. The design of templates for dictionaries, grammars, text collections, and teaching materials applicable to closely-related languages.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service." ***Because of its statewide mission, ANLC is strongly committed to public service to Alaska Native agencies and communities at their request.***

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

1. Public Service
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative,

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or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.
m. ***Teaching in not-for-credit situations, such as workshops during teacher in-services, other universities statewide who request guidance in Native language teaching and learning.***
n. ***Partnerships with Native organizations and language program support, including materials production and teacher education. Evidence of such services include activities in support of community language goals, such as workshops and not-for-credit courses, Native language teacher education, and materials resulting from these activities.***
o. ***Sustained engagement and collaboration with language communities that result in local leadership or research in language efforts, language revitalization, and language maintenance.***
p. ***Materials created specifically for a workshop.***

2. University Service

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University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

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Given the ANLC/ANLP missions, service to Alaskan language communities and native organizations is most highly-valued, examples of such service include but are not limited to criteria under M-Q, Section F.1. Public Service.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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MOTION:

The UAF Faculty Senate moves to approve the Computer Science, Bachelor of Arts.

EFFECTIVE: Fall 2022, upon all approvals

RATIONALE: Currently, the only bachelor's degree in CS at UAF is a bachelor of science, an ABET-accredited degree program with enough required math coverage that students at graduation have enough math courses for a math minor.

Adding this bachelor of arts degree would broaden access to the CS degree for students who have other interests, such as in linguistics, languages, humanities, or art. While retaining rigorous C++ programming, we have removed most of the upper-division math requirements in the BA pathway to make space for the required 15-credit minor complex in a bachelor of arts degree.

Calculus, particularly Calculus II, has been identified as a key impediment to women pursuing STEM careers (Ellis et al, 2016 https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0157447). Offering the minimal-calculus degree path of the BA may help improve the gender ratio in CS.

In the long run, the many courses shared between the BS and BA will keep both programs strong. It should also help keep our MS program sustainable, and a BA/MS accelerated program should be possible in the future.

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DocuSigned by:
Sandra J Wildfeuer
AF33474F608B4031
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor

Date: April 6, 2022

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MOTION:

The UAF Faculty Senate moves to delete the BS-ANTH : Anthropology, Bachelor of Science

EFFECTIVE: Fall 2023

RATIONALE: Historically we have offered both a BA and a BS in Anthropology. The former was centrally focused on sociocultural and linguistic anthropology, while the latter was focused primarily on biological anthropology and archeology. Due to lack of sufficient numerical competency skills among our students, including those interested in the BS program (enrollment and retention have been problematic for a decade), we are eliminating it. Consequently, we are redesigning the BA program so that it provides students with a broad exposure to all four subfields of anthropology. In addition, we have added to the courses that focus on methods to ensure that students take courses dedicated explicitly to methods, rather than hope that they receive instruction in applicable methods as an ancillary outcome of successful completion of the entire curriculum.

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DocuSigned by:
Sandra L Wildfeuer
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

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

Date: _____

DocuSign Envelope ID: D21E03C9-32B2-4814-8346-450852249EAB

MOTION:

The UAF Faculty Senate moves to delete the BA-GEOG : Geography, Bachelor of Arts

EFFECTIVE: Fall 2022

RATIONALE: The Board of Regents deleted Geography, Bachelor of Arts in 2020. The Faculty Senate opposed the program's deletion. This deletion motion is to go through the formal process to remove them from the catalog.

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DocuSigned by:
Sandra J Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor

Date: April 6, 2022

DocuSign Envelope ID: D21E03C9-32B2-4814-8346-450852249EAB

MOTION:

The UAF Faculty Senate moves to delete the BS-GEOG : Geography, Bachelor of Science

EFFECTIVE: Fall 2022

RATIONALE: The Board of Regents deleted Geography, Bachelor of Science in 2020. The Faculty Senate opposed the program's deletion. This deletion motion is to go through the formal process to remove them from the catalog.

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DocuSigned by:
Sandra J Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

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

Date: April 6, 2022

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MOTION:

The UAF Faculty Senate moves to delete the OEC-RBHA : Rural Human Services Behavioral Health Aide, Occupational Endorsement

EFFECTIVE: Fall 2022

RATIONALE: This program was initiated in response to a community partner need that no longer exists. The current RHS program is structured and implemented as a Certificate program only and the OEC has just been "on the books" and has not been actively utilized as a program option for a number of years.

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Sandra L Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: ___X___ Approves _____ Vetoes _____ Acknowledges

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A Prakash for Daniel M. White
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Daniel M. White, UAF Chancellor

Date: June 13, 2022

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The following motion passed the Faculty Senate meeting #263 on April 4, 2022

Motion to Create a Masters of Marine Policy

MOTION:

The UAF Faculty Senate moves to approve a new Masters of Marine Policy, housed in the UAF College of Fisheries and Ocean Sciences and the UAS School of Arts & Sciences.

The Master of Marine Policy (MMP) degree will be jointly offered by UAS and UAF, with UAF acting as the lead institution. Graduates will receive a diploma indicating that the degree is awarded jointly by UAF and UAS. Applications for admission to the MMP program will be processed through the UAF Graduate School. Enrolled students may select from various required and elective courses offered by UAF or UAS. Most of these courses can be taken in-person or remotely via synchronous or asynchronous modalities. UAF tuition and fees will apply to courses taken through UAF, while UAS tuition and fees will apply to courses taken through UAS.

Rationale: The joint UAF-UAS Master of Marine Policy (MMP) is a 30-credit hour non-thesis graduate degree program designed to complement existing University of Alaska graduate programs and to meet a need unfilled by those programs. The University of Alaska houses outstanding graduate training and research programs that explore physical and biological aspects of marine systems. Cultural and social dimensions of marine resource systems are addressed in courses offered by University of Alaska faculty in Alaska Native Studies and Rural Development, Anthropology, Fisheries, Geography, Political Science, and Resource Management and Environment. In addition, the marine economy's business and entrepreneurship aspects are the focus of the STEM Blue MBA offered by the UAF College of Business and Security Management (CBSM) in cooperation with CFOS and the UAF Alaska Blue Economy Center. Together, these programs and centers support graduate education covering a broad perspective of marine social-ecological systems. However, they do not provide graduate students with a comprehensive background in the legal and policy context of utilizing and managing marine social-ecological systems. Consequently, graduates hired for their technical expertise often find themselves promoted to positions focussed on marine policy yet lack formal training in the legal, policy, and cultural aspects of living marine resource management. It is anticipated that MMP graduates will be well-positioned to compete for marine resource management-focused positions in local, state, federal, and tribal government, agencies, and organizations, non-governmental organizations, and private industry in Alaska and elsewhere.

The MMP degree program engages students in a curriculum that instills an integrated background in four core dimensions of Marine Policy, (1) Living Marine Resources and their Management, (2) Analytic Methods, (3) Law and Policy, and (4) Economics, Development, and Sustainability. The wide selection of courses that satisfy these core and elective requirements facilitates individualization of the curriculum to support each student's goals. Courses are drawn from the Alaska Native Studies, Anthropology, Arctic and Northern Studies, Biology, Cross-cultural Studies, Economics, Fisheries, Geography, Marine Science and Limnology, Natural

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Resource Management, Political Science, Public Administration, Rural Development, and Statistics programs at UAF and UAS. Because most of these courses are already offered at remote sites through video-conferencing, this new degree program can serve prospective students throughout Alaska and beyond.

Federal and State waters off Alaska's coast comprise nearly one-third of the U.S. total. These pristine waters support abundant living marine resources, hold substantial petroleum, mineral, and alternative energy resources, serve as vital global shipping routes, and are the cultural heritage of Alaska's people. In 2019, Alaska's fisheries produced 60% of U.S. landings by weight and 32% by value. By itself, Alaska ranks as the world's seventh-greatest capture fishery—slightly behind Peru, on par with Japan, and well ahead of Vietnam and Norway. Management of Alaska's fisheries is globally recognized for adherence to sound science and policy to support these sustainable marine resources.

The need for science and policymaking expertise is ever more pressing as the changing climate affects marine ecosystems. New science is needed to anticipate changes in biological productivity and the distribution of species. New analysis is needed to identify resource management policies resilient to shifts in ecological systems and their volatility. Recognition that the design and implementation of effective marine policy requires a working knowledge of natural and social sciences has inspired the development of graduate and undergraduate programs in Marine Affairs and Marine Policy in other coastal states.

The University of Alaska has a long history of providing expertise to support state and federal management of living marine resources and environmental assessments related to outer continental shelf resource development and marine transportation. In addition, University of Alaska graduates hold leadership roles in state and federal agencies, tribal, corporate, and non-profit organizations that engage in governance, management, and policy design to support Alaska's fisheries, ecosystems, and the communities that depend on Alaska's living marine resources.

EFFECTIVE: Fall 2022

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Sandra Wildfeuer, UAF Faculty Senate President

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The following motion passed the Faculty Senate meeting #263 on April 4, 2022

The Chancellor: X Approves _____Vetoes _____Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor Date: April 21, 2022

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The following motion passed the Faculty Senate meeting #263 on April 4, 2022

Motion to Create a Graduate Certificate in Climate Security

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Climate Security, housed in the College of Business and Security Management.

Rationale: Climate change is increasingly being recognized as a 'threat multiplier' globally, due to the numerous and complex intersections climate creates between natural events, humans, and the built environment. National and international institutions have identified a need for greater attention toward climate related threats and a growth in practitioners with the skills needed to address this global problem at all levels of decision making. With the rapidly rising focus of security concerns from environmental and climate related hazards, and the potential for threat escalation, there is a need for new and current decision and policy makers to gain a better understanding of connections between climate and security. A Climate Security certificate within the MSDM program will help students to better understand how climate related factors influence not only hazards and disasters, but also their connections to planning, policy and the expansion of security related concerns at the regional, national, and international levels. Additionally, this certificate option allows professionals or new students to explore this topic, while providing a pathway into a full Masters degree for those interested in pursuing security and disaster planning further.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Sandra J Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: ___X___Approves _____Vetoes _____Acknowledges

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Daniel M. White
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Date: April 6, 2022

Daniel M. White, UAF Chancellor

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The following motion passed the Faculty Senate meeting #263 on April 4, 2022

Motion to add ASUAF Advocacy Statement to Syllabus Addendum

MOTION:

The UAF Faculty Senate moves to add the ASUAF Advocacy Statement to the Syllabus Addendum:

ASUAF ADVOCACY STATEMENT:

The Associated Students of the University of Alaska Fairbanks, the student government of UAF, offers advocacy services to students who feel they are facing issues with staff, faculty, and/or other students specifically if these issues are hindering the ability of the student to succeed in their academics or go about their lives at the university.

Students who wish to utilize these services can contact the Student Advocacy Director by visiting the ASUAF office or emailing asuaf.office@alaska.edu.

Rationale: ASUAF has requested that this statement be added to the Syllabus Addendum in order to inform students of these important services.

EFFECTIVE:

Fall Semester 2022.

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Sandra J Wildfeur
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Sandra Wildfeur, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

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Daniel M. White, UAF Chancellor

Date: April 6, 2022

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

MOTION:

The UAF Faculty Senate moves to replace the existing Program Review structure to align with Board of Regents Policy and UA Regulations (10.06) and NWCCU standards. This motion revises the committee structure. Specifically, the two committee levels of review will be a College or School Level Committee that provides recommendations for program improvement or a recommendation for further review and a University Wide Level Committee that may recommend actions up to and including program deletion.

Rationale:

The 2017 revision to the program review process was conceived as a response to budget-driven expedited program reviews that have concluded. This motion revises the regular program review process to align with Board of Regents policy and NWCCU standards and recommendations following work by a Faculty Senate ad hoc committee created in April 2021 and a year-long Process Improvement Effort, involving multiple stages of stakeholder feedback and redesign.

The new process is intended to increase flexibility and provide a formative and collegial review at the College or School level, eliminate the need for additional levels of review for the majority of programs, and focus attention on program improvement and growth. **During the period 2016-2020 in the regular program review cycle, 98.7% of programs reviewed were continued.**

A side-by-side comparison showing additions and deletions and the original previous motion are attached.

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The program review committee structure shall be as follows:

Program reviews are conducted by a committee formed in each College or School **consisting of a minimum of 4 faculty members from the College or School. These committees will be formed by the Dean or Director in consultation with the programs within the College or School. Each program within the College or School will put forward their recommendation of faculty members to serve on the committee. The Dean or Director shall choose from these recommendations. The committee will consist of these faculty members, one faculty member from outside the unit, and a Dean or Director or Dean's or Director's representative external to the school or college as an ex officio member.**

The unit-level committee will provide recommendations and feedback, which may include a recommendation for further review.

If a program receives a further review recommendation, then the review will move to the University Wide Program Review Committee. The University Wide Committee will comprise a faculty representative from each School and College and three administrative representatives (the

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administrator of the program being reviewed, the Vice Provost, and one additional administrator external to the program). Possible recommendations from the University Wide Committee are:

a. Program continuation
b. Program continuation with an action plan
c. Other actions, such as a major program restructuring
d. Suspend admissions to program
e. Program discontinuation

The Provost, in consultation with the Chancellor's Cabinet, shall review the recommendations of the university wide committee and take one of the following actions:

a. Program continuation is confirmed with any recommendations for improvement suggested by the committee.
b. An action such as a major program restructuring, in which case an action plan shall be required by the end of the next regular academic semester.
c. Recommend to discontinue program. When appropriate, admissions may be suspended pending action.

Programs shall have the following opportunities for response to committee recommendations:

The College or School Level Review Committee shall allow representatives from the program under review to attend the meeting and to answer questions **if no representatives of that program are members of the committee. The College or School level review committee shall complete the reporting template.** The program under review has the option to send a response to the **Dean, Dean's representative or Director** within two weeks.

Faculty Senate reviews the recommendations to discontinue or suspend programs and states their collective agreement or disagreement with the Chancellor's Cabinet's recommendation. If the Faculty Senate disagrees, it shall provide an alternate recommendation by the end of the semester in which the Chancellor 's Cabinet's recommendation is made.

The Chancellor reviews all levels of recommendations and decides whether to recommend program discontinuation to the Board of Regents.

Link to NWCCU standards

Link to Board of Regents policy

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Additions : ***bold italics***

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Deletions: strikethrough

Proposed Motion	Motion passed at UAF Faculty Senate Meeting #222 on April 3, 2017
The program review committee structure shall be as follows: **Program reviews are conducted by a committee formed in each College or School consisting of a minimum of 4 faculty members from the College or School. These committees will be formed by the Dean or Director in consultation with the programs within the College or School. Each program within the College or School will put forward their recommendation of faculty members to serve on the committee. The Dean or Director shall choose from these recommendations. The committee will consist of these faculty members, one faculty member from outside the unit, and a Dean or Director or Dean's or Director's representative external to the school or college as an ex officio member.** **The unit-level committee will provide recommendations and feedback, which may include a recommendation for further review.** **The unit-level committee will make recommendations ~~for continued improvement~~, which may include a recommendation for further review.**	~~The program review process shall be completed as follows:~~ ~~1. An initial review based on centrally generated productivity and efficiency summary and a unit- provided brief narrative describing mission centrality, the prospective market for graduates , the existence of similar programs elsewhere in UA, and any special circumstances that explain features of the centrally generated productivity and efficiency summary (see attached program review template for more details). The information reviewed meets the Board of Regents Policy and Regulation (10.06; current PDF posted with motion). A single Faculty Program Review Committee shall be comprised of one faculty representative from each college and school (not including CRCD) plus one representative from CRCD and one representative from CTC. The Faculty Program Review Committee shall be nominated by the Provost in consultation with the deans and directors, and, once formed, the list of committee members shall be submitted to the Faculty Senate for comment , and finalized by the Chancellor . The Faculty Program Review Committee shall review the materials and make one of the following recommendations:~~ ~~• Continue program~~ ~~• Continue program but improve outcomes assessment process and reporting~~ ~~• Continue program but improve other specific areas~~ ~~• Modify program through~~

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	~~consolidation with another program or other significant re-organization~~ • ~~Suspend admissions to program or~~ • ~~Discontinue program~~
If a program receives a further review recommendation, then the review will move to the University Wide Program Review Committee. The University Wide Committee will comprise a faculty representative from each School and College and three administrative representatives (the administrator of the program being reviewed, the Vice Provost, and one additional administrator external to the program). Possible recommendations from the University Wide Committee are: **a. Program continuation** **b. Program continuation with an action plan** **c. Other actions, such as a major program restructuring** **d. Suspend admissions to program** e. **Program discontinuation**	~~An Administrative Program Review Committee comprised of the Deans of Colleges and Schools and four administrative representatives from CRCD shall review the recommendations of the Faculty Program Review Committee, may request additional information from the program, and shall state their collective agreement or disagreement with the Committee's recommendation.~~
Programs shall have the following opportunities for response to committee recommendations: **The College or School Level Review Committee** shall allow representatives from the program under review to attend the meeting and to answer questions **if no representatives of that program are members of the committee. The College or School level review committee shall complete the reporting template.** The program under review has the option to send a response to the **Dean, Dean's representative or Director** within two weeks.	~~The Faculty Program Review Committee~~ shall allow up to two representatives from the program under review to attend the meeting and to answer questions . ~~The Faculty Program Review Committee shall provide a brief narrative justifying their recommendation and describe any areas needing improvement prior to the next review. A summary of the recommendation shall be shared with the program under review and the Faculty Senate President, who may request a copy of the full narrative. The Faculty Senate President, in consultation with members of the Faculty Senate Administrative~~

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	~~Committee , then has the option to send a response to the~~ ~~Provost within two weeks.~~ The program under review also has the option to send a response to the ~~Provost~~ within two weeks .
The Provost, in consultation with the Chancellor's Cabinet, shall review the recommendations of the **university wide committee** and take one of the following actions: a. Program continuation is confirmed **with any recommendations for improvement suggested by the committee.** **b. An action such as a major program restructuring, in which case an action plan shall be required by the end of the next regular academic semester.** c. Recommend to discontinue program. When appropriate, admissions may be suspended pending action. Faculty Senate reviews the recommendations to discontinue or suspend programs and states their collective agreement or disagreement with the Chancellor's Cabinet's recommendation. If the Faculty Senate disagrees, it shall provide an alternate recommendation by the end of the semester in which the Chancellor 's Cabinet's recommendation is made. The Chancellor reviews all levels of recommendations and decides whether to	1. The Provost, in consultation with the Chancellor's Cabinet , shall review the recommendations of the ~~Faculty Program Review Committee, the Faculty Senate President , and the Administrative Program Review Committee~~ and take one of the following actions: a) Program continuation is confirmed . b) ~~Program continuation with an action plan prepared by the program and Dean to meet improvements needed by the next review cycle. Annual progress reports will be required in some cases. Actions may also include further review by an ad hoc committee .~~ ~~c)~~ ~~Other actions ,~~ such as a major program restructuring. An action plan shall be required by the end of the next regular academic semester ~~after a request for restructuring or similar action is made.~~ ~~d)~~ Recommend to discontinue program. When appropriate, admissions may be suspended pending action. 2. Faculty Senate reviews the recommendations to discontinue or suspend

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recommend program discontinuation to the Board of Regents. **Link to NWCCU standards** **Link to Board of Regents policy**	programs and states their collective agreement or disagreement with the Chancellor's Cabinet's recommendation . If the Faculty Senate disagrees , it shall provide an alternate recommendation by the end of the semester in which the Chancellor 's Cabinet's recommendation is made. 3. The Chancellor reviews all levels of recommendations and decides whether to recommend program discontinuation to the Board of Regents. ~~Copies of the following are attached to hard-copy printed motion:~~ ~~Link to current Instructional Program Review Template~~ ~~Link to BOR Policy and UA Regulation 10.06~~

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

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ORIGINAL

MOTION:

The UAF Faculty Senate moves to amend the approved updated procedure to accomplish the program review process as required by Board of Regents and UA Regulations (10.06) which it passed at Meeting #219 on December 5, 2016. The amendment adds a conflict of interest policy to Section One of the program review procedure.

EFFECTIVE: Immediately

Rationale: Faculty members selected to serve on the UAF Program Review and Special Program Review Committees are often faculty within the programs under review. This motion recognizes this conflict of interest by establishing the policy of abstaining from voting on programs in which one is a faculty member.

This has been historical practice, but passage of this motion makes it a formal policy.

AMENDMENT:

Faculty members serving on the UAF Program Review Committee must abstain from voting on programs in which they are affiliated.

****

DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...

President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 2/18/19

DocuSign Envelope ID: 31C7D80B-B2B1-4BA8-ADEA-9B64B7299C37

The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017:

MOTION:

The UAF Faculty Senate moves to amend the approved updated procedure to accomplish the program review process as required by Board of Regents Policy and UA Regulations (10.06) which it passed at Meeting #219 on December 5, 2016. The more recent amendment of March 15, 2017 is indicated in bold, italicized text (below).

Effective: Spring 2017

Rationale: The existing process was modified at Meeting #181 (March 5, 2012) to accommodate a five year review cycle. The revisions approved at Meeting #219 are intended to ensure faculty input, and clarify the role of the Faculty Senate in program eliminations. The Program Review Template as well as the BOR Policy for 10.06 have also changed since the last Faculty Senate motion in 2012, and current versions are included. The most recent amendment proposed here in red text concerns the process at step 2.

****

2017-04-03
President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/7/2017
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

(See attached policy)

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Additions: ***bold italics***
Deletions: ~~strikethrough~~

The program review process shall be completed as follows:
1. An initial review based on centrally generated productivity and efficiency summary and a unit-provided brief narrative describing mission centrality, the prospective market for graduates, the existence of similar programs elsewhere in UA, and any special circumstances that explain features of the centrally generated productivity and efficiency summary (see attached program review template for more details). The information reviewed meets the Board of Regents Policy and Regulation (10.06; current PDF posted with motion). A single Faculty Program Review Committee shall be comprised of one faculty representative from each college and school (not including CRCD) plus one representative from CRCD and one representative from CTC. The Faculty Program Review Committee shall be nominated by the Provost in consultation with the deans and directors, and, once formed, the list of committee members shall be submitted to the Faculty Senate for comment, and finalized by the Chancellor. The Faculty Program Review Committee shall review the materials and make one of the following recommendations:

- Continue program
- Continue program but improve outcomes assessment process and reporting
- Continue program but improve other specific areas
- Modify program through consolidation with another program or other significant re-organization
- Suspend admissions to program or
- Discontinue program

The Faculty Program Review Committee shall allow up to two representatives from the program under review to attend the meeting and to answer questions. The Faculty Program Review Committee shall provide a brief narrative justifying their recommendation and describe any areas needing improvement prior to the next review. A summary of the recommendation shall be shared with the program under review and the Faculty Senate President, who may request a copy of the full narrative. The Faculty Senate President, in consultation with members of the Faculty Senate Administrative Committee, then has the option to send a response to the Provost within two weeks. The program under review also has the option to send a response to the Provost within two weeks.

2. An Administrative Program Review Committee comprised of the Deans of Colleges and Schools and four administrative representatives from CRCD shall review the recommendations of the Faculty Program Review Committee, may request additional information from the program, and shall state their collective agreement or disagreement with the Committee's recommendation. ***A summary of the recommendation shall be shared with the program under review and the Faculty Senate President, who may request a copy of the full narrative. The Faculty Senate President, in consultation with members of the Faculty Senate Administrative Committee, then has the option to send a response to the Provost within two weeks. The program under review also has the option to send a response to the Provost within two weeks.***

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

3. The Provost, in consultation with the Chancellor's Cabinet, shall review the recommendations of the Faculty Program Review Committee, the Faculty Senate President, and the Administrative Program Review Committee and take one of the following actions:

a) Program continuation is confirmed.

b) Program continuation with an action plan prepared by the program and Dean to meet improvements needed by the next review cycle. Annual progress reports will be required in some cases. Actions may also include further review by an ad hoc committee.

c) Other actions, such as a major program restructuring. An action plan shall be required by the end of the next regular academic semester after a request for restructuring or similar action is made.

d) Recommend to discontinue program. When appropriate, admissions may be suspended pending action.

4. Faculty Senate reviews the recommendations to discontinue or suspend programs and states their collective agreement or disagreement with the Chancellor's Cabinet's recommendation. If the Faculty Senate disagrees, it shall provide an alternate recommendation by the end of the semester in which the Chancellor's Cabinet's recommendation is made.

5. The Chancellor reviews all levels of recommendations and decides whether to recommend program discontinuation to the Board of Regents.

Copies of the following are attached to hard-copy printed motion:
Link to current Instructional Program Review Template
Link to BOR Policy and UA Regulation 10.06

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

REGENTS' POLICY
PART X – ACADEMIC POLICY
Chapter 10.06 - Academic Program Review

P10.06.010. Academic Program Review.

A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.

B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.

C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews.

(04-04-14)

P10.06.020. Educational Effectiveness.

A. To improve the effectiveness of its educational programs and the fulfillment of its mission and objectives, each MAU will regularly undertake studies of the impact of its academic programs on its students and graduates.

B. MAUs will describe achievements expected of their students and adopt reliable procedures for assessing those achievements. Assessment practices will be coordinated among MAUs. An annual report on the implementation and results of assessment practices will be provided to the board. Assessment outcomes will be used in program and institutional planning.

(04-19-96)

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

UNIVERSITY REGULATION
PART X – ACADEMIC POLICY
Chapter 10.06 - Academic Program Review

R10.06.010. Academic Program Review.

A. Purpose

This regulation suggests the elements each campus of the statewide system should employ in its review of academic programs.

B. Elements for Evaluation

The programs of each of the university's major units follow from its respective mission (Policy 01.01); changes in programs should be consistent with and guided by these mission statements.

The necessary elements that a unit should assess during the program review process include the following:

1. Centrality of the program to the mission, needs and purposes of the university and the unit;

2. Quality of the program, as determined by the establishment and regular assessment of program outcomes. Outcomes should be comprehensive, and indications of achievement should involve multiple measures and satisfy the properties of good evidence.

3. Demand for program services, as indicated by measures such as: credit hour production appropriate to the program's mission, services performed by the program in support of other programs, graduates produced, the prospective market for graduates, expressed need by clientele in the service area, documented needs of the state and/or nation for specific knowledge, data, or analysis, other documented need;

4. Program productivity and efficiency as indicated by courses, student credit hours, sponsored proposals and service achievements produced in comparison to the number of faculty and staff and the costs of program support;

5. Timeliness of an action to augment, reduce or discontinue the program;

6. Cost of the program relative to the cost of comparable programs or to revenue produced;

7. Unnecessary program duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska statewide system.

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

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DocuSigned by:
Sandra J Wildfeuer
AF33474F608B493
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648D
Daniel M. White, UAF Chancellor

Date: March 16, 2022

DocuSign Envelope ID: A16330BB-B95B-4BDD-B557-3B5FB1CF0923

The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Motion to Address to Standardize the Acceptance of National Exams at UAF.

Effective: Immediately Upon Approval

Motion:
Standardize the acceptance of national exams at UAF. Departments may review exams for direct equivalencies. If no equivalencies are determined students will receive elective credit for successful completion as determined under each exam section. Courses may be added degree attributes based on exam documentation per the professional judgment of the Office of the Registrar.

Rationale:
The current policy was established many years ago and the policy was last reviewed in 2006.

Currently UAF allows departments to decide which exams UAF will accept in their disciplines. All tests are recommended for college credit through third party organizations. High school students in particular assume these exams will count toward college credit as this is how the tests are marketed, which makes this a recruitment and retention issue. A review of our peers and aspirational peer institutions shows UAF is more restrictive with our national exam credit acceptance policy.

We propose that UAF accept all exams offered by AP, CLEP and IB. Departments can review exams to determine if credits may be awarded for specific course credit. If no UAF equivalent is available, credit is to be awarded either as departmental elective credit (e.g., BA F1) or general elective credit. Where an exam meets criteria for a general education credit, degree humanities credit or degree social science credit, the applicable credit is to be awarded. Courses may be added degree attributes based on exam documentation per the professional judgment of the Office of the Registrar.

This change would align with the current UAF DSST exam acceptance policy.

Reasonable turnaround time for departmental review is one month within the academic year. If a decision has not been made, the Office of the Registrar will refer the decision to the appropriate Dean’s office.

Students whose evaluations have already been completed may request a reevaluation under the new policy.

BOLD CAPS = Addition

[[ ]] = Deletion

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Revised Policy:

CREDIT FOR NATIONAL EXAMS

There are several ways to earn college credit by receiving a passing score on a national exam. UAF currently accepts the following exams:

- College-level Examination Program (CLEP)
- College Board Advanced Placement Exams (AP)
- International Baccalaureate (IB)
- Credit for Language Testing
- DANTES-DSST (Standardized Subject Tests)

For any of the following exam options, grades are not computed in the UAF GPA. Credit received for exams is not considered UAF residence credit and is not considered to be part of the semester course load for classification as a full-time student. Credit is awarded to current or previously enrolled degree students at UAF. Rules that apply to transfer courses (including the tables of substitutions) also apply to course credit received through a national exam. The credit for national exam options are briefly outlined here.

DEPARTMENTS MAY REVIEW EXAMS FOR DIRECT EQUIVALENCIES. IF NO EQUIVALENCIES ARE DETERMINED STUDENTS WILL RECEIVE ELECTIVE CREDIT FOR SUCCESSFUL COMPLETION AS DETERMINED UNDER EACH EXAM SECTION.COURSES MAY BE ADDED DEGREE ATTRIBUTES BASED ON EXAM DOCUMENTATION PER THE PROFESSIONAL JUDGMENT OF THE OFFICE OF THE REGISTRAR.

UAF currently accepts the following exams: College-level Examination Program (CLEP), College Board Advanced Placement Exams (AP), International Baccalaureate, Credit for Language Testing, DANTES-DSST (Standardized Subject Tests).

College-Level Examination Program (CLEP)

- CLEP is a national testing program that awards college credit for some introductory courses. The exams cost $120 each (cost subject to change) and are administered by appointment only.
  See a list of College-Level Examination Program (CLEP) general and subject exams approved for credit at UAF below. To register for a CLEP exam or for more information, contact UAF eCampus Exam Services at 907-474-5277 or uaf-testing@alaska.edu. The following criteria apply to CLEP exams:
- Students can earn up to 6 semester credits upon successful completion of a General CLEP exam in the discipline of college mathematics, humanities, natural sciences or social sciences/history. Students who have earned less than 6 credits in the discipline (or 3 credits for mathematics), from any source, will be awarded the difference in credits upon successful completion of the exam. Students who already have 6 or more credits in the discipline (or 3 credits for mathematics) will not receive credit for the exam. General

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

CLEP exams are listed in bold font in the College-Level Examination Program (CLEP) Exams Currently Accepted table.

- [[Each academic department at UAF determines if a CLEP exam will be accepted for credit.]]
- Students may not duplicate a course for which credit has already been earned or in which the student is currently enrolled.
- Students must wait at least one year after the end of an audited course before taking the CLEP Subject exam for that course.
- The minimum passing score for approved CLEP exams is 50, with the exception of the following foreign languages scores: **French** semester I and II minimum 50, semesters III and IV minimum 59; **German** semester I minimum 39, semester II minimum 50, semester III minimum 55, semester IV minimum 60; **Spanish** semester I minimum 39, semester II minimum 50, semester III minimum 57, semester IV minimum 63.

DANTES DSST

DSST is a national testing program that offers exams in traditional academic, vocational/technical and business subject areas. Credit is awarded for successfully completing DSST tests as recommended by the American Council on Education. [[Acceptance of the DSST exam for a specific catalog course or as a major/minor requirement is subject to department approval.]] DSST exams cost $120 each (cost subject to change). Contact UAF eCampus Exam Services at 907-474-5277 or uaf-testing@alaska.edu about the availability of DSST testing.

Effective Date: Immediately upon approval

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DocuSigned by:
Sandra Wildfeuer
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: ___X___ Approves _____ Vetoes _____ Acknowledges

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

Date: March 16, 2022

DocuSign Envelope ID: 8BD3BBB4-40F1-47C0-BB64-34149432E286

The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Motion to standardize numbering of special topics courses in summer.

Effective: summer semester 2023

Motion:
Amend UAF's reserved course numbering schema to eliminate the number (-95) for summer special topics. There is no benefit to having a different number in the summer versus fall/spring. All special topics will use a -93 course number regardless of the term offered.

From "How to Read the Course Descriptions" in the UAF Catalog:

SPECIAL OR RESERVED NUMBERS

Courses with the suffix X (WRTG F111X, MATH F113X), meet specific general education requirements.

Courses identified with numbers ending in -92 are seminars, covering various topics which may include group discussions and guest speakers; ending in -93 are special topics courses, normally offered one time only; -94, trial courses, offered in anticipation of becoming a permanent course; **[-95, special topics summer session courses, offered only during the summer;]** -97, individual study in subject areas not normally available; -98, non-thesis research/project, preparing for professional practice; and -99, thesis/dissertation, preparing for scholarly or research activity.

Courses identified with these special or reserved numbers may be available at all levels (e.g., 193, 293, 393, etc.) at the discretion of any department, although offerings above the level of approved programs must be approved in advance by the Provost (e.g., 600-level offerings in areas without approved graduate programs or 300- and 400-level courses in areas without approved baccalaureate programs). These courses may be repeated for credit.

Rationale:
There is no discernible benefit of having a different number for summer special topics sections as compared to fall and spring. As it causes some technical challenges, we recommend that UAF use the same number designation (-93) for special topics whether they are offered in the fall, spring or summer.

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DocuSigned by:
Sandra J Wildfeuer
Sandra Wildfeuer, UAF Faculty Senate President

DocuSign Envelope ID: 8BD3BBB4-40F1-47C0-BB64-34149432E286

The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

The Chancellor: ___X___ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
Date: March 16, 2022

Daniel M. White, UAF Chancellor

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The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Motion to Create a Graduate Certificate in Justice Administration

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Justice Administration, housed in the College of Liberal Arts.

Rationale: The program is designed to advance the careers of existing justice agency managers and to prepare the next generation of managers. This curriculum is focused to accomplish this mission and the electives allow each student the flexibility to design a certificate that works for their career path. The justice field provides a stable supply of criminal justice related jobs. Once in the field, students need advanced education to assist in preparation for promotion and in the performance of management tasks; however, not every student is interested or able to dedicate the time for a full M.A. degree. Student feedback also indicates a need for a step between the B.A. and the M.A. degree, which this certificate provides.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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DocuSigned by:
Sandra L Wildfeuer
AF33474F608B403...

Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__Approves _____Vetoes _____Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor Date: March 16, 2022

DocuSign Envelope ID: DB1F02FD-AA71-4E97-9D9F-3AFE41688B4D

The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Motion to Create a Graduate Certificate in Arctic and Northern Studies

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Arctic and Northern Studies, housed in the College of Liberal Arts.

Rationale: This program will provide working professionals and others interested in Arctic and Northern issues graduate level educational training and skills related to understanding, and living and working in, the circumpolar North. The graduate certificate is intended for those people who have Bachelor's degrees and want expertise on the North for professional and academic reasons but cannot or do not want to pursue the M.A. in Arctic and Northern Studies.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Sandra L Wildfeuer
AF33474F608B403...

Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__Approves _____Vetoes _____Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor Date: March 16, 2022

DocuSign Envelope ID: DB1F02FD-AA71-4E97-9D9F-3AFE41688B4D

The UAF Faculty Senate passed the following motion at meeting #262 on March 14, 2022

Motion to Create a Graduate Certificate in Geospatial Science

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Geospatial Science, housed in the Department of Natural Resources and Environment.

Rationale: Geospatial science is a growing technology field with widespread applications in government agencies and private industries. This graduate certificate program will meet the demands for a workforce trained and skilled in Geographic Information Systems (GIS) and remote sensing technology applications in the areas of natural resource management, natural hazards, environmental change and climate change research, industrial applications, agriculture, fisheries, arctic security, and public policy and health. The program will build student enrollment, provide technical training on emerging technologies that enhance workforce development, and enhance grant-funded opportunities in Arctic change detection and all related fields.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Sandra L Wildfeuer
AF33474F608B403...

Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: X Approves _____Vetoes _____Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor Date: March 16, 2022

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The following motion passed at Faculty Senate meeting #261 on February 7, 2022:

MOTION
The UAF Faculty Senate GER and Core Committee moves to amend the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, Subsection H.5 under Permanent Committees, to amend its membership and clarify its procedures concerning assessment.

EFFECTIVE: Immediately following approval

RATIONALE: The main charge of the committee is to oversee assessment of the general education learning outcomes and to work with the vice-provost's office to complete and submit reports on Assessment. In past years, this assessment has not been done or documented, partly due to the turnover in the committee, but also because we are no longer assessing courses but assessing learning outcomes. In addition the faculty fellow in assessment and accreditation should be added to the committee to help ensure that GER assessment is aligned with accreditation standards and that it is completed on schedule.

****

BOLD CAPS = Addition
Bold ~~Strikethrough~~ = Deletion

Faculty Senate Bylaws, Section 3, article 5: Committees, Subsection H:
. . .

PERMANENT

. . .

5. The GER and Core Committee regularly reports on assessment of the GER. This committee also monitors transfer guidelines, acts on petitions, and evaluates materials related to the core and GER experience. Two GER & Core Committee members will serve on the Curriculum Review Committee to provide expertise in GER Curriculum.

The committee shall be composed of one faculty member from each of the GER component areas as well as one faculty member from a non-GER component area, and one faculty member from CRCD, as voting members. The member from a non-GER component area shall be elected at large from among UAF faculty, while seats from GER component areas and CRCD shall be elected by their respective faculties. Membership on the committee also may include an undergraduate student as a non-voting member, and representatives from the colleges specifically tasked with core and GER assessment.

THE FACULTY FELLOW IN ASSESSMENT AND ACCREDITATION MUST REMAIN A MEMBER OF THE FACULTY. THEY WILL SERVE AS A VOTING MEMBER OF THE COMMITTEE. IF AN ELECTED MEMBER OF THE COMMITTEE ALREADY SERVING ON THE COMMITTEE BECOMES A FELLOW, THEN THEY SHALL BE RESTRICTED TO ONE SINGLE VOTE ON ALL MATTERS. THE FACULTY FELLOW IN ASSESSMENT AND ACCREDITATION

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SHOULD ENSURE THAT THE ASSESSMENT OF GER COURSES IS COMPLETED AND SERVE AS THE FACULTY LIAISON FOR ASSESSMENT.

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DocuSigned by:
Sandra J Wildfeuer
AF33474F608B403...
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE4BD6A19C4648C...
Daniel M. White, UAF Chancellor

Date: February 28, 2022

UNIVERSITY OF ALASKA FAIRBANKS

P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

RESOLUTION:

WHEREAS, Pursuant to Regents' Policy 03.10.010 "The president of the university will be appointed by a majority vote of the whole Board of Regents with such compensation, other benefits, term of appointment and subject to such special conditions as the board may establish";

WHEREAS, Pursuant to Regents' Policy 03.10.010 "The opportunity for faculty, staff and students to participate in the governance of the university is important to its effective operation. The board intends that faculty, staff and student participation in university governance be an integral part of the university community's culture";

WHEREAS, Pursuant to Regents' Policy 03.10.010 "Governance organizations shall carry out their functions subject to the authority of the board and the president and chancellors to provide an effective opportunity for university faculty, staff and students to play a meaningful role in matters affecting their welfare";

WHEREAS, the 1966 joint statement by the American Association of University Professors (AAUP), the American Council on Education (ACE) and the Association of Governing Boards of Universities & Colleges (AGB) maintained that "The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.";

WHEREAS, in an email on January 31, 2022, Board of Regents Chair Sheri Buretta sent a memo to Governance leaders stating that, "The Board of Regents appoints Pat Pitney as President of the University of Alaska and authorizes Chair Buretta to negotiate the terms and conditions of the contract and to execute an appointment letter as appropriate. This motion is effective February 25, 2022."

WHEREAS, the perspective of all UA personnel (faculty, staff, and students) is invaluable in making sound decisions about allocating resources, setting goals, choosing top officers, and other significant issues affecting the universities and university system;

WHEREAS, Governance groups were not included in the decision to appoint Pat Pitney as permanent President of the University of Alaska;

WHEREAS, the UAF Faculty Senate believes that there should be a review of Interim President Pitney's performance in the position of President of the University of Alaska prior to determining whether she should be made the permanent president;

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate requests that the Board of Regents keep Interim President Pitney in the interim role for such time as is needed to gather input from the various governance groups and other partners across the UA system.

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RATIONALE: The University of Alaska Board of Regents is proposing to appoint Pat Pitney as President of the University of Alaska system without any review of her performance as president to date and without input from other important constituent and shared governance groups.

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Sandra J. Wildfeuer, UAF Faculty Senate President

2/9/2022

DocuSign Envelope ID: 74A01E1F-21BB-4176-85A0-2B2E5F6D7C04

Motion to include language on public defense of graduate thesis or project in catalog

MOTION:

The UAF Faculty Senate moves to include the following language in the 2022-2023 UAF academic catalog:

“Graduate project, thesis, and dissertation defense examinations are public events and open to the university and wider community. The student should submit their name and project, thesis, or dissertation title and the date, time, and location of their defense examination to the Graduate School at least two weeks prior to their defense examination date. The Graduate School, along with the home program, department, college, or school, will advertise the examination.

The defense examination includes a public presentation of the project, thesis, or dissertation moderated by the chair of the graduate advisory committee, followed by a private executive examination by the committee.”

Rationale: This policy would enforce the university commitment to public dissemination of research and scholarly activity. This is an existing practice but has not been implemented uniformly across the campus(es) amongst programs or degree types (Masters and PhD). Placing the language in the catalog will establish the policy and help to ensure that it is followed.

EFFECTIVE:

Fall Semester 2022.

****

DocuSigned by:
Sandra L Wildhaber
Sandra Wildhaber, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: December 13, 2021

DocuSign Envelope ID: 74A01E1F-21BB-4176-85A0-2B2E5F6D7C04

Motion to change the date of Faculty Senate meeting from March 7 to March 14, 2022.

MOTION:

Adjust the March Faculty Senate meeting date from March 7, 2022 to March 14, 2022.

Rationale:

Currently the Faculty Senate meeting is scheduled to take place over the UAF Spring break week, we would like to change the meeting date to March 14th, 2022.

EFFECTIVE:

Immediately

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DocuSigned by:
Sandra L Wildfeur
Sandra Wildfeur, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___X___ Acknowledges

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

Date: December 13, 2021

DocuSign Envelope ID: 6E443337-A46A-42F0-BAC8-B30DDD26D4CB

The following motion passed at Faculty Senate meeting #259 on November 1, 2021:

Motion to Extend the Waiver of the GRE Requirement for Graduate Admission for Fall 2022 and Spring 2023 due to COVID-19

MOTION:

The UAF Faculty Senate moves to extend the waiver of the GRE admissions requirement (where one is in place) for graduate admissions for Fall 2022 and Spring 2023.

RATIONALE: The UAF Faculty Senate waived the GRE for graduate admissions for Fall 2021 and Spring 2022. As COVID-19 continues to be a problem throughout the world and access to GRE testing facilities remains inequitable, waiving the GRE for another year provides equity to all potential students.

EFFECTIVE:

Immediately.

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DocuSigned by:
Sandra L Wildfeur
AF33474F608B403...
Sandra Wildfeur, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AF6BD6A19CA648C...
Date: November 12, 2021
Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 6E443337-A46A-42F0-BAC8-B30DDD26D4CB

The following motion passed at Faculty Senate meeting #259 on November 1, 2021:

Amended Motion to Extend Duolingo (Now, Motion to Accept TOEFL iBT Home Edition and the IELTS Indicator)

MOTION:

The UAF Faculty Senate moves to accept the TOEFL iBT Home Edition and the IELTS Indicator through Spring of 2023 and extend acceptance of Duolingo only when an at home version of the other tests are not available.

EFFECTIVE: Immediately upon Chancellor approval or acknowledgement

RATIONALE: In February 2021 Faculty Senate approved a motion to revise the TOEFL requirement for admission through Spring 2022 to accept the Duolingo English Test examination results. Since TOEFL and IELTS have now developed "at home" tests these tests should be accepted for the next year and acceptance of Duolingo should end per the original motion. In countries where the at-home versions of the TOEFL and IELTS assessments are not available, Duolingo may be accepted.
International students need to know as soon as possible what tests will be accepted.

The catalog language should be updated to reflect this revision.

English Proficiency Requirements

Students on an F-1 visa are required to submit scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) exam. Some permanent residents (green card holders) are not required to submit TOEFL or IELTS scores (see exceptions below). English proficiency may be demonstrated by:

1. A minimum TOEFL score of 79 (either TOEFL iBT or TOEFL iBT At Home).
2. A minimum IELTS score of 6.5 (either IELTS or IELTS Indicator).
3. A minimum Duolingo English Test score of 105.*
4. Completion of secondary education in Great Britain, New Zealand, Australia or Canada (excluding Quebec).

Requests for exception to this policy may be submitted via email to the Office of Admissions. Acceptable grounds for waiving this requirement may include:

1. Successful completion (C or higher) of a college-level, non-ESL English composition course.
2. A comparable score on another approved exam such as the ACT, SAT or ACCUPLACER exam.

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are able to provide adequate documentation (transcripts, test scores, etc.) demonstrating academic readiness for WRTG 111x.

- Duolingo is only acceptable if an at home version of the TOEFL or IELTS exams are not available in the student's country of residence.

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DocuSigned by:
Sandra J Wildfeur
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Sandra Wildfeur, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AF6BD6A19CA648C...
Daniel M. White, UAF Chancellor

Date: November 12, 2021

DocuSign Envelope ID: 6E443337-A46A-42F0-BAC8-B30DDD26D4CB

The following motion passed at Faculty Senate meeting #259 on November 1, 2021:

Motion to clarify language on course stacking guidelines

MOTION:

The UAF Faculty Senate moves to clarify the course stacking guidelines that appear in the Academic Course and Degree Program Manual Appendix A as described in the attached document.

RATIONALE: Review of stacked course proposals has shown that the existing guidelines are not sufficiently clear for reviewers. Clearer guidelines should also help faculty members in creating stacked courses. In this revision, we sought to improve language reflecting:

- That there must be partial differentiation between student learning outcomes at the two course levels. Advice on differentiation was enhanced.
- That student learning outcomes, course content, and completion of requirement differences must be reflected in assessments.
- That both levels of the stacked course must have expectations commensurate with those outlined in BOR policy on course level definitions.

EFFECTIVE:

Spring Semester 2022.

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DocuSigned by:
Sandra Wildfeur
Sandra Wildfeur, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
Daniel M. White, UAF Chancellor
Date: November 12, 2021

Current and revised language for the course stacking section of Appendix A of the Academic Course and Degree Program Manual. Prior text was generally retained, but moved around, so we present the original

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Original Course Stacking	New Course Stacking
Faculty Senate approved the course stacking regulations and guidelines for course stacking at Faculty Senate meeting #232 on May 7, 2018 as shown below:	Faculty Senate approved the course stacking regulations and guidelines for course stacking at Faculty Senate meeting_____on _____ as shown below:
Course Stacking Regulations:	**Course Stacking Regulations:**
With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. Two existing courses may never be stacked with one another. Stacked courses are required to have the same title, course description, and number of credits. The additional effort required for higher level credit must be clearly spelled out in the course syllabus.	With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. Two existing courses may never be stacked with one another. However, existing course content can be used to create a new stacked course. If the desire is to do so, one course must be discontinued and a new course created to stack with the remaining existing course. Stacked courses are required to have the same title, course description, and number of credits. The two course levels must be distinguished in terms of SLOs, content, requirements, and evaluation.
Guidelines for Stacking courses:	**Guidelines for Stacking courses:**
It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that's not simply one level. We recognize that the design of a 'stacked' course requires compromise to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse the new creation.	We use stacking for a variety of reasons: ● it allows us to offer more courses without doubling faculty workload, increasing efficiency; however, teaching a stacked course takes more effort than would be required to deliver either unstacked course, and ● advanced undergraduates and graduate students can benefit from similar curriculum content, and ● stacked courses can foster collaboration and mentoring between UG and graduate students. The challenge is to create two distinct courses that stem from the same central material. The higher level offering of the stacked course must have expectations commensurate with those outlined in BOR policy on course level definitions (https://www.alaska.edu/bor/policy/10.04-Academic%20Programs.pdf).
The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.	
The creation of two different syllabi will help emphasize the different learning outcomes of	We offer the following guidelines (with further description to follow) to help prepare a stacked

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what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.

With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. Stacked courses are required to have the same title, course description, and number of credits. The additional effort required for higher level credit must be clearly spelled out in the course syllabus.

The higher level version of the course must require additional student effort. In the case of 400/600 level stacked courses additional student effort for the 600 level version, such as a seminar or a term paper, should reflect the greater acuity that we expect from graduate students. Prerequisites of graduate standing or permission of the instructor is required for graduate enrollment.

400/600 level stacked course applications are reviewed by the (Undergraduate) Curriculum Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions have sufficiently different learning outcomes (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

In developing a proposal for a new stacked course or for revising an existing course, keep in mind the education level and training needs

course and to provide the curriculum review committees with sufficient information to approve proposals.

1. Student learning outcomes must be differentiated between the two levels.
2. Differences in course content and requirements for the two levels should be aligned with SLOs and clearly evident in assignment descriptions.
3. Differences in course content and completion of course requirements must be reflected in assessment.
4. The two levels must have separate syllabi that are differentiated in SLOs, course content and assessment.
5. The differences between levels should also be clearly detailed in CourseLeaf to assist in proposal review.

Considerations for Undergraduate Level Stacking

Lower level courses usually serve as basic curriculum or academic prerequisites for upper level courses. The higher level course should require additional effort and possibly additional prerequisites as outlined in BOR policy (link above). The higher level credit course may require students to participate in additional learning experiences such as fieldwork and/or a research project.

Considerations for 400/600 Level Stacking

400/600 level stacked course applications are reviewed by the (Undergraduate) Curriculum Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine whether the two levels of the course have level-appropriate and sufficiently different learning outcomes, content, and assessment metrics. In this context, the CRC and GAAC are looking out for the interests of the students taking the course.

Course content must be differentiated, meaning that they differ significantly between levels, reflecting the higher-level thought and increased skills we expect from graduate students. However, some shared content and learning outcomes are

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of undergraduates and graduates and provide documentation to show what each section of the course will offer learning experiences appropriate for the students. Students will be grateful for giving them -- within the limitations of the 'stacked' framework -- the best possible educational experience. When courses are unstacked, this is also considered a minor change; however, the course listed as the secondary course will be deleted. If the secondary course should remain active, the new course proposal for that course will need to be submitted in CourseLeaf, with a different name, different course number, and different course description. This new course proposal will have to go through the entire curriculum approval process.	acceptable. These differences in course content must occur throughout the course, generally on at least a weekly basis. Mastery at a higher level could be demonstrated through problem sets and exams with different or additional advanced questions for graduate students, separate discussion sections for UG and graduate students, discussions where graduate students take leadership / mentoring roles, etc. Simply adding an extra project or paper to the graduate level of a stacked course is unlikely to transform an UG course into a graduate course. BOR requirements indicate the 600 level course must "demand rigorous analysis, synthesis, and research skills", which could be demonstrated by synthesis of prior work, creating hierarchies, or applying covered material to new situations. The differences in course content and completion of course requirements must be reflected in assessments and course grading. A significant portion of the course grade should be based on work that differs between the two levels. In order to communicate the course content and expectations of each level, different syllabi are required. If activities (e.g. exams) have added content at the 600 level, this addition should be described in the higher-level syllabus. Finally, providing in CourseLeaf a clear statement of the differences you have incorporated in SLOs, course content and course requirements will help expedite review of your proposal. **Unstacking courses** When courses are unstacked this is considered a major course change and will be reviewed by either CRC or GAAC. Only one of the unstacked courses can retain its number; the other course will be deleted. If both of the previously stacked courses remain active, one of them will require a new course proposal with a different name, course number, and course description. This new course proposal will go through the entire curriculum approval process.

Excerpt from BOR policy section 10.04….

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Academic credit courses are numbered as follows:

a. Lower division courses usually taken by freshmen and sophomores
100-199: Courses with these numbers introduce a field of knowledge and/or develop basic skills and concepts, usually as foundation or survey courses. They are applicable to occupational endorsements, certificates, and associate and baccalaureate degrees, in accordance with certificate/degree requirements.
200-299: Courses with these numbers provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experience, or develop advanced skills. They are applicable to certificates, and associate and baccalaureate degrees, in accordance with certificate/degree requirements.

b. Upper division courses usually taken by juniors and seniors
300-399: Courses with these numbers build upon previous course work and require familiarity with the concepts, methods, and vocabulary of a discipline. They are applicable to baccalaureate degrees and may be applicable to associate degrees, in accordance with degree requirements. These courses are not applicable to graduate degree requirements.
400-499: Courses with these numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses. These courses are applicable to baccalaureate degrees, in accordance with degree requirements. These courses may be applied to graduate requirements for some master's degrees with prior approval of the student's graduate study committee. However, except as approved for an accelerated master's degree, a student may not apply a course to both a baccalaureate and a master's degree. Accelerated master's degrees may use up to twelve credits of 400-level and/or 600-level coursework to double count toward the baccalaureate and master's degrees.

c. Graduate level courses
600-699: Courses with these numbers demand rigorous analysis, synthesis, and research skills. These courses are applicable to masters and doctoral degrees and to graduate and professional certificates, in accordance with degree requirements. With prior approval of the major department they may be used to meet degree or graduation requirements for some baccalaureate degrees, but, except as approved for an accelerated master's degree, a student may not apply a course to both a baccalaureate and a graduate degree. Accelerated master's degrees may use up to twelve credits of 400-level and/or 600-level coursework to double count toward the baccalaureate and master's degrees.

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor

THROUGH: UAF Faculty Senate, Sandra Wildfeuer, President DocuSigned by: AF33474F608B403...

FROM: UAF Faculty Senate Ad Hoc Covid-19 Committee, Jennie Carroll, Chair DocuSigned by: 77182FF52923422...

DATE: November 1, 2021

SUBJECT: Vaccine requirements for labs, music, theatre and other categories of courses that involve extended interaction

The UAF Faculty Senate COVID-19 Academic Policy Committee believes that a broader-based vaccination requirement for categories of classes is less confusing for students, easier and less time-consuming to administer, safer for students and faculty, and would allow higher enrollments in these courses and increase access for students who need them to move forward in their degree programs.

Categories of courses include science labs, which typically require pairs of students to work together in close proximity using shared equipment; performance classes such as choir, theater performance, or wind symphony, which by their nature require participants to exhale strongly in each other's presence, potentially making masking less effective, as well as other classes that emphasize small group work, which require students to work together in close proximity.

- The current process is confusing for students who are faced with a patchwork of requirements for themselves and uncertainty over their risks.
- It would obviously be extremely confusing to students if some sections of a given course (e.g., hypothetically, CHEM F105L section F01) required proof of vaccination but other sections of the same course (e.g., hypothetically, CHEM F105L section F02) did not. Requiring vaccinations for all sections of designated courses would help to clarify the requirements.

We recommend that certain specific courses, on approval by the department and then the central administration processes, be designated as requiring vaccinations or approved vaccine waivers. These courses could have section notes in UAOnline notifying students of the requirement at registration. Many of these courses (in particular, a number of the GER science labs) now have distance options for students who do not qualify for a waiver but who do not want to get vaccinated. The current processes for verifying vaccinations for specific student groups can be expanded to include students registered for these courses.

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CHANCELLOR'S OFFICE
University of Alaska Fairbanks

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November 24, 2021

TO: Sandra Wildfeuer, President, UAF Faculty Senate

FROM: Daniel M. White, Chancellor

RE: Response to Memo of November 1, 2021 titled "Vaccination requirements for labs, music, theatre, and other categories of courses that involve extended interaction"

I am in receipt of your November 1 memo regarding vaccinations.

I have just approved a vaccination requirement for spring 2022 laboratory classes of high contact/high duration, subject to the individual approval of either Provost Prakash or Vice Chancellor Stern. In addition, approvals have been made for faculty, staff and students using the arts studios as well as cohort classes across UAF on an individual basis. I expect to receive other requests soon including theater/film courses.

As additional requests are made, they will be carefully assessed by the Operations Support Team and by me. I will send requests to President Pitney for approval of additional vaccination requirements on a case-by-case basis as warranted.

Thank you for expressing your concern.

DMW:jdp

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor

THROUGH: UAF Faculty Senate, Sandra Wildfeuer, President

FROM: Jennifer Carroll and Javier Fochesatto, Co-Chairs, Graduate Academic & Advisory Committee

DATE: October 14, 2021

Re: Recognizing the effort in creating and delivering stacked courses

The Faculty Senate encourages UAF Administration to direct Deans and Directors to take the additional effort involved in designing and teaching a stacked undergraduate and graduate course in negotiating faculty workloads.

A joint committee of members from the Curricular Review Committee (CRC) and Graduate Academic & Advisory Committee (GAAC) has been reviewing 400/600 level stacked courses. This committee has provided a motion to revise course stacking guidelines to guide faculty in designing courses and improving the review process. The joint committee, as well as CRC and GAAC, recognize the importance of stacked courses for providing opportunities to graduate and undergraduate students in a manner that is more efficient than teaching separate courses.

However, it must be recognized that delivering a stacked course takes significantly more effort than delivering a single course. Faculty must differentiate readings, assignments, and expectations between undergraduate and graduate students. Therefore, the Graduate Academic & Advisory Committee recommends that the UAF Administration and particularly Deans and Directors consider this added effort of creating and delivering stacked courses when negotiating faculty workloads. Deans and Directors should consider assigning additional workload credits to teaching stacked courses, given the significant amount of added work.

Attachment: Revised course stacking guidelines will be attached using the approved final language so that Deans and Directors can have the new information easily accessible.

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CHANCELLOR'S OFFICE
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November 24, 2021

TO: Sandra Wildfeuer, President, UAF Faculty Senate

FROM: Daniel M. White, Chancellor

RE: Response to Memo of October 14, 2021 titled "Recognizing the effort in creating and delivering stacked courses"

I am in receipt of your October 14, 2021 memo regarding stacked courses. I have discussed this issue with Provost Prakash and have requested that she consult with deans and directors to determine when and where adjustments to workload might be appropriate.

I have asked Provost Prakash to respond to you directly upon completion of her review.

Thank you.

DMW:jdp

cc: Anupma Prakash, Provost and Executive Vice Chancellor

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The following motion passed at Faculty Senate meeting #258 on October 4, 2021:

Faculty Senate Writing Placement motion for FY 2021-22

MOTION:
The UAF Faculty Senate moves to incorporate EdREady into the temporary COVID writing placement method for UAF Writing Placement with the intention of replacing Accuplacer permanently. This remains in addition to placement through SAT/ACT and high school GPA.

Rationale: On March 20, 2020, Faculty Senate passed an emergency motion to allow for temporary academic adjustments as a result of the COVID-19 pandemic. In this motion, SAT/ACT scores were waived for Fall 2020 admission requirements. Additionally, an alternative writing placement method was established in lieu of Accuplacer. This alternative method has been in place since April 2020 and was administered by the Writing Placement Task Force.

During the suspension of Accuplacer, the task force realized the benefits of a more personalized writing placement tool while also learning of widespread concerns regarding Accuplacer and inequity. **But we found the method highly unsustainable and inefficient** for these reasons.

Proposal: We propose to implement **EdReady, a writing placement tool offered by the NROC Project**. It solves the problems of Accuplacer and our temporary alternative writing placement tool. EdReady facilitates assessment of multiple measures for writing placement. With EdReady, the UAF Writing Placement Task Force can customize assessment questions based upon our course outcomes and students can submit a writing sample. EdReady is compatible with Banner, thus eliminating the need for overrides.

EdReady has already shown successes at other educational institutions, including

1. Reduction in number of students placed in development programs,
2. Increase in Writing college-level course enrollments and completions in our students' first year.
3. Reduction in the number of academic fails and withdrawals, while maintaining course grades and learning outcomes equal to or better than historic outcomes.
4. Improved program retention and completion rates.

The Writing Placement Task Force will bring a permanent proposal for writing placement to the Faculty Senate in the Fall of 2023.

DocuSign Envelope ID: BD95C064-2786-421E-8054-F97F737052F8

ers include: Jennifer Tilbury jltilbury@alaska.edu; CTC Director for Student Success; Sarah Stanley sstanley2@alaska.edu, Director of University Writing; Katie Lubowicki kmlubowicki@alaska.edu, Assistant Professor of Developmental Writing; Dana Greci dgreci@alaska.edu, Professor of Developmental Writing; and Eric Heyne efheyne@alaska.edu, Professor of English.

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DocuSigned by:

Sandra J Wildfeuer

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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:

Daniel M. White

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Daniel M. White, UAF Chancellor

Date: October 12, 2021

DocuSign Envelope ID: BD95C064-2786-421E-8054-F97F737052F8

The following motion passed at Faculty Senate meeting #258 on October 4, 2021:

MOTION:

The UAF Faculty Senate moves to accept the Bylaws for the Teaching and Learning Permanent Committee, as outlined below.

The purpose of the Committee on Teaching and Learning is to maintain and promote a culture of quality education and quality pedagogy at the University of Alaska Fairbanks through building community while identifying, disseminating, and supporting contributions to best practices in teaching across all disciplines and teaching modalities.

TLC includes at least 10 voting members: one faculty representative from each of the colleges/schools (CLA, CTC, CNSM, CRCD, CFOS, CEM, CBSM, School of Education), and a goal of having a Graduate Student member and an Undergraduate Student. There will also be an Ex officio member from both OIT and eCampus.

EFFECTIVE: Immediately

RATIONALE:

The new permanent committee is focused on promoting a culture of quality education and quality pedagogy. It is critical that diverse pedagogical representation is included, therefore representation from each college is necessary along with student representation.

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DocuSigned by:
Sandra J Wildfeuer
AF33474F008B4D8...
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AF6BD6A19CA648C...
Daniel M. White, UAF Chancellor

Date: October 12, 2021

DocuSign Envelope ID: BD95C064-2786-421E-8054-F97F737052F8

The following motion passed at Faculty Senate meeting #258 on October 4, 2021

MOTION:

The UAF Faculty Senate moves to create an ad hoc committee to follow up on the expedited administrative management review process with the membership to be appointed by Faculty Senate leadership if possible drawing on members who were a part of the original review process.

EFFECTIVE: Immediately upon Chancellor approval

RATIONALE: In 2019-2020 and 2020-2021 UAF conducted an expedited administrative review process. The purpose of expedited administrative management review is to provide an opportunity for input to UAF's administrative management structure. An ad hoc committee will review the recommendations from the reviews, the response from the chancellor, and the progress or updates on the recommendations.

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DocuSigned by:
Sandra L Wildfeuer
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: October 12, 2021

DocuSign Envelope ID: B9230432-0737-415F-B786-9AE847159E00

The following motion passed at Faculty Senate meeting #258 on October 4, 2021:

MOTION:

The UAF Faculty Senate urges the inclusion of a land acknowledgment in the foundational documents of University of Alaska operations. We reject the idea that the land acknowledgment as written is political or inappropriate, and find that statement as anti-Indigenous rhetoric that is dangerous to the University of Alaska.

EFFECTIVE: Immediately

RATIONALE: The UAF Faculty Senate supports the inclusion of a land acknowledgment in the 2021 United Academics Collective Bargaining Agreement.

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DocuSigned by:
Sandra J Wildfeuer
AF33474F6D8B4D3...
Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___X___ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD0A19CA648C...
Daniel M. White, UAF Chancellor

Date: October 26, 2021

DocuSign Envelope ID: 927C8E61-16E7-41D2-BAE3-731255C03C00

UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

TO: Daniel M. White, UAF Chancellor

THROUGH: UAF Faculty Senate Administrative Committee

THROUGH: Sandra Wildfeuer, President, UAF Faculty Senate

DocuSigned by: Sandra L Wildfeuer AF33474F608B403...

FROM: Jennie Carroll, Chair, UAF Faculty Senate Ad Hoc Covid-19 Committee

DocuSigned by: Jennifer Carroll 77182FF52923422...

DATE: August 23, 2021

SUBJ: Call for a Vaccine Requirement

The Faculty Senate calls for a vaccination requirement for all UAF employees and students with exceptions for documented medical reasons and sincerely held religious beliefs, practices, or observances. The university must come out strongly on the side of science and public health and support our beleaguered colleagues in healthcare. Requiring vaccines is a key mitigation measure to allow the university to more effectively protect our students, staff, and community and move forward with the teaching and research that makes UAF the lead educational institution of Alaska.

- The vaccine attestation and encouragement, while sensitive to various experiences and viewpoints, does not convey the true nature of the threat nor the true value of the solution.
- The FDA has fully approved the Pfizer vaccine[1] for individuals 16 years and older (which includes the vast majority, if not all, of UAF students and employees), so there is at least one vaccine that is formally “not experimental”. Schools and universities require other immunizations.
- The Delta variant has increased transmission and changed the risk calculation for vaccinated and unvaccinated alike, so decisions that were made about requiring vaccination should be re-evaluated in light of the new circumstances.
    - Over the 7 days prior to August 20, 2021, the Fairbanks North Star Borough, where the Troth Yeddha’ Campus, Interior Alaska Campus, and Community and Technical College are located, saw 186 new COVID cases[2], for a 7 day

[1] https://www.fda.gov/news-events/press-announcements/fda-approves-first-covid-19-vaccine
[2] This and subsequent Alaska-specific data were taken from Table 2c. Geographic Distribution of Case Rates (20AUG2021) retrieved from the State of Alaska Department of Health and Social Services Coronavirus Response Hub: https://alaska-coronavirus-vaccine-outreach-alaska-dhss.hub.arcgis.com/documents/summary-tables/about

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total case rate of 191 cases per 100,000 people, almost double the number of cases needed to put the borough in the CDC's "High" zone and the university in Phase A.

- Our rural campuses are especially vulnerable due to more limited medical resources as well as very high transmission rates within small populations. For the week ending August 20:
  - The Dillingham Census Area, location of the Bristol Bay Campus in Dillingham, reported a 7 day total case rate of 754 cases/100K people.
  - The Northwest Arctic Borough, location of the Chukchi Campus in Kotzebue, had a very high 7 day total case rate of 936 cases/100K people.
  - The Bethel Census Area, location of the Kuskokwim Campus in Bethel, had a 7 day total case rate of 532 cases/100K people.
  - The Nome Census Area, location of the Northwest Campus in Nome, had an astonishing 7 day total case rate of 1771 cases/100K people, which is more than 10 times the number of cases needed to enter the CDC's "High" zone. For context, during the seven days preceding August 23, the total 7 day case rate/100K in Florida which is currently seeing a huge spike in COVID with corresponding increases in hospitalizations and deaths, had a 7-day-total-case-rate of 656.2 /100K, and Louisiana, with the highest 7 day case rate in the nation, had a rate of 755.9 total cases/100K[3]
- As of August 23, 2021, Alaska has the 9th highest 7-day-case rate/100K in the nation.[4]

- The majority of COVID cases and hospitalizations are occurring among a younger and unvaccinated population. Requiring vaccination will protect the health of our students, staff, and community. It will also help ensure continuity of operations including specialized programs due to a reduced risk of sickness and/or hospitalization.
- The majority of hospital beds in Alaska, including ICU beds, are filled with patients being treated for Covid. What is occurring in other states provides a signal of how serious this is and could be for Alaska. Due to the overwhelming increase in hospitalizations linked to the spread of COVID in Texas, hospitals in Dallas are considering rationing ICU beds and selectively providing them to vaccinated patients rather than unvaccinated patients because vaccinated patients are more likely to survive.
- The university has recently added a vaccination requirement for residential students. This is a step in the right direction. However, piecemeal vaccination requirements

[3] https://covid.cdc.gov/covid-data-tracker/#cases_casesper100klast7days, "Data Table for Cumulative Cases per 100k in Last 7 Days"
[4] https://covid.cdc.gov/covid-data-tracker/#cases_casesper100klast7days, "Data Table for Cumulative Cases per 100k in Last 7 Days"

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

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leave the university, faculty, staff, and students trying to navigate multiple rules and guidelines and may lead to a lack of clarity as to which rules apply to them. A vaccination requirement for all faculty, students, and staff participating in on-campus work, classes, and activities provides the same rules and protections for everyone.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate moves to endorse the 2021-2022 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: Senate members' preferences for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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DocuSigned by:
Sandra L Wildfeuer
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Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: May 5, 2021

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: D2635665-ABED-49B7-B6AF-203E9834420F

2021-2022 Faculty Senate Committees

Standing Committees

CURRICULAR AFFAIRS COMMITTEE	
Deana Waters, CTC (23)	Veronica Plumb, CRCD (22)
Mark Young, CTC (22)	Lara Horstmann, CFOS (22)
Chanda Meek, CLA (23)	Schery Umanzor, CFOS (23)
Eileen Harney, CLA (23)	Davin Holen, CFOS (23)
Tyler Kirk, CLA (23)	Olga Skinner, SOE (23)
Haiwei Chen, SOM (23)	Lisa Lunn, CNSM (23)
Mike Hatfield, CEM (23)	

FACULTY AFFAIRS COMMITTEE	
Yelena Matusevich, CLA (22)	Sean Walklin, CTC (23)
Jon Nachtigal, SOM (22)	Bill Howard, CNSM (23)
Leslie Shallcross, IANRE (22)	Donie Bret-Harte, CNSM (22)

UNIT CRITERIA COMMITTEE	
Katherine Arndt, Libraries (22)	Michael Hirt, CRCD (22)
Charlie Sparks, SOM (22)	Augusto Cannone-Falchetto, CEM (23)
Jingqiu Mao, CNSM (23)	David Henry, CLA (23)
Franz Mueter, CFOS (22)	Ute Kaden, SOE (23)

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Permanent Committees

GER & CORE COMMITTEE	
English: Sarah Stanley (23)	Natural Science: Larry Duffy (22)
Humanities: Vacant	Communications: Vacant
Mathematics: Scott Goddard (23)	Social Sciences: Jeremy Speight (22)
Library: Ilana Kingsley (23)	CRCD/DANSRD: Deb Mekiana (22)
Arts: Zoë Marie Jones (23)	CLA/Ethics: Alex Hirsch (22)
CRCD: Anshul Pandya (23)	At-Large: Vacant

CURRICULUM REVIEW COMMITTEE	
CTC: Galen Johnson	CRCD: Robyn Henry
CNSM: Pat Doak	SOE: Ute Kaden
CLA: TBD	SOM: TBD
CFOS/Co-Chair: Peter Westley	CEM: Sun Kim
GERC rep/Co-Chair: Zoë Marie Jones (23)	SADA reps: TBD

FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT COMMITTEE	
Laura Conner, GI (23)	Milo Adkison, CFOS (22)
Rorik Peterson, CEM (23)	Mel Denning, CTC (23)
Bryan Hall, CLA (23)	Genova Brookes Boyd, Libraries (23)
Mara Bacsujlaky, IANRE (23)	Ed Bueler, CNSM (23)
Ryan Ford, CRCD (22)	

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GRADUATE ACADEMIC & ADVISORY COMMITTEE	
Jennifer Carroll, CRCD (23)	Javier Fochesatto, CNSM (22)
Elaine Drew, CLA (23)	Bill Simpson, CNSM (23)
Brandon Boylan, CLA (22)	Ed Bueler, CNSM (23)
Sabine Siekmann, CLA (23)	Tathagata Ghosh, CEM (22)
Dominique Pride, INE (23)	Gay Sheffield, CFOS (23)

COMMITTEE ON THE STATUS OF WOMEN	
Daisy Huang, CEM (23)	Cathy Brooks, CRCD (23)
Derek Sikes, Museum (23)	Jessica Black, CRCD (22)
Claudine Hauri, IARC (23)	Robin Shoaps, CLA (22)
Michael West, GI (23)	Kenneth Berndt, CTC (23)
Carrie Stevens, CRCD (22)	

STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT COMMITTEE	
Bristol Bay: TBD	CNSM Science: Larry Duffy (23)
Chukchi: TBD	CTC Writing: Dana Greci (22)
Interior Alaska: TBD	CTC Math: TBD
Kuskokwim: TBD	Community & Technical College: TBD
Northwest: TBD	CLA English: Daryl Farmer (22)
CNSM Math: Caleb Jurkowski (23)	CLA: Yelena Matusevich (23)

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RESEARCH ADVISORY COMMITTEE	
Hyunju Connor, CNSM (22)	Casey Matney, IANRE (22)
Bernard Coakley, CNSM (23)	Peggy Keiper, SOM (23)
Benjamin Barst, INE (22)	Ana Aguilar-Islas, CFOS (23)
Taryn Lopez, GI (22)	Tobias Schwoerer, IARC (23)
Andy Aschwanden, GI (23)	Peter Bieniek, IARC (23)

INFORMATION TECHNOLOGY COMMITTEE	
Jason Lazarus, CLA (23)	Harper Simmons, CFOS (23)
Sara Johnson, CLA (23)	Margaret Short, CNSM (22)
Orion Lawlor, CEM (22)	Go Iwahana, GI (23)

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate moves to authorize the 2020-21 Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2021. Senators will be kept informed of the Administrative Committee meetings and will be encouraged to attend and participate in these meetings.

Effective: May 3, 2021

Rationale: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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DocuSigned by:
Sandra L Wildfeuer
AF33474F608B403...

Sandra Wildfeuer, UAF Faculty Senate President

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: May 5, 2021

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: FD6AFEE4-DFE8-4453-B19F-C7C0A331DB0E

The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2021-2022 meetings.

Effective: Fall 2021

Rationale: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

****

2021-22 Faculty Senate Meetings
Wood Center Carol Brown Ballroom

Meeting	Date	Day	Time
#257	September 13, 2021	Monday	1:00-3:20 PM
#258	October 4, 2021	Monday	1:00-3:20 PM
#259	November 1, 2021	Monday	1:00-3:20 PM
#260	December 6, 2021	Monday	1:00-3:20 PM
#261	February 7, 2022	Monday	1:00-3:20 PM
#262	March 7, 2022	Monday	1:00-3:20 PM
#263	April 4, 2022	Monday	1:00-3:20 PM
#264	May 2, 2022	Monday	1:00-3:20 PM

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

DocuSign Envelope ID: 8D3D8486-FFBA-44D1-B163-4FCFA89260D7

The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements.

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: May 5, 2021

Outstanding Senate Service of the Year Award
Academic Year 2021

WHEREAS, Javier Fochesatto has served several terms on the Faculty Senate as a senator from 2012-2014, as an alternate from 2016-2018, and as a senator from 2018-2020 and 2020-2022.

WHEREAS, Javier Fochesatto has served on the Administrative Committee (2019-2021), Unit Criteria Committee (2012-2014 and 2019-2020), Research Advisory Committee (2016-2017), Faculty Affairs Committee (2018-2019), Curricular Affairs Committee (2020-2021), Graduate Academic & Advisory Committee (2019-2021), Joint Appointments Ad Hoc Committee (2013-2014), Blue Book Revision Editor's Ad Hoc Committee (2019-2020), AAR Process Advisory Ad Hoc Committee (2019-2020), and COVID-19 Ad Hoc Committee (2020-2021).

WHEREAS, Javier Fochesatto has served as co-chair of the Graduate Academic & Advisory Committee from 2019-2021;

WHEREAS, Javier Fochesatto served as the faculty representative on the UAF COVID Operations Support Team (OST) and was the OST liaison to the COVID-19 Faculty Senate Ad Hoc Committee;

WHEREAS, Javier Fochesatto is always well prepared for Faculty Senate meetings and is diligent in communicating with and representing his constituents;

WHEREAS, Javier Fochesatto is supportive of diverse faculty and diverse perspectives and works to include and elevate faculty and students from all backgrounds;

WHEREAS, Javier Fochesatto never hesitates to speak up on issues of concern, but is always extremely kind and thoughtful;

WHEREAS, Javier Fochesatto has an inclusive and forward-looking vision for the university and works collaboratively with faculty, students, staff, and administration to help develop and implement that vision;

WHEREAS, Javier Fochesatto embodies the vision, dedication, commitment, and tireless work ethic that inspires all who work with him and which also stands to elevate the university's national and international status;

THEREFORE BE IT RESOLVED that the UAF Faculty Senate acknowledges these valuable contributions of Javier Fochesatto, and bestows upon him the 2020-2021 Outstanding Senate Service of the Year Award.

_____

Julie A.K. Maier, UAF Faculty Senate President

RAC survey of Research Support across UAF Institutes and Units

Purpose: To maintain and grow UAF's reputation as a research and creative activity powerhouse, we need to ensure that UAF remains an attractive and supportive home for researchers, even amid declining state revenue. Particularly for a public university in times of shrinking resources, it is important to provide budget transparency and to strive for high morale within the ranks of faculty, staff, and students. We seek to collect and distribute relevant information that will ultimately characterize, track and improve UAF research success across all major Units and Institutes. The information gathered in this survey can help to identify support structures that promote research success, dispel misinformation and uncertainty, and provide metrics to inform our strategy for achieving Tier 1 research status. While this survey directs particular focus to demonstrating the relation between researchers and their home institutes, it also seeks a better understanding of research-related practices of Units whose core mission is not research. Our overarching goal is to better understand how research is supported across UAF.

Hence, this survey is written to collect data in support the following four objectives:

O#1. Identify successful models implemented across UAF for incentivizing and supporting research and other creative activities.
O#2. Demonstrate Faculty and Research Staff contributions to UAF's mission, with particular focus on research activity.
O#3. Compile Unit-specific system state and policy information so that the survey results can be interpreted within sufficient context.
O#4. Track relevant metrics critical for attaining Tier 1 Research Status

In turn, the data and analyses of these data will contribute to a report directed toward the following outcomes:

- Improve transparency and confidence in the financial and operational decisions that affect UAF research.
- Facilitate better-informed input into the ongoing rebudgeting process.
- Provide faculty and staff with knowledge useful for career and research program design decisions.
- Foster a collegial environment in which researchers are valued, thrive, and succeed.
- Help ensure that researchers continue to view UAF as a top destination for conducting high latitude research.
- Strengthen UAF's bid to attain Tier 1 Research Status.

Approach: This survey was developed by the UAF Faculty Senate's Research Advisory Committee (RAC). Survey questions are primarily directed to the leadership of UAF's administrative units, who best know their own unit's operational intricacies and policies. Some questions seek information that would be most efficiently compiled by PAIR, OGCA, OMB, the Provost's Office, or the Graduate School - those questions (highlighted in blue below) will be directed to the relevant office as appropriate. **Except where noted, we seek data that summarizes the FY20 Fiscal Year (July 2019 to June 2020).**

UAF RAC and Faculty Senate request that the Chancellor, Vice Chancellor for Research, Provost, Deans, and Directors assist us in compiling this data. We note that this effort addresses (in part) information needs identified in the 2020 report *Outcomes for UAF's Achieve Tier 1 Research Status Strategic Planning Initiative,* primarily related to increasing doctoral degrees awarded across disciplines and research staff numbers.

List of UAF units identified for survey input:

- Alaska Center for Energy and Power
- Alaska Sea Grant
- College of Engineering and Mines
- College of Fisheries and Ocean Sciences
- College of Liberal Arts
- College of Natural Science and Mathematics
- College of Rural and Community Development
- Geophysical Institute
- Institute of Agriculture, Natural Resources and Extension
- Institute of Arctic Biology
- Institute of Northern Engineering
- International Arctic Research Center
- School of Management
- University of Alaska Museum of the North

Reporting Results: Compilation of survey results will result in a report to the Faculty Senate and VCR that summarize the collected data. The report will be assembled by the Faculty Senate RAC and include the following sections:

- Executive Summary
- Context: Institutional Missions, Structures and Policies
- Research Support Mechanisms
- Research Faculty and Staff Contributions
- Tier 1 Considerations
- Recommendations

Please direct inquiries about this survey to Seth Danielson (sldanielson@alaska.edu)

Not all questions will apply to all Units. Please enter N/A (Not Applicable) where appropriate.

I. Institutional Structural Queries:

- [O#3] What Institute or Unit are you responding for? _____

- [O#3] If your Institute or Unit has a Mission Statement or equivalent, please provide it here:

- [O#3] What was the FY20 total revenue (in dollars) for this Institute/Unit? _____

- [O#3] What was the FY20 revenue (as a percentage of the total) for this Institute/Unit derived from:

  State of Alaska Appropriations _____%
  Extramural Funding (Federal)s _____%
  Indirect Cost Recovery (ICR) _____%
  Student Tuition/Fees _____%
  Charitable Donations _____%
  Other Sources _____%
  TOTAL: 100%

- [O#1,3] What functions do ICR funds support within your Institute/Unit? List the top 5 priority areas.
  1.
  2.
  3.
  4.
  5.

- [O#1,3] What functions do State of Alaska funds support within your Institute/Unit? List the top 5 priority areas
  1.
  2.
  3.
  4.
  5.

- [O#3] Does your Institute/Unit grant degrees (Y/N)? _____

- [O#2,3] In AY19-20, how many undergraduate students had a close primary mentorship provided by a Faculty member with an appointment in your Institute/Unit (excluding academic advising for class selection)? _____

- [O#2,3] In AY19-20, how many Master's level student committees were chaired (or co-chaired) by Faculty with appointments in your Institute/Unit? _____

- [O#2,3,4] In AY19-20, how many Doctoral student committees were chaired (or co-chaired) by Faculty with appointments in your Institute/Unit? _____

- [O#2,3] For Research Faculty:
    - How many Research Faculty were employed in FY20? _____
    - How many have been employed in this capacity for:
    < 5 years?_____ ; 5-10 years? _____ ; > 10 years?____
    - How many are full time? ____; Half-time or less?____

- [O#3] For Joint-Appointment Teaching/Research and/or Tenure Track Faculty:
    - How many Joint-Appointment Teaching/Research and/or Tenure Track Faculty were employed in FY20? _____
    - How many have been employed in this capacity for: < 5 years?_____ ; 5-10 years? _____ ; > 10 years?____
    - How many are full time? ____; Half-time or less?____

- [O#3] For Adjunct Instructors:
    - How many Adjunct Instructors were employed in FY20? _____
    - How many have been employed in this capacity for: < 5 years?_____ ; 5-10 years? _____ ; > 10 years?____
    - How many are full time? ____; Half-time or less?____

- [O#2,3,4] For Research Staff and Research Associates (including postdoctoral researchers and non-faculty researchers with PhDs,):
    - How many appointments were employed in FY20? _____
    - How many have been employed in this capacity for: < 5 years?_____ ; 5-10 years? _____ ; > 10 years?____
    - How many are full time? ____; Half-time or less?____

- [O#1,3] Is there a defined path in your Institute/Unit for transitioning from Research Faculty status to Tenure-Track Faculty status (Y/N)? _____
    - How many Research Faculty have made this transition since 2015? _____

- [O#1,3] Is there a defined path in your Institute/Unit for transitioning from Research Associate status to Research Faculty status (Y/N)? _____
    - How many Research Associates have made this transition since 2015? _____

- [O#1,3] Is there a defined path in your Institute/Unit for transitioning from Research Staff status to Research Faculty status (Y/N)? _____

- How many Research Faculty have made this transition since 2015? _____

II. Questions to evaluate policies associated with <u>Research Faculty</u> and their contributions.

- [O#1] If your Institute/Unit offers salary support for **Research Faculty**, what percentage typically take 100% of what is offered? ____. What percentage take 50%-99%? _____. What percentage take 11%-49%? _____. What percentage take <10%? ____.

- [O#1,2,4] What is the total amount of external funding (in dollars) brought to UAF by **Research Faculty** in your Institute/Unit in FY20? _____

- [O#1,2] In your Institute/Unit, what is the average **Research Faculty** workload allocation for Teaching/Research/Service? ____ /____ /____

- [O#1,2] Do **Research Faculty** receive the same Workload credit as Tenure-Track Faculty on a per credit taught basis (Y/N)? _____

- [O#1,2] Do **Research Faculty** serve as chairs of academic committees for graduate students in your Institute/Unit and/or affiliated department? (Y/N)? _____

- [O#1,2,4] How many of the following do **Research Faculty** members within your Institute/Unit provide primary mentorship for (committee chair, staff supervisor, etc)?
  - Undergraduate students ____
  - Master's level graduate students ____
  - Doctoral students ____
  - Postdocs ____
  - Research Staff _____

- [O#1,2,4] How many of the following do **Research Faculty** members within your institute/unit financially support in the form of salary or research stipends at present?:
  - Undergraduate students _____
  - Master's level graduate students _____
  - Doctoral graduate students _____
  - Postdocs _____
  - Research Staff _____

- [O#1,2,4] How many of the following do **Research Faculty** members within your institute/unit financially support by covering tuition payments at present?:
  - Undergraduate students _____
  - Master's level graduate students _____

- Doctoral graduate students _____

III. Questions to evaluate policies associated with <u>Tenure-Track/Joint-Appointment Faculty</u> and their contributions.

- [O#1,3] For **Tenure-Track/Joint-Appointment Faculty** how many faculty bring in more than their expected research funding so that they "buy out" their teaching obligations? _____ For those exercising this option, what is the average number of workload credits purchased with this "buy-out"? _____

- [O#1,3,4] What is the total annual amount of external funding (in dollars) brought to UAF by **Tenure-Track/Joint-Appointment Faculty** in your Institute/Unit in FY20? _____

- [O#1,3] In your Institute/Unit, what is the average workload allocation of **Tenure-Track/Joint-Appointment Faculty** for Teaching/Research/Service? ___/___/____

- [O#1,3] What is the average number of class sections taught by **Tenure-Track/ Joint-Appointment Faculty** in your Institute/Unit per semester? _____

- [O#1,3,4] How many of the following do **Tenure-Track/ Joint-Appointment Faculty** within your Institute/Unit provide primary mentorship for (committee chair, staff supervisor, etc)?
  - Undergraduate students _____
  - Master's level graduate students _____
  - Doctoral students _____
  - Postdocs _____
  - Research Staff _____

- [O#1,3,4] How many of the following do **Tenure-Track/Joint-Appointment Faculty** members financially support in the form of salaries or research stipends at present?
  - Undergraduate students _____
  - Master's level graduate students _____
  - Doctoral students _____
  - Postdocs _____
  - Research Staff _____

- [O#1,2,4] How many of the following do **Tenure-Track/Joint-Appointment Faculty** members within your institute/unit financially support by covering tuition payments at present?

    - Undergraduate students _____
    - Master's level graduate students _____
    - Doctoral graduate students _____

- [O#1,3] Is teaching load in your unit tailored to individual faculty members' recent past research and creative productivity in a way that provides continued support for past levels of research productivity? (Y/N) _____ If yes, In what fashion?

- [O#1,3] Are reductions in the number of formal classroom credits taught available for **Tenure-Track/Joint-Appointment Faculty** in your unit who advise significant numbers of graduate theses? (Y/N)? _____ If yes, are the same reductions available to all faculty? (Y/N)? _____

- [O#3] If workloads for faculty in your Institute/Unit are typically tripartite, is demonstrated evidence (in the form of a record of published/accepted publications, presentations, etc.) of a job candidate's ability to contribute substantially to UAF's research mission a significant hiring criterion for full-time tripartite faculty?

IV. Questions to evaluate Research Staff (non-faculty researchers including both postdoctoral and non-PhD researchers) practices and contributions to Tier 1 objectives:

- [O#1,2,4] How many PhD level, non-faculty **Research Staff** does your Institute/Unit presently employ? _____

- [O#1,2] How many non-PhD level, non-faculty **Research Staff** does your Institute/Unit presently employ? _____

- [O#1,2,4] Are **Research Staff** with PhDs allowed to serve as PI on proposals (Y/N)? _____ If so, what was the total external funding (in dollars) brought to UAF by these Research Staff in FY20? _____

- [O#1,2,4] Are **Research Staff** without PhDs allowed to serve as PI on proposals (Y/N)? _____ If yes, what is the total external funding (in dollars) brought to UAF by these Research Staff in FY20? _____

- [O#1,2,4] Are PhD level **Research Staff** allowed to chair graduate student committees (Y/N)? _____

- [O#1,2,4] Are non-PhD level **Research Staff** allowed to chair graduate student committees (Y/N)? ____

- [O#1,2,4] Are PhD level **Research Staff** allowed to serve on graduate student committees (Y/N)?_____

- [O#1,2,4] Are non-PhD level **Research Staff** allowed to serve on graduate student committees (Y/N)? _____

- [O#1,2,4] How many graduate student committees were chaired by **Research Staff** members in your Institute/Unit in FY20? _____

- [O#1,2] Are **Research Staff** allowed to mentor undergraduate students (Y/N)? _____

- [O#1,2,4] How many of the following in your Institute/Unit were supervised by PhD-level **Research Staff** in FY20?
    - Undergraduate students _____
    - Master's graduate students _____
    - Doctoral students _____
    - Postdocs _____
    - Research Staff _____

V. Questions to assess Institute/Unit research support and incentives:

- [O#1,3,4] Does your Institute/Unit provide research funding for graduate student projects (Y/N)? _____ If so, what amount of funds was distributed in FY20? _____ How many PhD students benefited from these awards? _____How many MS students benefited from these awards? _____

- [O#1,3] Does your Institute/Unit provide research funding for undergraduate student projects (Y/N)? _____ If so, what amount of funds was distributed in FY20? _____ How many undergraduate students benefited from these awards? _____

- [O#1,3] Are Research Faculty in your Institute/Unit encouraged and supported to take on service roles, such as serving on Unit or UAF-wide committees (Y/N)? _____

- [O#1,3] Are Tenure-Track/Joint-Appointment Faculty in your Institute/Unit encouraged and supported to take on leadership roles, such as serving on Unit or UAF-wide committees (Y/N)? _____

- [O#1,3] Are Research Staff in your Institute/Unit encouraged and supported to take on service roles, such as serving on Unit or UAF-wide committees (Y/N)? _____

- [O#1,3] How many Teaching Assistantships or Research Assistantships for graduate students did your Institute/Unit (excluding those paid by faculty) support in FY20? _____

- [O#1,3] If Research Faculty in your Institute/Unit receive F1 salary support,
    - What is the formula for how many months of F1 support per year they receive?

    - How has this formula changed over time?

- [O#1,3] If Research Staff in your Institute/Unit receive F1 salary support,
    - What is the formula for how many months of F1 support per year they receive?

    - How has this formula changed over time?

- [O#1,3] Does your Institute/Unit return funds to the PI's based on their projects' ICR generation?
    - If so, what is the methodology?

    - Is this in addition to, or in place of salary support?
    - How has the methodology changed over time?

- [O#1,3] In the last 10 years, is there a history within your Institute/Unit of F1 monies being made available to Research Faculty for:
    - Startup hire funding (Y/N)? _____
    - Seed funding for research projects or initiatives (Y/N)? _____
    - Proposals that require match (Y/N)? _____

- [O#1,3] In the last 10 years, is there a history within your Institute/Unit of F1 monies being made available to Tenure Track Faculty for:
    - Startup hire funding (Y/N)? _____
    - Seed funding for research projects or initiatives (Y/N)? _____
    - Proposals that require match (Y/N)? _____

- [O#1,3] Does your Institute/Unit have a faculty mentorship program for new Faculty (Y/N)? ____
    - How is this program structured?

- [O#1,3] Including financial incentives, what other methods does your Institute/Unit use to encourage and support Research Faculty productivity?

- [O#1-4] What else would you like to tell us about your institution as it relates to research?

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to amend the Faculty Senate Constitution

MOTION:
The Faculty Senate moves to amend its Constitution to ensure continuity of leadership and to describe the role of the Past-President.

EFFECTIVE: MAY 2021

RATIONALE:
The Faculty Senate Constitution needs to be amended to include the role of the Past-President, and to update the articles to include succession if an officer becomes unable to serve.

Note:

- Amendments must be formally read and incorporated in the minutes of a Senate meeting.
- Approval of amendments to the constitution requires a two-thirds vote and cannot occur sooner than 28 days from the date of the meeting at which the amendments were first read and discussed.

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DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: May 5, 2021

Daniel M. White, UAF Chancellor

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Additions in CAPITAL LETTERS and highlighted

CONSTITUTION
of the
UNIVERSITY OF ALASKA FAIRBANKS
FACULTY SENATE

Preamble

Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service.

ARTICLE I - Name

Sect. 1 The name of the organization shall be the University of Alaska Fairbanks Faculty Senate, hereinafter referred to as "Senate".

ARTICLE II - Rights, Responsibilities and Authority

Sect. 1 Faculty rights include the following:

A. To exercise academic freedom.

B. To form a representative body to develop legislation concerning the professional activities of the faculty.

C. To have elected representatives to appropriate governance bodies.

D. To have primary authority through the Senate to initiate, develop, review and approve academic criteria, regulation and policy with regard to the responsibilities outlined in Section 2.

E. Other rights as may be defined under this constitution and bylaws.

Sect. 2 Faculty responsibilities include the formulation of policies and regulations guiding:

A. Faculty appointment, re-appointment, termination, development, evaluation and workload.

B. Tenure

C. Promotion

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D. Teaching

E. Research/creative activities

F. Advising

G. Service

H. Sabbatical leave

I. Honorary degree candidates

J. Scholastic standards

1. Degree requirements
2. Curriculum review
3. Admission standards
4. Grading policy
5. Academic probation
6. Academic suspension
7. Academic dismissal
8. Class length and structure of the academic year

K. Other responsibilities as may be defined by the faculty under this constitution and bylaws.

Sect. 3 Further Responsibilities

A. To advise the administration of the University of Alaska Fairbanks on academic and faculty matters.

B. To provide faculty representatives to the appropriate governance bodies.

C. To support student and staff constituencies on matters of mutual concern.

Sect. 4 Authority

The Senate shall carry out its responsibilities and functions subject to the authority of the Board of Regents Policy. Senate actions will be binding, subject to review, veto, and override in accordance with ARTICLE XI (Veto Powers) of this constitution.

ARTICLE III - Membership

Sect. 1 The Senate shall be constituted according to the provisions specified in the bylaws.

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Sect. 2 Voting members of the Senate must either hold academic rank with full-time continuing appointment at the University of Alaska Fairbanks or hold special academic rank with title preceded by "research" or "term".

Sect. 3 Senate members shall be elected from and by the faculty of their respective units, as set forth in the bylaws, to two-year terms which shall be staggered to ensure continuity.

Sect. 4 The terms of the newly elected and appointed members shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

Sect. 5 Any voting member of the Senate may be recalled according to the provisions of the bylaws.

Sect. 6 Non-voting members of the Senate shall have voting privileges on any Senate committee on which they serve.

ARTICLE IV - Officers

Sect. 1 The ~~two~~ **THREE** officers of the Senate shall be the President ~~and~~ **,** the President-Elect ~~.~~ **AND THE PAST-PRESIDENT. THE PAST-PRESIDENT IS A NON-VOTING MEMBER OF THE FACULTY SENATE WHOSE PRIMARY ROLE IS TO REPRESENT UAF FACULTY SENATE ON THE FACULTY ALLIANCE.**

Sect. 2 The President-Elect shall be elected by the Faculty Senators of the Senate for a one-year term. Eligible nominees for the office of President-Elect shall include any currently elected members of the Senate including alternates and chairs of standing and permanent committees of the Senate.

Sect. 3 The President-Elect, after serving for one year in this position, subject to Sections 4 and 5, will automatically become President for one year.

Sect. 4 The term of the President may be extended for one additional year by a two-thirds majority vote of the entire voting membership of the Senate. The vote will be by secret ballot and, if passed, the term of the President and the current President-Elect will be extended for no more than one additional year.

Sect. 5 If for any reason the President should relinquish or be recalled from office**, OR BECOME UNABLE TO SERVE**, the President-Elect ~~will~~ **SHALL** automatically and immediately assume the Presidency. The Senate shall elect a Vice President to fill out the remainder of the year at which time a new election for President-Elect will be held. The previously elevated President-Elect will complete the next academic year as President.

Sect. 6 If for any reason the President-Elect should relinquish or be recalled from office**, OR BECOME UNABLE TO SERVE,** the Senate shall elect a President-Elect to fill out the remainder of the year at which time a new election for President-Elect will be held.

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SECT. 7 **IF FOR ANY REASON THE PAST-PRESIDENT SHOULD RELINQUISH OR BE RECALLED FROM THE POSITION, OR BECOME UNABLE TO REPRESENT THE SENATE ON THE FACULTY ALLIANCE, THE SENATE SHALL APPOINT A REPLACEMENT TO FILL OUT THE REMAINDER OF THE YEAR AT WHICH TIME THE NEXT PAST-PRESIDENT SHALL TAKE OVER. WHEN FEASIBLE, A RECENT PAST-PRESIDENT SHALL BE APPOINTED. IF NO PAST-PRESIDENTS ARE AVAILABLE, THE PERSON APPOINTED SHALL HAVE SERVED AS A COMMITTEE CHAIR OF A FACULTY SENATE COMMITTEE .**

Sect. ~~7~~ **8** The terms of the newly elected President and President-Elect shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

ARTICLE V - Committees

Sect. 1 The requirements for membership on standing, permanent, and ad hoc committees of the Faculty Senate will be specified in the bylaws.

ARTICLE VI - Relation to the University of Alaska Fairbanks Governance Coordinating Committee and the University of Alaska System Governance.

Sect. 1 The UAF Faculty Senate President and President-Elect shall represent the faculty on the University of Alaska Fairbanks Governance Coordinating Committee.

Sect. 2 The UAF Faculty Senate President, President-Elect, and one other designee appointed by the Senate President shall represent the Senate on the University of Alaska Faculty Alliance and one will serve on the System Governance Council.

ARTICLE VII - Meetings

Sect. 1 There shall be a minimum of seven regular meetings each academic year. Other meetings may be held on special call of the Administrative Committee of the Senate.

ARTICLE VIII - Quorum

Sect. 1 The presence of a majority of the membership shall constitute a quorum. Presence may be established by participation in an audioconference.

ARTICLE IX - Parliamentary Authority

Sect. 1 The parliamentary guidelines shall be the most recent version of Robert's Rules of Order.

ARTICLE X - Amendments

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Sect. 1 Amendments to the constitution may be proposed only by members of the Senate and copies shall be sent to all members of the Senate. Amendments must be formally read and incorporated in the minutes of a Senate meeting.

Sect. 2 Approval of amendments to the constitution requires a two-thirds vote and cannot occur sooner than 28 days from the date of the meeting at which the amendments were first read and discussed.

Sect. 3 Approval of amendments to the bylaws requires a majority vote.

ARTICLE XI - Veto Powers

Sect. 1 The Chancellor's Office shall have the right to veto actions taken by the Senate relating to academic, research, service and faculty affairs. A Senate action shall be considered approved unless written reasons for a veto are received in the Senate Office within 30 days of that action being received by the Chancellor's Office. The Administrative Committee upon request by the Chancellor may extend the 30 day requirement.

Sect. 2 Any action approved by the Senate and vetoed by the Chancellor's Office may be submitted to a reconciliation committee upon a two-thirds vote of the Senate. Up to three members appointed by the Senate and up to three members appointed by the Chancellor's Office shall constitute a reconciliation committee whose task it shall be to formulate recommendations to the Senate and the Chancellor's Office.

If the Senate and the Chancellor's Office are not able to resolve the impasse, then the Senate, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure as provided for under Regents' policy.

ARTICLE XII - Faculty Referendum

Sect. 1 A faculty referendum on any Senate action will be called when a petition containing the signatures of ten percent of the full-time, permanent faculty is filed with the Senate Office. The Administrative Committee of the Senate will call for a Senate convocation at which time any business of the Senate may be reconsidered if the majority of the faculty eligible to elect members to the Senate, as described in the bylaws, is present at the convocation.

Sect. 2 The convocation must take place within 21 working days after the petition is filed with the Senate Office.

Sect. 3 The Senate actions may be modified by a simple majority vote of the members at the convocation.

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to amend the Faculty Senate By-Laws

MOTION:
The Faculty Senate moves to amend its By-Laws to update language, and to describe the role of the Past-President.

EFFECTIVE: MAY 2021

RATIONALE:
The Faculty Senate By-Laws need to be amended to update language, and to include the role of the Past-President.

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

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

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

Date: May 5, 2021

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Additions in CAPITAL LETTERS and highlighted

BYLAWS of the
UNIVERSITY OF ALASKA FAIRBANKS
FACULTY SENATE
BYLAWS of the UNIVERSITY OF ALASKA FAIRBANKS FACULTY SENATE link

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Four non-voting members will be selected by and from other university constituencies as follows: one student selected by the ASUAF; one dean or director selected by the Provost; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. ~~Three~~ **TWO** additional non-voting members will be selected by and from the faculty unions as follows: one elected official each from United Academics-AAUP/AFT, ~~UAFT,~~ and ~~Adjuncts (United Academics)-AAUP/AFT.~~ **UNITED ACADEMIC-ADJUNCTS/APEA/AFT.** The Past President of the UAF Faculty Senate shall serve as an ex-officio, non-voting member and shall not be eligible to serve on the Faculty Senate until the term as Past President has ended.

   Terms shall be for two years and staggered, with approximately one-half of the Senate elected each year.

B. Representation shall be by academic or research unit and based on the number of qualifying faculty in each unit as described below.

   1. A unit is a single school or college or research institute, a collection of schools and/or colleges or collection of research institutes (see item 5).

   2. For representational purposes only, a qualifying faculty member shall be defined as one who holds academic rank or special academic rank.

   3. Tenure-track faculty with split appointments will be counted only in the tenure-granting unit. Research faculty and other qualifying faculty with split appointments will be counted only in the unit of primary appointment.

   4. Each unit will elect the number of representatives to the Senate equal to the number of qualifying faculty in that unit divided by the total number of qualifying faculty at UAF, multiplied by 35 and rounded to the nearest integer.

   5. Schools, colleges and research institutes whose representation under item 4 is zero may form a conglomerate group for the purpose of joint representation as a single unit, if together they qualify for representation under item 4. If they do not qualify as a

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conglomerate group, or if they do not choose to be represented as a group, then each unit shall join with a represented school, college or research institute.

6. Re-apportionment will be done in the year of accreditation review of UAF, expected to be every seven years, or upon two-thirds vote of the Senate.

7. Each unit will have at least 2 representatives.

C. Election Procedure

1. Election shall be conducted by the represented units, or by the Senate office for any conglomerate groups to provide representatives to the Senate according to Article III of the Senate Constitution. Elections are to be held during the spring semester and election procedures are the responsibility of the units, subject to the following:

2. A faculty member may vote for Senate representatives in only one unit. For tenure-track faculty, that unit must be the tenure-granting unit. Research faculty and other qualifying faculty must vote in the unit of primary appointment.

3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based qualifying faculty.

4. Units with faculty who teach in associate, certificate, or noncredit programs should elect representatives in proportion to such faculty.

5. Units with senior faculty should elect associate and full professors as Senate representatives in a number that is at least equal to the proportion of such faculty.

6. Units with graduate programs should elect at least one graduate faculty member.

7. Each unit shall elect at least half as many alternate representatives as representatives.

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates, with the concurrence of the affected constituency and the consent of the Administrative Committee.

2. If no alternate is available to replace the departing senator, the affected unit may hold a special election to replace that senator. This special election must be held within 30 days of the last day the departing senator served. All policies and procedures governing regular senate elections apply to these special elections.

3. In the case of death, resignation, transfer, or other reason why an elected alternate can no longer represent the unit, the affected unit may replace that alternate by holding a special election. This special election must be held within 30 days of the last day the departing alternate served. All policies and procedures governing regular senate elections apply to these special elections.

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E. Changes in Unit Representation

1. Changes in a unit's number of representatives on the Faculty Senate shall be implemented at the time of the next scheduled election. Reductions in a unit's number of representatives shall be accomplished by attrition, as terms expire. Increases in a unit's number of senate representatives shall be implemented through election of additional representatives at the next scheduled election.

2. Representatives should serve out the terms to which they are elected. This includes but is not limited to representatives who hold office at a time of reapportionment of the Faculty Senate, and those whose unit affiliation changes during a term of office. If the representative is no ~~long~~ **LONGER** affiliated with the unit from which they were elected, then an alternate shall be appointed and both shall serve concurrently to the end of the term. This may lead to a temporary increase in the number of elected representatives serving on the Faculty Senate.

F. Absenteeism

1. When elected members are unable to attend the meetings, their alternates will serve.

G. Recall

1. Unethical and/or unprofessional conduct by any elected officer or member of the Senate may constitute a cause for a vote of no confidence and hence a recall. In order to recall an elected officer or member, the Senate must have a 2/3 majority vote of its total membership.

Sect. 2 (ART IV: Officers)

The President of the Senate shall be an ex-officio, non-voting member of all elected and appointed committees of the Senate. The President-Elect of the Senate shall be chairperson of the Administrative Committee of the Senate and shall be an ex-officio, non-voting member of such elected and appointed committees of the Senate as the President of the Senate shall direct. **THE PAST-PRESIDENT IS A NON-VOTING MEMBER OF THE FACULTY SENATE WHOSE PRIMARY ROLE IS TO REPRESENT UAF FACULTY SENATE ON THE FACULTY ALLIANCE.**

The following internal appeals process will be followed to resolve disagreements between members and the Faculty Senate president and/or president-elect.

1. Appellant makes a good-faith effort to resolve the issue directly with the President and/or President-Elect. If appellant is not satisfied with the resolution, continue with the following steps.

2. Appellant requests time to speak to the Administrative Committee at its next regularly scheduled meeting. (Standard time allotment will be five minutes' speaking time.) Appellant may submit a brief summary to be distributed as a written handout to the committee at the meeting, if desired, in addition to being present and speaking. The handout should be submitted five business days before the Administrative Committee

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meeting and include a description of the decision being appealed, the reasons for the appeal, and the proposed resolution.

3. After the appellant has spoken, the President and President-Elect may respond. (Standard time allotment will be five minutes each. One or both may speak.) The President or President-Elect may also provide a written response as a handout for the consideration of the Administrative Committee.

4. The Appellant will leave the meeting and the Administrative Committee will consider two options: A. No change to the original decision; or, B. Sustain appeal and come to an alternate decision based on the committee's deliberation. The Administrative Committee will vote on the matter. An affirmative vote by an absolute majority of the committee is required to sustain the appeal.

5. A brief report is shared at the next Faculty Senate meeting by the Chair of the Faculty Affairs Committee. There is no further discussion on the matter at the Senate meeting.

Sect. 3 (ART V: Committees)

A. An Administrative Committee will be composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF shall be an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;

4. Move the motions to the Senate's agenda;

5. Review and approve other items of the Senate's agenda, as deemed necessary;

6. Review reports of all committee work in progress; and

7. Discuss other issues, which may or should lead to later committee and senate actions.

In addition,

8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee will represent the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and

9. At the first meeting in the fall semester make a report of all actions carried out in the name of the Senate since the last meeting in the spring semester.

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10. The Administrative Committee shall oversee the process of evaluation of academic administrators.

11. The committee chair will provide committee meeting minutes to the Faculty Senate.

12. When an elected officer of the Faculty Senate believes that an item approved by the Administrative Committee for inclusion on the Faculty Senate's agenda should not appear there, or should appear in a different format than the one approved by the Administrative Committee, the matter shall be returned to the full Administrative Committee for consideration no fewer than four regular business days before the Senate meeting for which the item has been approved. Should there be no vote of the Administrative Committee resulting in a simple majority favoring changes to or cancelation of the agenda item in question, it will stand as originally approved and will be included on the Faculty Senate agenda for which it was originally scheduled.

B. Membership on standing and permanent committees will be for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is recommended by the President and President-Elect or as specified in the definition of a Permanent Committee, approved by the Administrative Committee, and confirmed by the full Senate. Senators are limited to serving on a maximum of one standing committee at any one time. To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

C. Any faculty member who is eligible to vote for a Faculty Senator can serve on a Senate committee, unless otherwise specified. Standing committees will be constituted entirely of senators or alternates. Permanent committees can be constituted without senators or alternates.

D. On standing committees all voting members must be senators or alternates. Standing committees can have non-voting ex officio members.

E. All permanent and standing committee chairs will be elected from and by the members of their respective committees. Committee chairs are voting members of their committees and of the Administrative Committee.

F. A quorum consists of at least 50% of the voting members of a committee. Mode of attendance and procedure for voting in a committee meeting shall be the prerogative of each committee.

G. Appointment and responsibilities of committee chairs:

The previous chair or a representative approved by the Administrative Committee will convene the first meeting. The committee elects a new chair at that meeting.
Committee chairs:

1. Schedule meetings;
2. Preside over meetings;
3. Write and submit a report to the Administrative Committee at the last meeting of the academic year summarizing the actions of the committee;
4. Provide meeting minutes to the Faculty Senate.
5. **ATTEND ADMINISTRATIVE COMMITTEE MEETINGS.**

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H. The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes.

2. The Faculty Affairs Committee shall review issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee will enhance communication of faculty issues with members of the Board of Regents, public officials, and candidates for public office. In performing these duties, the committee will coordinate as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units who serve as non-voting members of the Senate and ex-officio members of this committee.

3. The Unit Criteria Committee reviews proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and to work with the heads of those units (or their designees) to ensure that their criteria are consistent with criteria defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". Special unit criteria may add to the standard template that is drawn from the Blue Book but may not alter its language or formatting. The criteria to be reviewed may include those submitted every five (5) years pursuant to Blue Book Regulations. They may also include those proposed by units for revision at other times. The committee also reviews proposed changes to the "Blue Book."

   To ensure that perspectives from across UAF are represented, membership will consist of at least five senators, one each from the following five schools / colleges: CLA, CRCD, CNSM, CFOS, and CEM; and at least one from CES, SNRE, SOE, SOM or LIB; and at least one senator who has an appointment with a research institute. There are no student members of this committee.

   Final composition of the Unit Criteria Committee is approved by the Faculty Senate Administrative Committee.

PERMANENT

1. The Graduate Academic & Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial issues and dealings with other universities.

   The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of the Library, and the University Registrar are non-voting ex-officio members. Graduate student representatives are appointed by the Dean of the Graduate School using the process established by the Graduate Academic and Advisory Committee and passed by the Faculty Senate in March 5, 2018

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2. The Student Academic Development and Achievement Committee (SADA) considers policies related to student placement, academic advising and student academic appeals, development, and retention.

   SADA includes one faculty representative from each of the following campuses of the College of Rural and Community Development: Bristol Bay, Chukchi, Interior Alaska, Kuskokwim, Northwest, and the Community and Technical College. One or more of these should be from Developmental Education. The committee also includes one representative from the Fairbanks Department of Developmental Education, two representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics) and one from Math; two from the College of Liberal Arts, including one from the English Department; and one each from Rural Student Services, Rural Campus Student Services, and the Academic Advising Center. The committee may also invite a student representative to serve as an ex officio member. Two SADA members will serve on the Curriculum Review Committee to provide input from the student success perspective.

3. The Faculty Development, Assessment, and Improvement (FDAI) Committee facilitates faculty development relative to all components of faculty professional activities including teaching, research, and service to the university, the professional community, and the public. FDAI promotes excellence in faculty teaching through evaluating the status of faculty development and assessment, facilitating intellectual activity and interaction among faculty, promoting fair and relevant faculty evaluation systems, and developing and/or piloting professional development initiatives that recognize and promote good practice in teaching and research.

   The FDAI consists of the Chair, and up to 14 other voting members. The membership of the FDAI must include faculty from both rural and Fairbanks campuses and can include faculty who are senators and non-senators. In addition to its regular members, the FDAI includes non-voting ex-officio members. These include a mandatory ex-officio representative from the Office of Faculty Development (to be selected by the Provost), a member from UAF eLearning, as well as a member of UAF's list of deans. Other non-voting ex-officio members may be invited by the committee.

4. The Curriculum Review Committee evaluates proposed substantive undergraduate course and program additions, changes, and deletions submitted by the appropriate school/college curriculum committees. Among the topics of its review are number and duplication of courses, credit assignment, establishment of need for new programs, and resource impacts of curricular changes. Decisions of the Curriculum Review Committee may be appealed to Curricular Affairs by the department submitting the proposal. The Committee shall be composed of the chairs of the college/school curriculum councils, the University Registrar or the Registrar's designee, an eCampus designee, and shall be chaired by a member of the Curricular Affairs Committee. Two SADA and two GER & Core Committee members will serve on the Curriculum Review Committee to provide expertise on student success and GER curriculum.

5. The GER and Core Committee coordinates and recommends changes to the GER, develops the process for assessment of the GER, regularly reports on assessment of the

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GER, monitors transfer guidelines for core and GER courses, acts on petitions for Core, GER, ANT, Library Science and Ethics credit, and evaluates guidelines in light of the total core and GER experience. This committee will also review courses for the Ethics, Math and Library Science requirements. Two Ger & Core Committee members will serve on the Curriculum Review Committee to provide expertise in GER Curriculum.

The committee shall be composed of one faculty member from each of the GER component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Arts), one person from Library and Information Research, CLA rep for Ethics and DANSRD rep for ANT, one faculty member from a non-GER component area, and one faculty member from CRCD, as voting members. The member from a non-GER component area shall be elected at large from among UAF faculty, while seats from GER component areas and CRCD shall be elected by their respective faculties. Membership on the committee also may include an undergraduate student as a non-voting member, and representatives from the colleges specifically tasked with core and GER assessment.

6. The purpose of the Committee on the Status of Women is to monitor the status of women faculty at UAF and to work proactively for gender equity and empowerment of women..

   Such actions may include, but are not limited to: Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including facilitating workshops on mentoring, promotion and tenure, negotiating techniques, providing venues for networking, collaboration and advocacy, and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

   Membership will consist of nine members, at least one of whom will be a senator, and eight to be elected at large from among UAF faculty.

7. The Research Advisory Committee. The Research Advisory Committee (RAC) consists of up to ten voting members, including two co-chair, along with at least one non-voting ex-officio member such as the Vice Chancellor for Research (VCR). Voting members are restricted to those appointed by the Faculty Senate. Members of RAC will be nominated to the Chancellor for service on the UA President’s Research Council (PRC). At least two of the ten voting members must be Research Faculty. The committee reviews the issues of researchers at the University of Alaska Fairbanks and provides reports, recommendations, and resolutions to the UAF Faculty Senate and/or Administration on behalf of the UAF research community. The RAC provides a connection between the Faculty and the UAF Administration, and will advise the Administration on research matters. At the first RAC meeting, the RAC appoints 1) two co-chairs and 2) a RAC member to represent RAC at the VCR’s Research Planning Group (RPG) meetings. It is recommended that each RAC meeting agenda include updates from the RPG and the PRC.

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8. The Faculty Administrator Review Committee (FARC) will facilitate the process of evaluation of all Group A and B administrators. This will include ensuring the timely completion of all reviews and resulting letters, as well as presentation of the results of each review to the Provost, Chancellor, Vice Chancellor for Research, or other supervisor in March. The FARC will also approve the process which each ad hoc administrator review committee utilizes.

   The Faculty Administrator Review Committee shall be composed of the chairs of all individual ad hoc administrator review committees plus one Faculty Senate representative appointed by the Faculty Senate President who shall chair the committee. The ad hoc administrator review committee chairs may, but do not have to be, members of the Faculty Senate.

9. The Information Technology Committee will address information technology issues and needs affecting aspects of work faculty engage in. They will also be the recognized committee to work with requests submitted for consideration by the Office of Information Technology (OIT).

   To help ensure that perspectives from across UAF are represented, membership will consist of at least five representatives, with up to three members from each of the schools, colleges, institutes or libraries. Members who are not Faculty Senators may be appointed to one-year terms. Representatives from OIT and eLearning shall be ex-officio members of the committee. The committee chair must be a senator or an alternate.

F. Any standing or permanent committee may create subcommittees to assist the committee.

G. The Senate President may create and appoint the members of any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate.

H. Committees must forward any legislation which involves the setting or altering of policy to the full Senate for approval. Committees which are specifically charged with applying policy to make decisions may do so without having the Senate approve those decisions. A review by the full Senate may be requested by the reviewing Senate committee. A request to the Senate Administrative Committee for a further Senate review may also be submitted by individual Senators if the question has policy implications. The committee chair is responsible for the presentation of the committee's motion to the Senate at the meeting in which it will be considered.

Sect. 4 (Art. IX Parliamentary Authority)

Majority and supermajority votes of the Senate shall be counted on the basis of a majority or supermajority of the votes cast by members present, with abstentions not counting as votes.

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

TO: Chancellor Daniel White and Provost Anupma Prakash

FROM: Julie A.K. Maier, Faculty Senate President DS JAKM

DATE: May 3, 2021

SUBJ: Faculty Mentoring

A growing body of literature demonstrates that mentoring of early career faculty is an important contributor to faculty career success. However, few units at UAF have developed written guidelines or policies that specify mentoring practices. The Faculty Senate FDAI committee has produced a document that summarizes faculty mentoring best practices, adapted from previously published best practices on mentoring. This document could be used as a general guide for engaging in faculty mentoring across UAF in terms of detailing the value of mentoring, general functions of mentors and mentees, and the value of mentoring networks. We encourage units to further develop policy and practice documents around mentoring that take into account their own contexts and needs.

Faculty Senate affirms that mentoring of early career faculty is an important function at UAF, and that such mentoring should adhere to generally accepted best practices in mentoring. We urge departmental and college leaders to adopt guidelines that promote such practices.

Attached: FDAI Best Practices document

Naturally Inspiring.
UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

Faculty Mentoring Best Practices Guidelines

Adapted from: "Guide to Best Practices in Faculty Mentoring,"
https://provost.columbia.edu/content/faculty-mentoring

Why does mentoring matter?

The University of Alaska Fairbanks seeks to be a place where faculty can sustain a lifelong career of engaged and effective teaching, thriving scholarly research, and impactful service to Alaska and beyond. Faculty mentoring is key to achieving this vision. Faculty mentoring, when conducted with care and intention, can enhance research success, improve outcomes for students, promote faculty career satisfaction and retention, and sustain career advancement. Mentoring is particularly important for supporting a diverse faculty. We encourage all units to adopt a mentoring policy and partnership agreement specific to their needs.

What should mentors do?

The literature points to two broad categories for mentorship: technical or instrumental career functions, and psychosocial or expressive career functions. Under the technical or instrumental career functions, the mentor counsels on the professional goals of the mentee; identifies professional development opportunities for the mentee with a focus on achieving these professional goals; and advises on other strategic activities (membership in organizations, committees and groups; attendance at conferences, etc.), which may enhance the mentee's career opportunities. The mentor may also advise on the mentee's academic scholarship and assist with finding opportunities to undertake research. Under the broad category of psychosocial or expressive career functions, the mentor promotes the scholarly and ethical values of the institution and of the profession; provides emotional support as needed; role models expected behaviors; and acts as a 'sounding board' for intellectual and professional ideas.

Mentors work with their mentees to create specific annual goals, schedule regular meetings with specific purpose, and create and then assess deliverable and measurable outcomes. The mentor should be sensitive to specific issues relating to a sense of isolation, exclusion from school/ department, or disproportionate service burden that may be experienced by underrepresented minorities and female faculty members. Good mentoring is a skill that can be developed like any other. All units at UAF assign a primary mentor to mentees that should engage in robust mentoring activities with the mentee, although mentees are encouraged to make connections with additional mentors (see "Mentoring Networks" below).

Examples of Mentoring Activities

1. Mentor and mentee meet twice each semester and set clear rules regarding meetings (frequency, agenda, and deliverables)

2. Mentor assists mentee to articulate written professional goals, objectives, strategies, and timelines

3. Mentor facilitates professional and academic networking within and outside the institution by making introductions, alerting mentee to key opportunities

4. Mentor alerts mentee of opportunities to enhance teaching and advising skills (professional development in field; Faculty Accelerator opportunities within UAF)

5. Mentor is an advocate for mentee

6. Mentor serves as role model, colleague, coach, intellectual challenger, supporter, and promoter of scholarly values and professional integrity for the overall psychosocial and expressive career functions of mentee

7. Mentor assists mentee with progress towards promotion and/or tenure by discussing workload considerations, discussing annual activities reports, providing examples, discussing unit culture with mentee, etc.

8. Mentor provides guidance and resources for developing academic competencies in scholarly research, teaching, scholarly presentations, and overall career management

9. Mentor identifies whether additional support should include proactive recognition and mitigation of factors that disproportionately negatively impact women and underrepresented minority faculty --

10. Mentors provide constructive feedback and maintain confidentiality

11. Mentors and mentees establish mutual accountability guidelines

12. Mentors and mentees acknowledge that mentoring is a skill that grows with time and is based in authentic relationship and caring

Mentoring Networks

Because the conceived roles of mentors are varied and often emphasize different skill sets, it is unlikely that a single person can fulfill all of the mentoring needs of a mentee, particularly when psychosocial functions are considered. Thus, current mentoring paradigms emphasize the development of mentoring networks as a supplement to the traditionally assigned mentor. Some studies have shown that network size and duration are correlated with greater career success. Mentoring networks are typically composed of both senior faculty and peers, and members in the network are often brought about informally, rather than through assignment. UAF's Faculty Accelerator supports faculty efforts to build informal mentoring networks through the Mentoring Hub (https://facdev.uaf.edu/mentoring-hub/).

Further resources

Guide to Best Practices in Faculty Mentoring: https://provost.columbia.edu/content/faculty-mentoring
Berkeley mentoring resources: https://vpf.berkeley.edu/mentoring/principles-and-best-practices%C2%B9
Penn State mentoring best practices: https://www.ems.psu.edu/resources-faculty-and-staff/faculty-mentoring-best-practices
Illinois mentoring resources: https://provost.illinois.edu/faculty-affairs/faculty-development-mentoring/mentoring/

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Create a Graduate Certificate in Systems Engineering/Program Management

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Systems Engineering/Program Management, housed in the College of Engineering and Mines.

Rationale: This certificate will provide graduate students the opportunity to focus a portion of their studies toward the discipline of systems engineering/program management (SE/PM) and to highlight this specialization on their academic transcripts. The certificate will provide valuable options for tailored graduate certificates involving various aspects of organizational communication. Systems engineering/program management (SE/PM) is applicable to any multidisciplinary engineering field (eg, aerospace, mining/petroleum, power, automotive...) and to all engineering/technical fields. These skillsets are in high demand. Students having an identifier on their transcript will have a distinct advantage when applying for jobs within this career field. The certificate is based on existing courses that are currently being offered and requires no additional resources.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: May 5, 2021

: SYSTEMS ENGINEERING/PROGRAM MANAGEMENT GRADUATE CERTIFICATE

Export to PDF

In Workflow

1. ENGR Chair (cemayer@alaska.edu)
2. EM Curriculum Chair (swkim@alaska.edu)
3. EM Dean (weschnabel@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
6. Dean of Graduate School (rlcollins@alaska.edu)
7. Faculty Senate President (jamaier@alaska.edu)
8. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
9. Chancellor (maudden@alaska.edu)
10. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
11. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Sun, 04 Oct 2020 19:07:18 GMT
   Charles Mayer (cemayer): Rollback to Initiator
2. Tue, 02 Feb 2021 01:21:15 GMT
   Charles Mayer (cemayer): Approved for ENGR Chair
3. Fri, 19 Feb 2021 23:30:26 GMT
   Sun Kim (swkim): Approved for EM Curriculum Chair
4. Sat, 20 Feb 2021 01:54:36 GMT
   William Schnabel (weschnabel): Approved for EM Dean
5. Sat, 27 Feb 2021 01:07:42 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
6. Tue, 13 Apr 2021 06:08:54 GMT
   Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair
7. Thu, 15 Apr 2021 03:50:39 GMT
   Richard Collins (rlcollins): Approved for Dean of Graduate School

New Program Proposal

Date Submitted: Sat, 23 Jan 2021 23:29:59 GMT

Viewing: : Systems Engineering/Program Management Graduate Certificate

Last edit: Mon, 12 Apr 2021 21:40:48 GMT by Janeen Culbertson

Changes proposed by: mchatfield

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Michael Hatfield	907.474.6098	mchatfield@alaska.edu

Academic Level
Graduate

Effective Catalog
2021 - 2022

Department
Engineering

College
College of Engineering and Mines

Certificate or Degree Type
Graduate Certificate (GCRT)

Program Title
Systems Engineering/Program Management Graduate Certificate

Abbreviated Program Title
SE/PM GCRT

Program Code

Brief Program Statement
This program provides graduate students the opportunity to focus a portion of their studies toward the discipline of systems engineering/program management (SE/PM) and to highlight this specialization on their academic transcripts.

Admissions Requirements
Admission into a master's degree program within the College of Engineering and Mines or approval by the program administrator.
General University Requirements: Complete the general university requirements. (https://catalog.uaf.edu/graduate/#certificateslicensencurestext)

Requirements for the Degree (catalog layout copy of the program)

Minimum requirements for Systems Engineering/Program Management Graduate Certificate: 12 credits

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/graduate/#certificateslicensencurestext)		
Graduate Certificate Requirements		
Complete the graduate certificate requirements. (http://catalog.uaf.edu/graduate/#certificateslicensencurestext)		
Systems Engineering/Program Management Program Requirements		
Complete the following:		
EE/ME F656	Aerospace Systems Engineering	3
HSEM F632	Project Management	3
Complete two of the following:		6
COJO F600	Introduction to Professional Communication	
COJO F622	Interpersonal Interaction	
COJO F625	Communication Theory	
COJO F631	Teambuilding	

Sample course of study and a 3-Year Cycle of course offerings

It is expected that the SE/PM graduate certificate will be completed within a larger degree program (primarily engineering, computer science, or geosciences). These courses will be a subset of the students' graduate study plan which will be reviewed by their academic committee.

Program Goals

Brief identification of objectives and subsequent means for their evaluation
Through the use of existing courses, provide the student with an identifiable concentration of systems engineering, program management, organizational communications and related subject matter. Evaluation of individual student program objectives will be accomplished through their success in the component courses selected. It is anticipated that overall program effectiveness data may be collected later as graduating students enter the workforce or qualify for further advanced academic programs.

Relationship of program objectives to "Purposes of the University"
Proposed program supports all UAF's mission and all core themes:
- Educate: Undergraduate and Graduate Students and Lifelong Learners
- Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic and Scholarly Works
- Prepare: Alaska's Career, Technical, and Professional Workforce
- Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing
- Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development

Occupational/other competencies to be achieved

Competencies:
- Multidisciplinary engineering
- Systems engineering design process
- Program management
- Organizational structure and communications
- Teambuilding, leadership, and small group dynamics
- Verbal and oral communication skills

Relationship of courses to the program objectives

(1) EE/ME F656: Provides foundational knowledge of systems engineering & practical experience with the systems engineering design process (SEDP)
(2) HSEM F632: Provides foundational knowledge of the program management and leadership issues
(3) COJO F600, F602, F625, F631: Provides valuable options for tailored graduate certificates involving various aspects of organizational communication

It is anticipated that additional courses will be added to this program in coming semesters as various disciplines extend this program to their students.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Michael Hatfield	Admin/Coordinating Personnel	Oversee program. Teach selected courses.	Asst Prof in CEM/ECE, AssocDir of Science & Education forACUASI (GI). 28 years military in leadership positions within the aerospace field (extensive SE & PM experience)
Cam Carlson	Faculty	Help oversee program. Teach selected courses.	HSEM Program Director. retired military with extensive experience in PM, leadership.
Karen Taylor	Faculty	Help oversee program. Teach selected courses.	COJO POC. Extensive experience with organizational communications, structures, and teambuilding.

Enrollment Information

Projected enrollment/present enrollment

It is expected that formal recognition of the proposed program (all courses currently exist) will generate enthusiasm by (1) current students who may decide to stay for a graduate degree, and (2) students considering enrollment at UAF.

How was projected/present enrollment determine? Who was surveyed and how?

This program is expected to provide only a modest increase in student retention/enrollment, at least for the next few years. As this becomes more well-known, it is expected that this program will become popular and will accelerate student enrollment in future years.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

1

Year 2

1

Year 3

2

Year 4

2

Year 5

3

Maximum enrollment which program can accommodate

N/A

Are there special restrictions on enrollments?
No

What are the special restrictions?

Need for Program

Required for other programs?
No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?
The proposed program initiator has not conducted a robust (or even formal) survey of the employment market for aerospace engineering. However, a couple supporting datasets infer that the aerospace industry is expected to grow. For the aerospace industry, the employment rate is expected to meet or slightly exceed the average employment rate (3% or +1,900 jobs between 2019-2029, per DOL/BLS projections). Note that more broadly, the Systems Engineering/Program Management field is closely related to that of Industrial Engineering, which is projected as a highly needed skill set (10% or 30,000 jobs between 2019-2019, per DOL/BLS).

Job opportunities, including how these predictions were determined.

Now
See above.

Two years from now
See above.

Five years from now
See above.

Ten years from now
See above.

How have positions been filled to date?
By students from UAF with lesser qualifications (when able to successfully compete) and by students attending other universities' programs which have provided more structured programs.

Resource Impact

Budget
Resources Commitment to the Proposed Certficate, SE PM Graduate Certificate.docx (http://catalog.uaf.edu/courseleaf/archive/programadmin/352/1/Resources%20Commitment%20to%20the%20Proposed%20Certficate,%20SE%20PM%20Graduate%20Certificate.docx)

Facilities/Space Needs
No additional facilities/space needed.

Credit Hour Production
Credit hour production is not expected to be a limiting factor in most cases. Students would only need to complete the 12 credit hours(4 classes) within the limit of their existing CEM master's degree or within graduate school program deadlines.

Faculty
No additional faculty needed. All courses currently exist.

Library/Media Materials, Equipment and Services
No special library/media support needed. All materials are already supported via the component classes.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system
The proposed program is expected to draw engineering students who are looking for an opportunity to brand themselves as systems engineers/program managers.

Does it duplicate/approximate programs anywhere in the system?

No

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

The proposed program is expected to increase UAF's ability to perform research in several engineering disciplines (aerospace, electrical, mechanical, computer engineering, civil/geological, mining, petroleum, computer science, applied geosciences remote sensing). This increase would be due to anticipated increases in student enrollment, community awareness, and increased partnerships between UAF units collaborating on research activities.

Implementation/Termination

Plans for recruiting students

Tactics for recruiting students include:
- Advertisement of program on UAF's academic programs website.
- Advertisement of program on administrator's (Hatfield) personal webpage.
- Share details of program within the aerospace engineering/education community (ASEE Aero Div).
- Share details of program at STEM and community outreach events.

Plans for phasing out program if it proves unsuccessful

If the program were deemed unsuccessful, it could be dropped from the UAF website. However, since no additional classes are being proposed, there would be limited benefit from doing so.

Assessment of the program

Attach SLOA Plan

SE PM Graduate Certificate SLOA.docx (http://catalog.uaf.edu/courseleaf/archive/programadmin/352/1/SE%20PM%20Graduate%20Certificate%20SLOA.docx)

Regents Guidelines

Upload Program Action Request Form

BOR-Program-Action-Request_RVSD, SE PM Graduate Certificate.docx (http://catalog.uaf.edu/courseleaf/archive/programadmin/352/1/BOR-Program-Action-Request_RVSD,%20SE%20PM%20Graduate%20Certificate.docx)

Prospectus

Upload Prospectus Document(s)

PRT-accreditation-prospectus, SE PM Graduate Certificate.docx (http://catalog.uaf.edu/courseleaf/archive/programadmin/352/1/PRT-accreditation-prospectus,%20SE%20PM%20Graduate%20Certificate.docx)

Rationale

Systems engineering/program management (SE/PM) is applicable to any multidisciplinary engineering field (eg, aerospace, mining/petroleum, power, automotive...) and to all engineering/technical fields. These skillsets are in high demand. Students having an identifier on their transcript will have a distinct advantage when applying for jobs within this career field.

Additional Information

Systems engineering involves multidisciplinary engineering and complex program management functions. Having a formally recognized program at UAF would be of much value to our students, the UA system, and the State of Alaska.

Graduate certificate proposals no longer need to submit a SLOA plan, Program Action Request form, or Prospectus documents. The chancellor is the final approval on graduate certificate proposals. - Meryem Udden

Supporting Documents

Systems Engineering_Program Management Graduate Certificate_ECE_Chair Support_Memo (1).pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/352/1/Systems%20Engineering_Program%20Management%20Graduate%20Certificate_ECE_Chair%20Support_Memo%20(1).pdf)
SystemsCertificateSupport2021.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/352/1/SystemsCertificateSupport2021.pdf)

Reviewer Comments

Charles Mayer (cemayer) (Sun, 04 Oct 2020 19:07:18 GMT): Rollback: 1. In the “Requirements for the Degree (catalog layout copy of the program” section of the Program Request, there are 2 different requirements for Aerospace cert, but this is SE/PM cert. Lists 5 required COJO courses, and 2 other required courses, but only 12 credit required. 2. EE dept on YY doc should say ECE dept. 3. A letter of support from ECE chair and ME chair would be helpful since those programs are the ones mentioned. 4. Resources Commitment says “Department of Electrical Engineering” and it should say “Electrical and Computer Engineering.” 5. Since it mentions most students will be from ECE and ME, a short letter of support from both the ECE chair and the ME chair would be helpful.
Sun Kim (swkim) (Fri, 19 Feb 2021 23:30:23 GMT): As Meryem commented in "Additional Information", SLOA plan, Program Action Request form, or Prospectus documents are not required for graduate certificate proposals. So, the CEM CRC didn't review those documents.

Key: 352

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Alaska Center for Energy and Power (ACEP).

Effective: Spring 2021
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by the Alaska Center for Energy and Power (ACEP). This is the first Unit Criteria for this Center. The document was reviewed by the Unit Criteria Committee on March 17th, 2021 and April 14th, 2021. The ACEP Criteria was approved because it was found to be consistent with UAF guidelines.

✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 5, 2021

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Alaska Center for Energy and Power (ACEP)

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the ***research*** faculty of the ***Alaska Center for Energy and Power (ACEP)*****.** Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

Research faculty are not eligible for tenure. As modified this document represents research faculty that do not have a joint appointment with an academic department. Faculty with joint appointments with ACEP and an academic department are to be evaluated according to the academic department's unit criteria.

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Preamble

The purpose of unit criteria for ACEP is to establish metrics for research faculty to assess their professional growth, to guide faculty preparation of materials for peer review panels, and to guide peer review panel members evaluating candidates seeking promotion. Unit criteria metrics focus on a research faculty member's total contributions, impact, and stature as they relate to the current work assignment, which should demonstrate professional growth at each faculty rank.

The ACEP unit criteria are meant to satisfy a need, identified by both research faculty and peer review panel members, to have specific guidelines describing work performance expectations at each faculty rank (assistant, associate and full professor). The ACEP unit criteria include the base level performance requirements of the university with additions to address the diverse work areas undertaken by ine research faculty.

Research faculty within ACEP conduct a broad array of activities that fall into the categories of basic research, applied research and technology development, engineering research and practice, and commercialization of intellectual property. Research faculty provide technical consulting to industry, government entities, and community stakeholders, and they form research and development and technology implementation partnerships with industry, academic collaborators, and community stakeholders. The range of discipline focus within ACEP can include physical, biological and ecological sciences as well as engineering, economics, and biomedical research. The diversity of activity and discipline focus make it challenging to examine ACEP research faculty's professional accomplishments since measures of contribution, impact, and stature vary for these diverse disciplines. ACEP definitions of contributions, impact, and stature need to be sufficiently general to encompass this breadth of work focus and activities.

Contributions are indicative of a research faculty member's knowledge, skills and experience; they are the means of communicating results to a broader community, thus ensuring the highest degree of potential impact from the work. Contributions may include publications, proposals, innovations and intellectual property, technology development and transfer, and capacity growth within the university or external entities. The type of contribution is less important than its impact. For example, publications may include journal articles, books, customer reports, maps, interpretive materials, physical models, reviews and monographs.

Impact is the measure of the importance of a research faculty member's contributions to science, engineering, communities, industry, economics, and other facets of society and the natural world. Given the inquiry nature of a research faculty member's work, results can affect many areas of society. Measures of impact may include setting new research directions, developing new techniques or tools to be used by others, increasing the capacity or efficiency of programs or organizations to perform their mission or conduct business, and influencing organizational policy outcomes.

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Stature is a function of the recognition that a research faculty member receives from the scientific/engineering community and/or society. Expressions indicative of stature may include requests for expert advice and consultation by other professionals, managers or organizations; requests to lead research teams or projects; and invitations to serve on advisory or review boards/panels. Stature may also be indicated by requests to organize or chair committees, workshops or symposia; invitations to address scientific or professional organizations; recognition by professional societies or external groups; or honors and awards.

The following sections in the ACEP unit criteria describe activities relevant to accomplishments at the assistant, associate and full professor ranks. These sections attempt to account for the broad categories of focused work that encompass ACEP research faculty efforts.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - ***mastery of subject matter;***
   - effectiveness in teaching;
   - ***achievement in research, scholarly, and creative activity;***
   - effectiveness of public service;
   - effectiveness of university service;
   - ***demonstration of professional development; and***
   - ***quality of total contribution to the university.***

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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D. Criteria for Instruction

This section does not apply to bipartite research faculty with bipartite workloads. For a bipartite research faculty with a bipartite workload, any training, education and workforce development activities are described under the criteria for research, scholarly and creative activity. However, bipartite faculty may temporarily accept a tripartite function, i.e. the faculty is formally teaching a class, and if so, a tripartite function should be considered during promotion review if the research faculty member has an assigned teaching workload. The tripartite evaluation should be part of the review in the same proportion as it is to the whole workload for the entire review period.

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.
   i. ***Successful mentoring/teaching of interns, undergraduate and graduate students including but not limited to; formal and informal advising, laboratory training, participation in field work, undergraduate completion of research projects (e.g. URSA, capstone projects etc.), student/intern publications, conference papers, and posters stemming from PI/co-PI research, curriculum***

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development, guest lectures and other course activities, student recruitment/retention (including funding opportunities for graduate and undergraduate students).

j. ***Successful mentoring of graduate and/or undergraduate student research (which can be demonstrated for instance by one or more of the following: student presentations, publications, awards or grant success).***

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

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

   and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

   - peer classroom observation(s) and evaluation of lecture(s),
   - peer evaluation of course and compiled materials,
   - pedagogical organization as evidenced through peer evaluation of course syllabi,
   - documented use of best practices in teaching through external or peer review,
   - evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
   - evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline ***and audience***. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.

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b. They must be evaluated by appropriate peers.
c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art ***and engineering work, scientific visualizations and computer animations*** at galleries, ***conferences and museums,*** selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art ***and engineering works***, ***scientific visualizations and computer animations*** and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. ***Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.***
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research

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memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

o. ***Technical reports provided to an expert audience or private entity.***
p. ***Acquisition, documentation and transfer to the public domain of significant data sets.***
q. ***Strategic planning and technical and scientific leadership of research facilities and infrastructure to develop new research capabilities, develop research partnerships, and the support of non-traditional business ventures and applied research at the university, e.g. recharge and enterprise centers.***

Specific ACEP criteria for <u>research performance</u> before promotion/ tenure or appointment to:

I. Research assistant professor: evidence of expertise, ability and intent to establish a sustained research program at ACEP.

II. Research associate professor: must have established an appropriate research program. The faculty member should show independence and leadership by the creation of research ideas that translate into funded independent and/or collaborative projects or publications. Examples for such a research program may include:

- ***Leadership in preparation and submission of research proposals;***
- ***Acquisition of external research funding;***
- ***Publications in refereed professional journals, or equivalent, demonstrating significant scientific contributions. It is important for the faculty member to clearly discuss the importance of their scientific contributions in the narrative.***
- ***Presentation of research results at national professional meetings;***
- ***Completion of contract research reports;***
- ***Development of intellectual property into protected formats (patents, including pending patents, copyrights, and trade secrets) and commercialization of such intellectual property through university or private ventures;***
- ***Provision of guidance to professional organizations, and branches of government, e.g., board of advisors, standard committees, consulting on impacts of legislative action;***
- ***Invited participation in peer review activities;***
- ***Publication of relevant data and metadata, contribution to cyber structure, or contribution to publicly available computer models;***

The peer review panel should ensure that publications and meetings are sponsored by reputable organizations. Papers in proceedings of conferences known for rigorous peer-review and documented low acceptance rates may be considered as supplemental

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publications, where applicable. Publication in conference proceedings constitute supplementary evidence that the research program is of high quality. It is essential for the faculty member to clarify in their narrative their, and their co-author's(s') role and creative contributions in multiple-authored publications. This philosophy of explaining the faculty role and contributions also applies to collaborative proposals.

III. Research professor: must have sustained a consistent, productive, independent and/or collaborative research program(s) since advancement to research associate professor. A research program should have produced quality research products that make significant impact to the field and to have earned the faculty member national and/or international stature in the area of research. This could be documented through:

- ***Service in a leadership role in project and program execution, for example in internal project teams, complex multi-disciplinary and/or multi-agency or multi–institution projects***
- ***Quality publications in rigorous peer-reviewed journal articles, conference publications and other forms of literature such as monographs, books, reviews, agency and customer reports, models, maps, and novel interpretative materials. For example, evidence of quality publications may include:***
  - ***The number of citations past publications have received***
  - ***The quality of the journals such as their "impact factor"***
  - ***External reviews stating the papers made major contributions***
  - ***Invited talks and book chapters***
  - ***Professional awards***
- ***Service in a leadership role in project and program execution, for example in internal project teams, complex multi-disciplinary and/or multi-agency or multi–institution projects***
- ***Impacts may include setting new research directions, developing new techniques or tools to be used by others, increasing the capacity or efficiency of programs or organizations to perform their mission or conduct business, and influencing organizational policy outcomes.***
- ***The faculty member should have attained a national and/or international reputation which may be demonstrated by:***
  - ***A high number of professional article external citations;***
  - ***Professional activities with external collaborators;***
  - ***Presentations at national and international meetings;***
  - ***Invitations to address scientific or professional organizations;***
  - ***Invitations to write synthesis papers;***
  - ***Requests to organize or chair committees, workshops, or symposia;***
  - ***Recognition by professional societies and external groups;***
  - ***Honors and awards; or***
  - ***Documented opinions of other engineers and/or scientists in the field.***

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The peer review panel should ensure that publications and meetings are sponsored by reputable organizations. Papers in proceedings of conferences known for rigorous peer-review and documented low acceptance rates may be considered as supplemental publications, where applicable. Publication in conference proceedings constitute supplementary evidence that the research program is of high quality. It is essential for the faculty member to clarify in their narrative their, and their co-author's(s') role and creative contributions in multiple-authored publications. This philosophy of explaining the faculty role and contributions also applies to collaborative proposals.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

Expectations for the service component of a bipartite position within ACEP will vary by individual research faculty and will be explicitly outlined in biannual workload assignments. It is not unusual that the service component is 10% or less of the biannual workload.

1. Public Service
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals

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and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.
m. Hosting events at research facilities, e.g., tours, open houses etc. Intended for public or professional outreach (may also be counted as university or professional service depending on the audience).

2. University Service
University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school. ***Within ACEP this may include research center director.***
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.

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g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring ***of faculty***.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.
l. Service as outside reviewer on thesis committees.
m. ***Preparation of university reports and online information***

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.
g. ***Serving as a mentor/advisor, committee member or external examiner for students at other institutions.***
h. Provision of guidance to professional organizations, and branches of government, e.g., board of advisors, standard committees, consulting on\impacts of legislative action.
i. Invited participation in peer review activities;
j. Invitation to edit or referee articles or proposals for professional journals or organizations can be taken as evidence of obtaining stature from colleagues.
k. Invitation to participate in the development of standards and regulation by nationally and internationally recognized standardization bodies and regulatory entities, as well as the consulting on the development of standards, regulations and legislation.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive

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and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Communication and Journalism (Applicable only to the Communication Faculty).

Effective: Spring 2021
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by the Department of Communication and Journalism. The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The unit also made additions to the document that were reviewed by the Unit Criteria Committee. The additions to the Communications and Journalism criteria were approved at the April 14th, 2021 Unit Criteria Committee meeting because they were found to be consistent with UAF guidelines.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 5, 2021

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
THE DEPARTMENT OF COMMUNICATION AND JOURNALISM
[APPLICABLE ONLY TO THE COMMUNICATION FACULTY]

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of **THE COMMUNICATION AND JOURNALISM DEPARTMENT [APPLICABLE ONLY TO THE COMMUNICATION FACULTY].** Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching***;***
   i. utilize and demonstrate their knowledge of what constitutes effective oral communication in their teaching methods;
   j. demonstrate consistent attention to students in the role of an advisor regarding UAF and discipline related matters;
   k. develop and revise instructional materials for use in support of their teaching, develop innovative instructional technologies, and/or demonstrate the effectiveness of innovative instructional technologies (via quantitative and/or qualitative methods of assessment);
   l. actively participate in and contribute to the work of the faculty or the discipline in curriculum matters.

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

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

   and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:
   - peer classroom observation(s) and evaluation of lecture(s),
   - peer evaluation of course and compiled materials,
   - pedagogical organization as evidenced through peer evaluation of course syllabi,
   - documented use of best practices in teaching through external or peer review,
   - evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
   - evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere. ***Lastly, evaluation of the various forms of research, scholarly, and creative activity listed below must be based on the qualitative evaluative criteria described herein, not on quantitative criteria (such as the number of articles published in a given time frame) that are superimposed ex post facto onto the qualitative unit criteria.***

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

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2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works ***(including those that assess instructional technology)*** published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications.
   h. Published abstracts of research papers.
   i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
   j. Prizes and awards for excellence of scholarship.
   k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
   l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
   m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
   n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/ exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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o. Bylines, production credits, contracts, acceptance letters, and other acknowledgements of reporting, researching, photographing, editing or otherwise producing relevant media.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting.
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.
   i. Training and facilitating.

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j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.

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c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Art.

Effective: Spring 2021
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by the Department of Art. The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The unit also made additions to the document that were reviewed by the Unit Criteria Committee. The additions to the Art criteria were approved at the April 14th, 2021 Unit Criteria Committee meeting because they were found to be consistent with UAF guidelines.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 5, 2021

Daniel M. White, UAF Chancellor

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UAF Unit Criteria for Art

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the *Department of Art*. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

CHAPTER III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

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C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

- mastery of subject matter;
- effectiveness in teaching;
- achievement in research, scholarly, and creative activity;
- effectiveness of public service;
- effectiveness of university service;
- demonstration of professional development; and
- quality of total contribution to the university.

In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***Curators at the University of Alaska Museum of the North with a faculty appointment in art typically have a portion of their workload assigned in teaching to the department. The Art Department will evaluate the curator's teaching record.***

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

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b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
d. emphasize regular feedback to students and reward student learning success; ***the ability to run effective, cordial and insightful group critiques is also important.***
e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
g. regularly expend effort towards future oriented educational development;
h. may receive prizes and awards for excellence in teaching.
i. ***the "hands on" nature of studio art must be recognized. Demonstrate technical mastery and the acquisition of new techniques including digital media, databases and the internet.***

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

a. systematic student ratings, i.e. student opinion of instruction summary forms, **and** at least two of the following:
b. narrative self-evaluation,
c. peer/department chair classroom observation(s),
d. peer/department chair evaluation of course materials.

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

E. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Art faculty are expected to consistently create and exhibit new work. The stature of the exhibition space and scale of the exhibit should also be considered. Note that an art historian's research will be largely presentation, publication, and curatorial while a studio artist's will be largely exhibition based. A digital artist will normally present work in web-based or other digital format. Studio artists, both traditional media and digital, normally make public speaking presentations as a part of their work.

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Curators at the University of Alaska Museum of the North with a faculty appointment in art typically have a portion of their workload assigned to the department. The Art Department will evaluate the curator's creative activity and research record.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, ***catalogs,*** and other scholarly works ***(including those that assess instructional technology)*** published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. ***Online magazines and other digital publications are valid venues if subject to review and approval by peers.***
   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
   d. Exhibitions of art work at galleries, ***museums, art centers and alternative spaces as well as site specific locations,*** selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics. ***Both juried and invitational group and solo exhibits are valid forums. Online venues are also appropriate for digital work exhibition. The selection process for exhibitions is competitive and comparable to publishing in refereed journals. Solo exhibitions should take place every two years on average and participation in juried or invitational group shows should take place frequently, on average at least two times a year.***
   e. ***Solo and collaborative*** performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications.
   h. Published abstracts of research papers.
   i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

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j. Prizes and awards for excellence of scholarship, ***including acquisition of work by prominent private, corporate and public collections.***
k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development. ***Obtaining patents and/or copyrights for artistic creations, research methodologies, and pedagogical techniques.***
m. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.
n. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
o. Creation of public art commissioned by local, state or national government or private organizations.
p. Applied research such as building and design of equipment or processes using historical and/or contemporary technologies.
q. Serving as curator of an exhibit at a recognized institution such as a museum, gallery or alternative space.
r. Public screening and broadcast of video/film works.

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

F. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves

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planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees or elected office.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

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b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

4. Other Service: Curation

Curators at the University of Alaska Museum of the North (UAMN) with a faculty appointment in art typically have a portion of their workload assigned to the department. The Art Department will evaluate the curator's service record taking into consideration the recommendation of the UAF Museum Committee.

Curation involves the management and development of a formally recognized university collection that exists to serve as a research resource for students and researchers at university, state, national and international levels. Examples of curatorial activities include, but are not limited to:

a. Maintaining, enhancing, and enlarging the collection (includes computerization and database development, archival upgrades, specimen conservation and identification, and adding specimens or objects to existing collection);
b. Interacting with state and federal agencies and with the public on collections-related issues;
c. Facilitating collections use through loans, exchanges, and visiting researchers;
d. Maintaining appropriate permits (as needed for the collections);
e. Directing collections managers, student employees, and volunteers;
f. Working with public program staff to create exhibits and educational activities appropriate to the collection;
g. Pursuing funding for collections growth and maintenance;
h. Producing curatorial or collections-related publications, reports, and/or manuals;
i. Ensuring university compliance with state and federal laws that pertain to the collection.
j. Specific criteria for curatorial performance at the rank of Assistant Professor. Evidence of curatorial ability and a commitment to developing and managing research collection relevant to the area of specialization includes the following:
  i. Curators will develop the collections as a permanent record of the natural and/or cultural diversity of Alaska and the circumpolar North and as a research resource for studies of biological and/or cultural diversity.
  ii. Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.
  iii. Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professionally accepted within their respective disciplines.

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iv. Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.

v. Curators will maintain current accession files, deaccession files, and catalogues of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAMN.

vi. Curators will develop, maintain, and revise written policies and procedures for curation of objects or specimens in their collections.

vii. Curators will take part in interpretive activities of the Museum in order to fulfill the museum's mission to interpret the natural and cultural history of Alaska. In this regard, preparation of small exhibits is approximately the equivalent of publication of a professional article; project direction of a large complex exhibit that includes preparation of a serious catalogue is approximately the equivalent of publication of a scholarly book.

viii. Curators will actively prepare grant applications for external support for their curatorial and collection-based research.

k. Specific Criteria for Curatorial Performance at the Rank of Associate Professor

Consistent contributions to interpretive (education and exhibition) activities of the museum, response to collection-related inquiries (from other professionals, the public and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident. Active solicitation for external funds to support curatorial activities and collection-based research must be evident.

l. Specific Criteria for Curatorial Performance at the Rank of Professor

Significant development of the collections under the curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and /or cultural history of Alaska and the circumpolar North. Significance of collections will be measured in terms of research significance, value to University of Alaska research and instructional programs, and value to national and international research programs. The curator should be a recognized authority in their field, locally and nationally. They must have a record of success in acquiring external funds for their curatorial activities and collection-based research.

5. Evaluation of Service

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

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and/or appreciation, certificates and awards and other public means of recognition for services rendered.

Curators at the University of Alaska Museum of the North with a faculty appointment in Art typically have a portion of their workload assigned to the department. The Art Department will evaluate the curator's service record taking into consideration the recommendation of the UAF Museum Committee.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the International Arctic Research Center (IARC).

Effective: Spring 2021
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by IARC. The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The unit also made additions to the document that were reviewed by the Unit Criteria Committee. The additions to the IARC criteria were approved at the April 14th, 2021 Unit Criteria Committee meeting because they were found to be consistent with UAF guidelines.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 5, 2021

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
International Arctic Research Center (IARC)

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **International Arctic Research Center (IARC)**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined below will be defined by demonstrated competence from the following areas: 1) effectiveness in teaching; and/or 2) achievement in research, scholarly and creative activity; and/or 3) effectiveness of service. ***Evaluations should be consistent with an individual faculty member's job description and workload agreement. IARC has a large number of bipartite faculty that do not have a teaching/mentoring component to their workload. For these faculty, scholarly activity and service criteria are the dominant criteria for evaluation.***

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.
   - ***commitment to diversity, equity, accessibility, and inclusion***

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In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.
   i. mentor students, research staff, or other audiences such as citizen scientists.
   j. have a commitment to diversity, equity, accessibility, and inclusion in teaching.

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

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a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

c. Performance as an advisor or mentor of an undergraduate, graduate, or postdoctoral researcher.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

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a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems ***in Alaska and the Arctic***, such as computer programs and systems for the processing of data, genetic plant and animal material, ***engagement processes,*** and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.
o. Scientific reports documenting project findings, including reports presented to project contractor/funder.
p. Research engagement and knowledge co-production with diverse audiences, including, but not limited to Indigenous communities.
q. Commitment to diversity, equity, accessibility and inclusion in research.

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

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F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting.
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.
   i. Training and facilitating.
   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

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l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

m. Institutional representation at IARC educational displays, booths and exhibits at public events.

n. Development, interpretation, and dissemination of research-based information in an easily understood format that can be used by federal and state agencies, non-governmental organizations and the public.

o. Commitment to diversity, equity, accessibility and inclusion in public service.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

l. Commitment to diversity, equity, accessibility, and inclusion in university service.

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

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a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.
g. Commitment to diversity, equity, accessibility, and inclusion in professional service.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

H. Promotion Guidelines for IARC Research Faculty

The level of productivity in each criterion area shall be evaluated within the context of the faculty member's proportionate responsibility as identified in annual workload distribution agreements. Non-tenure track faculty may be assigned activity in two or three of the workload areas (teaching, research/scholarly/creative activity, and service). Many IARC research faculty are bipartite, with a significant focus on scholarly and service efforts with a corresponding reduction in teaching effort. Each promotion applicant's complete research, teaching, and service record, including papers published before they were affiliated with IARC, should be considered relevant to promotion decisions.

1. Promotion to Research Associate Professor or Associate Professor

To be eligible for promotion, a research assistant professor or assistant professor shall present a record of sustained performance and achievement in their assigned workload areas of activity, which reflects high quality in teaching, research/scholarly/creative activity, and service, as appropriate. This may be demonstrated through:

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a. Teaching: Although not required for IARC faculty, teaching or mentorship of undergraduate, graduate, and postdoctoral scholars is encouraged and will be viewed as positive indicators of accomplishment.

b. Research: Achievement of technical mastery, maturity, and a national reputation in their research field, and pursued a course of research to the point of establishment of a well-founded line of scholarly investigation.

c. Service: Leadership development in Arctic science and the broader science community as well as engagement in multiple types of service at the university or with the general public.

2. Promotion to Research Professor or Professor.
Faculty promoted to the rank of professor at the university shall exemplify the attainment of performance and achievement consistent with a high standard of excellence. This may be demonstrated through:

a. Teaching: An enhanced level of teaching and mentorship beyond that of a research associate professor will be viewed as a positive indicator of accomplishment.

b. Research: Achievement of technical mastery, maturity, and a national (and possibly international) reputation in their research field.

c. Service: Leadership in Arctic science and the broader science community and be able to demonstrate continued and expanded service beyond that of a research associate professor.

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Create an Accelerated Masters in Civil Engineering

MOTION:

The UAF Faculty Senate moves to approve a new Accelerated Master's in Civil Engineering, housed in the College of Engineering and Mines.

Rationale: Integrated BS/MS degrees in Civil & Environmental Engineering are becoming a national trend as employers expect deeper training and more qualifications for engineering graduates. Currently, civil engineering BS students are readily employable and few opt to stay on for an MS degree. However if the current BS students can obtain the MS in about one additional year (along with the BS degree) the economics become neutral or slightly favor remaining for the MS. The program will allow highly qualified students to leverage required undergraduate elective courses into their MS graduate program and decrease their course load in the fifth year. Benefits to the students include the opportunity to develop a civil engineering specialty while being more competitive in the job market. Benefits to UAF are increased enrollments.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: May 5, 2021

Daniel M. White, UAF Chancellor

: B.S./M.S., CIVIL ENGINEERING

Export to PDF

In Workflow

1. CGEE Chair (mmdarrow@alaska.edu)
2. EM Curriculum Chair (swkim@alaska.edu)
3. EM Dean (weschnabel@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. CRC/GAAC Stacked Chair (pdoak@alaska.edu; pwestley@alaska.edu; jlcarroll@alaska.edu)
6. Undergrad Curriculum Committee Chair (pwestley@alaska.edu; zjones@alaska.edu)
7. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
8. Faculty Senate President (jamaier@alaska.edu)
9. Dean of Graduate School (rlcollins@alaska.edu)
10. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
11. Chancellor (maudden@alaska.edu)
12. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
13. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Tue, 22 Oct 2019 15:52:56 GMT
   Robert Perkins (raperkins): Approved for CE Chair
2. Tue, 05 Nov 2019 02:04:08 GMT
   Santanu Khataniar (skhataniar): Approved for EM Curriculum Chair
3. Tue, 05 Nov 2019 02:59:29 GMT
   William Schnabel (weschnabel): Approved for EM Dean
4. Fri, 08 Nov 2019 19:01:28 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
5. Mon, 25 Nov 2019 21:25:56 GMT
   Meryem Udden (maudden): Approved for Undergrad Curriculum Committee Chair
6. Mon, 25 Nov 2019 21:27:29 GMT
   Meryem Udden (maudden): Rollback to Undergrad Curriculum Committee Chair for Graduate Curriculum Committee Chair
7. Mon, 20 Jan 2020 23:10:12 GMT
   Peter Westley (pwestley): Approved for Undergrad Curriculum Committee Chair
8. Sun, 07 Feb 2021 21:24:45 GMT
   Jennifer Carroll (jlcarroll): Rollback to Initiator
9. Sun, 04 Apr 2021 22:31:46 GMT
   Margaret Darrow (mmdarrow): Approved for CGEE Chair
10. Fri, 09 Apr 2021 01:38:28 GMT
    Sun Kim (swkim): Approved for EM Curriculum Chair
11. Fri, 09 Apr 2021 05:16:57 GMT
    William Schnabel (weschnabel): Approved for EM Dean
12. Sat, 10 Apr 2021 00:48:14 GMT
    Janeen Culbertson (jjruge): Approved for Faculty Senate Coordinator
13. Mon, 19 Apr 2021 19:29:34 GMT
    Jennifer Carroll (jlcarroll): Approved for CRC/GAAC Stacked Chair
14. Mon, 19 Apr 2021 19:35:04 GMT
    Zoe Marie Jones (zjones): Approved for Undergrad Curriculum Committee Chair
15. Tue, 20 Apr 2021 22:17:05 GMT
    Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair

New Program Proposal

Date Submitted: Sat, 03 Apr 2021 07:55:24 GMT

Viewing: : B.S./M.S., Civil Engineering

Last edit: Mon, 19 Apr 2021 19:26:02 GMT by Meryem Udden

Changes proposed by: saggarwal

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Srijan Aggarwal	(907) 474-6120	saggarwal@alaska.edu

Academic Level
Graduate

Effective Catalog
2021 - 2022

Department
Civil, Geological, and Environmental Engineering

College
College of Engineering and Mines

Certificate or Degree Type
Master of Science (MS)

Program Title
B.S./M.S., Civil Engineering

Abbreviated Program Title
B.S./M.S., Civil Engineering

Program Code

Brief Program Statement
The Department of Civil, Geological and Environmental Engineering (CGEE) proposes a new integrated B.S./M.S. degree program in Civil Engineering (CE); qualified undergraduate students will be able to complete both B.S. and M.S. degrees in a shorter time than traditional B.S. plus M.S. degrees. The program requires no new resources. Highly qualified students leverage required undergraduate elective courses into their MS graduate program – decreasing their course load in the fifth year. Students interested in research have a thesis option that would require summer research. Benefits to the students include opportunity to develop a civil engineering specialty while being more competitive in the job market. Benefits to UAF are increased enrollments.

Admissions Requirements

1. Complete the following admission requirements:
   a. CE major (junior preferred) or senior standing.
   b. A GPA 3.25 or above (based on minimum of 24 credits in CE major requirements) is required for admission. Students must maintain a cumulative GPA of at least 3.0 to remain in the program.
   c. Submit three letters of references.
   d. Submit GRE (general) scores.
   e. Submit a study goal statement.
   f. Submit a UAF graduate application for admission.

Requirements for the Degree (catalog layout copy of the program)

Minimum Requirements for Civil Engineering B.S./M.S. Degree: 143 credits

Students must satisfy the General University Requirements for minimum grades for the respective B.S. or M.S. program (major) requirements.

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/bachelors/)		
General Education Requirements		
Complete the general education requirements. (http://catalog.uaf.edu/bachelors/general-education-requirements/)		
As part of the general education requirements, complete:		
CHEM F105X	General Chemistry I	4
CHEM F106X	General Chemistry II	4
MATH F251X	Calculus I	4

B.S. Degree Requirements		
Complete the B.S. degree requirements. (http://catalog.uaf.edu/bachelors/summary-of-bachelors-degree-reqs/#bachelorofsciencetext)		
As part of the B.S. degree requirements, complete:		
MATH F252X	Calculus II	4
PHYS F211X	General Physics I	4
PHYS F212X	General Physics II	4
Undergraduate Civil Engineering Program Requirements		
CE F112	Elementary Surveying	2-3
or MIN F202	Surveying and CAD for Engineers	
CE F302	Fundamentals of Transportation Engineering	3
CE F326	Introduction to Geotechnical Engineering and Foundations	4
CE F331	Structural Analysis	3
CE F334	Properties of Materials	3
CE F341	Introduction to Environmental Engineering	4
CE F344	Water Resources Engineering	3
CE F432	Steel Design	3
DRT F210	Intermediate CAD	3
ES F101	Introduction to Engineering	3
ES F201	Computer Techniques	3
ES F208	Mechanics	4
ES F301	Engineering Analysis	3
ES F331	Mechanics of Materials	3
ES F341	Fluid Mechanics	4
ESM F450	Economic Analysis and Operations	3
GE F261	General Geology for Engineers	3
MATH F253X	Calculus III	4
MATH F302	Differential Equations	3
Fundamentals of Engineering (FE) Examination		
Complete the Fundamentals of Engineering (FE) examination administered by the State of Alaska.		
Master's Degree Requirements		
Complete the master's degree requirements. (http://catalog.uaf.edu/graduate/#Masters)		
Complete comprehensive exam		
Complete the thesis or the non-thesis (project) option:		
CE F699	Thesis	9
CE F698	Non-thesis Research/Project	6
Complete one of the following concentrations		**21-24**
Environmental/Water Resources		
Civil Infrastructure		

CONCENTRATIONS

Environmental/Water Resources

Code	Title	Credits
Complete the following (required courses):		
CE F438	Design of Engineered Systems [1]	3
CE F442	Water and Wastewater Treatment Design [2]	3
or ENVE F643	Air Pollution Management	
CE F661	Advanced Water Resources Engineering	3
or CE F683	Arctic Hydrology and Hydraulic Engineering	
or CHEM F609	Aquatic and Environmental Geochemistry	
CE F662	Open Channel and River Engineering	3
or CE F663	Groundwater Hydrology	
Approved electives from the Environmental/Water Resources concentration area course list below (9 credits for thesis, 12 credits for project), or as approved by the committee [3]		9-12

Civil Infrastructure

Code	Title	Credits
Complete the following:		
CE F438	Design of Engineered Systems [1]	3
CE F433	Reinforced Concrete Design [2]	3
CE F635	Numerical Methods for Geomechanics and Soil-Structure Interaction	3
CE F622	Foundations and Retaining Structures	3
or CE F605	Pavement Design	
Approved electives from the Civil Infrastructure concentration area course list below (9 credits for thesis, 12 credits for project), or as approved by the committee [3]		9-12

1 Fulfills the baccalaureate capstone requirement

2 Fulfills the ABET requirement (for the BS degree) of one upper-level course in the field of environmental engineering, construction, or transportation.

3 Only one course (3 credits) can be at the 400 level

Recommended Elective Courses for Concentration Areas

Environmental/Water Resources

Code	Title	Credits
CE F442	Water and Wastewater Treatment Design	3
CE F401	Arctic Engineering	3
CE F445	Hydrologic Analysis and Design	3
CE F601	Engineering Research Communication	3
CE F624	Permafrost Engineering	3
CE F661	Advanced Water Resources Engineering	3
CE F662	Open Channel and River Engineering	3
CE F663	Groundwater Hydrology	3
CE F664	Sediment Transport	3
CE F665	Introduction to Watershed Hydrology	3
CE F683	Arctic Hydrology and Hydraulic Engineering	3
CE F684	Arctic Utility Distribution	3
ENVE F641	Aquatic Chemistry	3
ENVE F642	Contaminant Hydrology	3
ENVE F643	Air Pollution Management	3
ENVE F644	Environmental Management and Permitting	3
ENVE F645	Unit Processes: Chemical and Physical	3
ENVE F646	Biological Unit Processes	3
ENVE F647	Biotechnology	3
ENVE F649	Hazardous and Toxic Waste Management	3
ENVE F651	Environmental Risk Assessment	3
ENVE F652	Introduction to Toxicology for Engineers and Scientists	3
ENVE F653	Environmental Measurements Laboratory	1
ME F658	Energy and the Environment	3
BIOL F657	Environmental Microbiology	3
CHEM F609	Aquatic and Environmental Geochemistry	3
CHEM F631	Environmental Fate and Transport	3
CHEM F655	Environmental Toxicology	3
GEOS F616	Permafrost	3
GEOS F617	Glaciers	3

Civil Infrastructure

Code	Title	Credits
CE F401	Arctic Engineering	3
CE F405	Design of Highways and Streets	3
CE F422	Foundation Engineering	3
CE F434	Timber Design	3
CE F451	Construction Cost Estimating and Bid Preparation	3
CE F605	Pavement Design	3
CE F607	GIS Applications in Civil Engineering	3

CE F622	Foundations and Retaining Structures	3
CE F624	Permafrost Engineering	3
CE F625	Soil Stabilization and Embankment Design	3
CE F626	Thermal Geotechnics	3
CE F627	Geotechnical Earthquake Engineering	3
CE F628	Unsaturated Soils Mechanics	3
CE F630	Advanced Structural Mechanics	3
CE F631	Advanced Structural Analysis	3
CE F633	Theory of Elastic Stability	3
CE F634	Structural Dynamics	3
CE F635	Numerical Methods for Geomechanics and Soil-Structure Interaction	3
CE F637	Earthquakes: Seismic Response of Structures	3
CE F640	Prestressed Concrete	3
CE F646	Structural Composites	3
CE F650	Bridge Engineering	3
CE F682	Ice Engineering	3
CE F683	Arctic Hydrology and Hydraulic Engineering	3
CE F684	Arctic Utility Distribution	3
CE F685	Topics in Frozen Ground Engineering	3
ESM F621	Operations Research	3
GE F440	Slope Stability	3
ME F601	Finite Element Analysis in Engineering	3
ME F631	Advanced Mechanics of Materials	3
ME F642	Advanced Heat Transfer	3
ME F685	Arctic Heat and Mass Transfer	3

Sample course of study and a 3-Year Cycle of course offerings

SAMPLE COURSE OF STUDY FOR *BS/MS IN CIVIL ENGINEERING (ENVIRONMENTAL/WATER RESOURCES CONCENTRATION AREA) WITH NON-THESIS (PROJECT) OPTION*

First Year		
Fall		**Credits**
ES F101	Introduction to Engineering	3
MIN F202	Surveying and CAD for Engineers	2
MATH F251X	Calculus I	4
CHEM F105X	General Chemistry I	4
WRTG F111X	Writing Across Contexts	3
	Credits	16
Spring		
MATH F252X	Calculus II	4
CHEM F106X	General Chemistry II	4
WRTG F211X	Writing and the Humanities	3
COJO F121X	Introduction to Interpersonal Communication	3
LS F101X	Library Information and Research	1
	Credits	15
Second Year		
Fall		
ANS F161X	Introduction to Alaska Native Performance	3
ES F201	Computer Techniques	3
DRT F210	Intermediate CAD	3
PHYS F211X	General Physics I	4
MATH F253X	Calculus III	4
	Credits	17

Spring		
MATH F302	Differential Equations	3
PHYS F212X	General Physics II	4
ES F208	Mechanics	4
ES F301	Engineering Analysis	3
GE F261	General Geology for Engineers	3
	Credits	17
Third Year		
Fall		
ES F331	Mechanics of Materials	3
CE F326	Introduction to Geotechnical Engineering and Foundations	4
ES F341	Fluid Mechanics	4
CE F341	Introduction to Environmental Engineering	4
	Credits	15
Spring		
CE F302	Fundamentals of Transportation Engineering	3
CE F331	Structural Analysis	3
CE F334	Properties of Materials	3
CE F344	Water Resources Engineering	3
ENGL F200X	World Literature	3
	Credits	15
Fourth Year		
Fall		
CE F432	Steel Design	3
ESM F450	Economic Analysis and Operations	3
CE F663	Groundwater Hydrology	3
ME F658	Energy and the Environment	3
ENGL F270X	Introduction to Creative Writing	3
	Credits	15
Spring		
CE F438	Design of Engineered Systems	3
ANTH F111X	Ancient Civilizations	3
CHEM F609	Aquatic and Environmental Geochemistry	3
ANTH F211X	Fundamentals of Archaeology	3
NRM F303X	Environmental Ethics and Actions	3
	Credits	15
Fifth Year		
Fall		
CE F698	Non-thesis Research/ Project	3
CE F442	Water and Wastewater Treatment Design	3
ENVE F651	Environmental Risk Assessment	3
	Credits	9
Spring		
CE F698	Non-thesis Research/ Project	3
ENVE F646	Biological Unit Processes	3

CE F401	Arctic Engineering	3
	Credits	9
	Total Credits	143

Program Goals

Brief identification of objectives and subsequent means for their evaluation

PROGRAM GOAL

To provide an efficient path for our best BS CE students to gain an integrated MS degree and enhance their competitive employment potential. Through this program the BS/MS students will gain:
--One year's work experience credit toward professional licensure;
--Increased knowledge in a specialized area for licensure exams;
--Readiness for forthcoming increases in licensure requirements.

OBJECTIVES

1. Improve engineering practice in the state by:
-Increasing the qualification of entry-level engineers
-Increasing the numbers of engineers with advanced qualifications in a specialty.

2. Increase efficiency for all our CEE programs by:
-Populating graduate classes for research grad students
-Populating and stabilizing undergrad 400-level electives

EVALUATION

Our current BS degree is accredited by the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET), which requires a thorough and ongoing assessment of our undergraduate program. The internal processes we currently have for ABET will be extended, as appropriate, to the BS/MS program. For example, ABET does not currently accredit the MS, but, if we are allowing MS courses as part of the BS, ABET will include evaluation of those courses. Some evaluation will be straightforward extension of current practice, for example, the CEE Advisory Board will now provide advice and direction on the BS/MS graduates. Most of that board are employers of our graduates, so their feedback is pertinent.

The next thread of evaluation is the initial employment and career path of our graduates. We monitor the careers of our graduates as part of ABET, as well as for our UA Program Reviews. Our graduates are in great demand in Alaska, and all our graduates find employment.

Relationship of program objectives to "Purposes of the University"

SPECIFIC RELATIONSHIP OF THE PROGRAM TO UAF'S FIVE CORE THEMES:

1. Educate, Undergraduate and Graduate Students
-The proposed program will increase the overall academic production of CEE, since students will recognize the efficiency of the program and more will take the academic courses.

2. Discover, through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples
- The proposed program offers a project or thesis option. Either option will increase research and scholarship, and most of our research involves northern science and engineering. Here for the thesis option the students will normally need to work summers on research.

3. Prepare, Alaska's Career, Technical, and Professional Workforce
-The emphasis of all our engineering programs is workforce preparation. Alaska government agencies, consultants, construction contractors and industries all seek our graduates for employees.

4. Connect, Alaska Native, Rural, and Urban Communities Through Contemporary and Traditional Knowledge
-Our Senior Design Projects and masters research often include design of facilities for rural communities.

5. Engage, Alaskans via Lifelong Learning, Outreach, and Community and Economic Development
-Our ABET accreditation requires an outcomes including the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context, and a recognition of the need for, and an ability to engage in life-long learning.

Occupational/other competencies to be achieved

Our current BS graduates do well in their careers, as do our MS graduates. The proposed program will allow the graduates to start their careers a year or two sooner than the traditional MS. The undergraduate BS in civil engineering that the MS graduates will achieve in their first four years is approved by ABET and assure employers and licensing boards of required competency in civil engineering.

Relationship of courses to the program objectives

All the courses fit within the profession of civil engineering. Civil engineering, the designing, constructing, and maintaining of physical infrastructure, has sub-disciplines or specialties. Some civil engineers practice mainly in one specialty, while others have a more general practice. In either case, it is wise to have at least some knowledge of the various specialties. In the proposed program, a student under the guidance of an advisor, would take a number of courses in one specialty, or take a variety of courses – some from each specialty. Either approach will benefit the student and the future employer.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Srijan Aggarwal	Faculty	Associate Professor, Environmental	PhD, Univ. of Minnesota, ‘11
Ilsang Ahn	Faculty	Assistant Professor, Structural	PhD, SUNY Buffalo, ‘05
David Barnes	Faculty	Professor, Environmental	PhD, Colorado State Univ., '97
Nathan Belz	Faculty	Associate Professor, Transportation	PhD, University of Vermont, ‘13
Augusto Cannone Falchetto	Faculty	Assistant Professor, Materials	PhD, University of Minnesota, '13
Yuri Shur	Faculty	Professor, Geotechnical/ Arctic	PhD, Inst. of Foundations, '68
Sveta Stuefer	Faculty	Associate Professor, Water	PhD, Russian St. Hydrology Inst., '03
Horacio Toniolo	Faculty	Professor, Water	PhD, University of Minnesota, '02

Enrollment Information

Projected enrollment/present enrollment

We usually have 25-30 BS students in our CE program in any class. Based on experiences with similar program offered in ME department (who have similar class sizes as CE), we expect about 5 to 10 students to sign up for the integrated BS/MS program each year.

How was projected/present enrollment determine? Who was surveyed and how?

Integrated BS/MS degrees in Civil & Environmental Engineering are becoming a national trend as employers expect deeper training and more qualifications for engineering graduates. Our CEE program is parallel to that of our sibling department, Mechanical Engineering. ME started their Fast Track Mechanical Engineering Bachelor/Master Degrees in 2010 and we expect our success to follow the pattern ME set out. In general, the demand for civil engineers in Alaska is somewhat higher than for MEs, so our analysis might be conservative.

In addition, we have queried our CEE Advisory Board and other in the engineering community and the response was positive.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

2

Year 2

2

Year 3

2

Year 4

2

Year 5

2

Maximum enrollment which program can accommodate

20

Are there special restrictions on enrollments?

Yes

What are the special restrictions?

- Junior BS CE students
- Should meet the admission criteria to the BS/MS program listed above

Need for Program

Required for other programs?

No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?

Integrated BS/MS degrees in Civil & Environmental Engineering are becoming a national trend as employers expect deeper training and more qualifications for engineering graduates.

Who surveyed?
Over the last few years, CEE department chair and faculty queried the CEE Advisory Board, as well as local industry, who fully supported the program. The key is that the MS graduates from this degree will have the same credentials/degree as our current MS graduates. The main difference is that the new program will allow the MS along with the BS in a shorter time.

Engineering and Civil Engineering are identified employment categories on state and federal labor market reports and projections; see below.

How?
Advisory board meetings, telephone, email, and personal queries.

Job opportunities, including how these predictions were determined.

Now

Based on the Alaska Department of Labor on-line report, there are about 74 job openings for civil engineers each year in Alaska and about 25,820 in the entire US.
[http://live.laborstats.alaska.gov/occ/occ.cfm?o=172051]

National Science Foundation data indicates about 15,000 BS degrees in civil engineering each year and 6,000 MS degrees, thus a shortfall of 5000 civil engineers each year.
[https://nsf.gov/nsb/sei/edTool/data/engineering-01.html]

Two years from now

Expected to increase nationwide as the country's aging infrastructure must be repaired and replaced. Also, per several accounts, environmental engineering is one of the top-five engineering disciplines in terms of projected job growth in the next 10 years.

Five years from now

Same as above

Ten years from now

The Alaska DOL data indicates that 48% of the working civil engineers are over 45 years old, and 35 % are older than 50 years, indicating a likely increase in employment opportunities in the future, above the current 10-year prediction.

How have positions been filled to date?

Civil engineering positions in Alaska have been filled by our UAF graduates, UAA graduates, and graduates of other programs in the US.

Resource Impact

Budget

Budget.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/Budget.pdf)

Facilities/Space Needs

NO SEPARATE OR ADDITIONAL BUDGET IS REQUESTED FOR THIS PROGRAM. The program will leverage existing facilities and resources. No additional facilities/space, budget, or faculty are needed.

Credit Hour Production

We expect an estimated increase of ~100 student credit hours, by the addition of this accelerated BS/MS program.

Faculty

This program uses existing faculty resources and courses in the CGEE department. No additional faculty or change in the current faculty workloads is expected.

Library/Media Materials, Equipment and Services

No additional requirements.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

- This proposed accelerated BS/MS program will help increase enrollments in our existing BS and MS courses in the CEE program at UAF.
- This program will also make our BS CE program more attractive.

Does it duplicate/approximate programs anywhere in the system?

Yes

What is the justification for the duplication?

Currently, a BS Civil Engineering program is offered both at MAUs: UAF and UAA; primarily because of the ever-growing demand for engineers in the state. Estimates say that even the two schools put together the number of engineering graduates falls short of the state needs.

Also, as discussed above, integrated BS/MS programs are a growing national trend and the BS/MS program is needed for our CE program to keep our students competitive in the engineering job market. As examples of this trend in the system, UAF mechanical engineering and UAA civil engineering have recently begun to offer such fast-track integrated BS/MS programs.

This proposed accelerated BS/MS program at UAF, however, will NOT compete with the similar fast-track program at UAA, because by their nature the fast-track programs draw students only from their existing BS CE programs.

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

The program will increase research training of students in the proposed program, and will be involved in faculty-led externally-funded research from a variety of sources.

Implementation/Termination

Plans for recruiting students

- The program will recruit from current BS CE students.
- Additionally, the integrated BS/MS program will be featured and highlighted in our current CEM recruiting efforts and programs.
- Will be highlighted on the CEM website.

Plans for phasing out program if it proves unsuccessful

As discussed above, fast-track programs are a growing national trend and we realistically do not expect the proposed program to be unsuccessful. Additionally, since the program places no additional demands on the department or college, any unforeseen phasing out should not be an issue.

Assessment of the program

The student learning outcome assessment is attached.

Attach SLOA Plan

CivilEngineeringMSPlan2016.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/CivilEngineeringMSPlan2016.pdf)
CivilEngineeringBSPlan2016.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/CivilEngineeringBSPlan2016.pdf)

Regents Guidelines

Upload Program Action Request Form

Program Action Request form.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/Program%20Action%20Request%20form.pdf)

Prospectus

Upload Prospectus Document(s)

Prospectus.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/Prospectus.pdf)

Rationale

Integrated BS/MS degrees in Civil & Environmental Engineering are becoming a national trend as employers expect deeper training and more qualifications for engineering graduates. Our civil engineering BS graduates are readily employable and earn competitive starting salaries. Further, they are in high demand by Alaskan employers, and readily employed outside Alaska as well. Had they gone to work with the BS, they would have received two years longevity at their work, and this differential is often more than the increment for an MS. Hence, very few of our BS students opt to stay on for an MS degree and thus many of our MS students are either international students or returning/working/military students, for whom the economics are quite different.

However if the current BS students can obtain the MS in about one additional year (along with the BS degree), with either funded research or an internship between the fourth and fifth year, the economics is now neutral or slightly favoring the MS. This economics

is one of the major drivers of the nationwide trend evidenced by many engineering schools now offering the fast-tack integrated BS/MS. The key is the efficient use of the senior undergraduate electives, which can be substitution of a graduate course or use of the elective to directly support later graduate courses. This use of the electives limits the program to very good students; in our case, we limit the program to civil engineering undergraduate students with a GPA over 3.25.

Other important considerations are noted below:

• Based on the Alaska Department of Labor on-line report, there are about 74 job openings for civil engineers each year in Alaska and about 25,820 in the entire US. Both UAF and UAA put together currently do not produce enough civil engineering graduates to fulfill the state needs.
[http://live.laborstats.alaska.gov/occ/occ.cfm?o=172051]

• National Science Foundation data indicates about 15,000 BS degrees awarded in civil engineering each year and 6,000 MS degrees. [https://nsf.gov/nsb/sei/edTool/data/engineering-01.html]. With the demand of 25, 820, there is a shortfall of almost 5000 civil engineers each year.

• Also, the Alaska DOL data indicates that 48% of the working civil engineers are over 45 years old, and 35 % are older than 50 years, indicating a likely increase in employment opportunities in the future, above the current 10-year prediction.

• The program demand is also expected to increase nationwide as the country's aging infrastructure must be repaired and replaced. Also, per several accounts, environmental engineering is one of the top-five engineering disciplines in terms of projected job growth in the next 10 years.

Additional Information

Two support letters from stakeholders regarding the proposed program are attached herewith.

Supporting Documents

Matt Stone 5 year MS Program.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/Matt%20Stone%205%20year%20MS%20Program.pdf)
BS MS Program Support - Shannon and WIlson.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/BS%20MS%20Program%20Support%20-%20Shannon%20and%20WIlson.pdf)
UA Mail - Civil Engineering Fast-track BS_MS.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/326/1/UA%20Mail%20-%20Civil%20Engineering%20Fast-track%20BS_MS.pdf)

Reviewer Comments

Santanu Khataniar (skhataniar) (Tue, 05 Nov 2019 02:03:31 GMT): Proposed program is well defined, all required documents seem to be in place. This program has the potential for increasing grad enrollment in civil. Does not have impact on resources at present, however, in view of CONTINUING and probably NEVER ENDING budget cuts, impact on resources in the long run needs to be evaluated carefully by the administration (Dean's level and higher).
Meryem Udden (maudden) (Mon, 25 Nov 2019 21:27:29 GMT): Rollback: Accidentally approved for CRC. Rolling back to fix mistake.
Peter Westley (pwestley) (Mon, 20 Jan 2020 23:10:01 GMT): Reviewed by CRC November 25, 2019. Email asking for revisions sent from Nicole Cundiff. Email thread attached. All changes made to CL. Approved by Peter Westley 1/20
Jennifer Carroll (jlcarroll) (Sun, 07 Feb 2021 21:24:45 GMT): Rollback: Graduate Academic Advisory Committee informed that a significant re-write is underway so we are rolling it back to facilitate this.
Peter Westley (pwestley) (Wed, 14 Apr 2021 18:03:55 GMT): A few questions emerged from my review, but are not impediments to approval: 1) Are the MS requirements in the BS/MS the same as just the MS? In particular, are GREs and GPA or other criteria used similarly? 2) Additional evidence on the strong point about UAA and UAF combined not being able to meet demand would be worthwhile. Just putting in the estimated numbers of open jobs vs. graduates would be worthwhile. 3) It is not entirely clear to me how this BS/MS would allow students to enter job force years earlier. Additional clarification on that point is useful and also honest for the students. They will definitely save money and some time, but we want to be clear on how much time is truly estimated to be saved for students.

Key: 326

DocuSign Envelope ID: FB8488D6-4356-4486-8050-068317521DC5

The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Create an Accelerated Masters in Mathematics

MOTION:

The UAF Faculty Senate moves to approve a new Accelerated Master's in Mathematics, housed in the College of Natural Science and Mathematics.

Rationale: This program will allow academically highly-qualified mathematics majors to complete a BS and MS in mathematics at the same time, integrating some of the MS coursework into years 4 and 5 of their course of study, rather than students needing to complete a stand-alone BS degree and then take all their graduate coursework after completion of that degree. There may be a mild increase in SCH in the MS program. The main expected benefit is that it will encourage students who might otherwise not have considered completing an MS in mathematics to stay on one more year to complete an additional degree.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: May 5, 2021

: MATHEMATICS, COMBINED BACHELOR OF SCIENCE AND MASTERS OF SCIENCE

Export to PDF

In Workflow

1. MTST Chair (lwberman@alaska.edu)
2. MT Curriculum Chair (pdoak@alaska.edu)
3. MT Dean (kdoerner2@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. CRC/GAAC Stacked Chair (pdoak@alaska.edu; pwestley@alaska.edu; jlcarroll@alaska.edu)
6. Undergrad Curriculum Committee Chair (pwestley@alaska.edu; zjones@alaska.edu)
7. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
8. Dean of Graduate School (rlcollins@alaska.edu)
9. Faculty Senate President (jamaier@alaska.edu)
10. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
11. Chancellor (maudden@alaska.edu)
12. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
13. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Wed, 31 Mar 2021 16:58:39 GMT
   Leah Berman Williams (lwberman): Approved for MTST Chair
2. Fri, 09 Apr 2021 01:36:34 GMT
   Patricia Doak (pdoak): Rollback to Initiator
3. Mon, 12 Apr 2021 00:34:44 GMT
   Leah Berman Williams (lwberman): Approved for MTST Chair
4. Mon, 12 Apr 2021 02:07:28 GMT
   Patricia Doak (pdoak): Approved for MT Curriculum Chair
5. Tue, 13 Apr 2021 01:15:36 GMT
   Kinchel Doerner (kdoerner2): Approved for MT Dean
6. Tue, 13 Apr 2021 16:49:29 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
7. Mon, 19 Apr 2021 19:15:40 GMT
   Jennifer Carroll (jlcarroll): Approved for CRC/GAAC Stacked Chair
8. Mon, 19 Apr 2021 19:18:39 GMT
   Zoe Marie Jones (zjones): Approved for Undergrad Curriculum Committee Chair
9. Mon, 19 Apr 2021 20:47:21 GMT
   Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair
10. Tue, 20 Apr 2021 01:29:58 GMT
    Richard Collins (rlcollins): Approved for Dean of Graduate School

New Program Proposal

Date Submitted: Mon, 12 Apr 2021 00:25:54 GMT

Viewing: : Mathematics, Combined Bachelor of Science and Masters of Science

Last edit: Mon, 19 Apr 2021 19:21:21 GMT by Meryem Udden

Changes proposed by: lwberman

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Leah Berman	x7123	lwberman@alaska.edu

Academic Level

Graduate

Effective Catalog
2021 - 2022

Department
Mathematics & Statistics

College
College of Natural Science and Mathematics

Certificate or Degree Type
Accelerated Bachelor/Masters Program (A B/M)

Program Title
Mathematics, Combined Bachelor of Science and Masters of Science

Abbreviated Program Title
B.S./M.S., Mathematics

Program Code

Brief Program Statement
The combined Bachelors of Mathematics and Masters of Mathematics degree allows dedicated mathematics students to complete two degrees in a compressed time frame (typically, five years instead of six), while still maintaining the rigor and content of both degrees.

Admissions Requirements
- Current admission into a baccalaureate degree program
- At least a 3.0 cumulative GPA
- Completion of 24 credits in the undergraduate major program requirements
- Junior standing

Requirements for the Degree (catalog layout copy of the program)

Students must earn a C- grade or better in each course.

Minimum Requirements for Mathematics B.S./M.S.: 138 credits

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/bachelors/)		
General Education Requirements		
Complete the general education requirements. (http://catalog.uaf.edu/bachelors/general-education-requirements/)		
As part of the general education requirements, complete:		
MATH F252X	Calculus II	4
B.S. Degree Requirements		
Complete the B.S. degree requirements. (http://catalog.uaf.edu/bachelors/summary-of-bachelors-degree-reqs/#bachelorofsciencetext)		
As part of the B.S. requirements, complete:		
MATH F253X	Calculus III	4
PHYS F123X and PHYS F124X	College Physics I and College Physics II	
or PHYS F211X and PHYS F212X	General Physics I and General Physics II	
Undergraduate Mathematics Program Requirements		
MATH F265	Introduction to Mathematical Proofs	3
MATH F314	Linear Algebra	3
MATH F401	Introduction to Real Analysis	3
MATH F405	Abstract Algebra	3
MATH F410	Introduction to Complex Analysis	3
MATH F490	Senior Seminar [1]	2

Upper Division Mathematics Electives [2]	9
Upper division mathematics or statistics electives [3]	6
Total Credits	40

Graduate Mathematics Program Requirements

Code	Title	Credits
Complete the general university requirements. (http://catalog.uaf.edu/graduate/mastersdegrees/#generaluniversityrequirementstext)		
Complete the master's degree requirements. (http://catalog.uaf.edu/graduate/mastersdegrees/#masterofsciencewithprojecttext)		
Complete a written comprehensive exam		
MATH F404	Introduction to Topology	3
MATH F631	Algebra I	4
MATH F641	Real Analysis	4
MATH F645	Complex Analysis	4
MATH F651	Topology	4
Graduate Mathematics Electives [4]		6
MATH F692	Seminar	1
MATH F698	Non-thesis Research/Project	6
or MATH F699	Thesis	
Total Credits		32

1 Fulfills the baccalaureate capstone requirement.

2 Acceptable electives include any 3- or 4-credit mathematics course at the 300-level or above.

3 Acceptable elective courses include any mathematics or statistics course at the F300 level or above, and CS F201. In some cases, courses with strong mathematical content from other disciplines may be used as electives. Such an elective must be approved by an advisor in the Department of Mathematics and Statistics.

4 Acceptable elective courses include any mathematics course at the F600 level or above. In some cases, courses with strong mathematical content from other disciplines may be used as electives. Such an elective must be approved by an advisor in the Department of Mathematics and Statistics.

Note: All mathematics majors must have an advisor from the Department of Mathematics and Statistics.

Note: At least 12 approved mathematics credits at the F300 level or above must be taken while in residence on the Fairbanks campus.

Sample course of study and a 3-Year Cycle of course offerings

Freshman		
Fall		**Credits**
MATH F252X	Calculus II	4
GEOS F101X	The Dynamic Earth	4
ART F105X	Beginning Drawing	3
WRTG F111X	Writing Across Contexts	3
LS F101X	Library Information and Research	1
	Credits	15
Spring		
MATH F253X	Calculus III	4
MATH F265	Introduction to Mathematical Proofs	3
WRTG F213X	Writing and the Sciences	3
ANTH F101X	Introduction to Anthropology	3
elective		3
	Credits	16
Sophomore		
Fall		
MATH F314	Linear Algebra	3
Math elective		3
PHYS F211X	General Physics I	4
GER (humanities)		3

elective		3
	Credits	16
Spring		
PHYS F212X	General Physics II	4
Math elective		3
Math elective		3
GER (COJO)		3
elective		3
	Credits	16
Junior		
Fall		
MATH F401	Introduction to Real Analysis	3
Math elective		3
GER (Social science)		3
ANT course		3
elective		3
	Credits	15
Spring		
MATH F410	Introduction to Complex Analysis	3
MATH F405	Abstract Algebra	3
GER (Art/SS/humanities)		3
Ethics		3
elective		3
	Credits	15
Senior		
Fall		
MATH F404	Introduction to Topology	3
MATH F641	Real Analysis	4
elective		3
GER (Lab science)		3
	Credits	13
Spring		
MATH F490	Senior Seminar	2
MATH F645	Complex Analysis	4
math elective		3
elective		3
	Credits	12
Fifth Year		
Fall		
MATH F631	Algebra I	4
MATH F698	Non-thesis Research/ Project	3
Graduate math elective		3
	Credits	10
Spring		
MATH F651	Topology	4
MATH F692	Seminar	1
MATH F698	Non-thesis Research/ Project	3
Graduate math elective		3
	Credits	11
	Total Credits	139

Program Goals

Brief identification of objectives and subsequent means for their evaluation

This program will allow academically highly-qualified mathematics majors to complete a BS and MS in mathematics at the same time, integrating some of the MS coursework into years 4 and 5 (typically) of their course of study, rather than students needing to complete a stand-alone BS degree and then take all their graduate coursework after completion of that degree.

Note that all the requirements of the BS in mathematics and the MS in mathematics are incorporated into this degree proposal.

Program success will be determined by whether or not students choose to apply to the program, and of the students who apply, how many complete, and in what time frame.

Relationship of program objectives to "Purposes of the University"

This proposal explicitly dovetail with the UAF Core Themes of
Educate: It provides incentive for mathematics majors to extend their study with an MS degree, with an easier transition into their graduate study (they do not have to go through the full application process for the MS degree.) It encourages students who might not otherwise consider graduate study to complete an MS.

Prepare: It helps prepare students for employment in quantitative fields.

Occupational/other competencies to be achieved

Students will receive a BS and and MS in mathematics at the end of the program.

Relationship of courses to the program objectives

The courses provide both breadth and depth of study for the standard mathematics curriculum. In particular, students are required to study the core mathematics topics of real and complex analysis, abstract algebra, and topology, at both the upper-division and graduate levels. In addition, students are allowed to choose other areas of mathematical interest as they like, through their choice of mathematics electives at both the undergraduate and graduate levels, allowing study of other pure or applied topics in mathematics.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Elizabeth Allman	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. University of California, Los Angeles 1995, Ph.D. Mathematical biology, computational algebra, algebraic statistics.
Sergei Avdonin	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. St. Petersburg (Leningrad) State University 1977, Ph.D. Nonharmonic Fourier series, partial differential equations, control theory, inverse problems.
Leah Berman	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. University of Washington 2002, Ph.D. Configurations; discrete geometry.
Ed Bueler	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics (Applied). Cornell University 1997. Ph.D. Numerical analysis and partial differential equations.
Jill Faudree	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. Emory University 1998, Ph.D. Combinatorics; graph theory.
John Gimbel	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. Western Michigan University 1984, Ph.D. Graph theory; combinatorics; order.
David Maxwell	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. University of Washington 2004, Ph.D. Partial differential equations, geometric analysis, mathematical physics.
John Rhodes	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. Massachusetts Institute of Technology 1986, Ph.D. Mathematical biology, algebraic statistics.

Alexei Rybkin	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. Leningrad State University 1985, Ph.D. Operator theory, complex analysis, math physics.
Gordon Williams	Faculty	Teaches undergraduate and graduate mathematics courses	Professor of Mathematics. University of Washington 2002, Ph.D. Discrete geometry, especially abstract polytopes, convex polytopes and tilings
Kellie Dolan	Admin/Coordinating Personnel	DMS Office Manager; will help with routing forms for student enrollment, etc.	Office Manager, Building Coordinator.

Enrollment Information

Projected enrollment/present enrollment

We project at most one student per year will enroll in this program; more likely is one student every couple of years.

How was projected/present enrollment determine? Who was surveyed and how?

Analysis of eligible students in our current undergraduate program, compared to UAF undergraduate math majors who have chosen to enroll in our masters program.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

0

Year 2

1

Year 3

0

Year 4

1

Year 5

0

Maximum enrollment which program can accommodate

15 - 30

Are there special restrictions on enrollments?

No

What are the special restrictions?

Need for Program

Required for other programs?

No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?

No surveys were done. This program combines two existing programs.

Job opportunities, including how these predictions were determined.

Now

Mathematics provides rigorous training in thinking that is highly valued in many careers. It develops your reasoning skills, and ability to analyze complex issues, far beyond the material you learn in courses. While the courses you take are not focused on preparing you for a particular job, the evidence is strong that the major provides a strong flexible background to pursue many options.

From the American Mathematical Society: "Mathematical research and education are at the heart of some careers, while other careers utilize mathematics and its applications to build and enhance important work in the sciences, business, finance, manufacturing, communications, and engineering."

http://www.ams.org/profession/career-info/career-index

From the US Bureau of Labor Statistics: https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm , the median pay is $92K per year, with typical entry level education of an MS. "Overall employment of mathematicians and statisticians is projected to grow 33 percent from 2019 to 2029, much faster than the average for all occupations. Businesses will need these workers to analyze the increasing volume of digital and electronic data."

Two years from now

Same as now.

Five years from now

Same as now.

Ten years from now

Same as now, although we expect increasing opportunities for students with high levels of quantitative training.

How have positions been filled to date?

Undergraduates enroll in the BS in Mathematics. Graduate students enroll in the MS in mathematics.

Resource Impact

Budget

Budget.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/366/1/Budget.pdf)

Facilities/Space Needs

Everything in this program is already used for the two currently existing programs (MS Mathematics and BS Mathematics). There will be no new space needs. We do not anticipating offering students in this program office space, unless there happens to be extra student space in chapman.

Credit Hour Production

We anticipate an increase of 24 - 28 graduate SCH per year from this program (one student per year, taking a full load of graduate courses in their final year, plus two graduate courses in their fourth year).

Faculty

No new faculty are needed.

Library/Media Materials, Equipment and Services

No new materials are needed

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

UAF has the only graduate program in the state. This should not affect enrollments elsewhere. It is possible that students may choose to attend or transfer to UAF from elsewhere in the system to take advantage of this program.

Does it duplicate/approximate programs anywhere in the system?

No

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

This program has the potential to increase student enrollment in our graduate programs in mathematics, which may enhance the research production in mathematics.

Implementation/Termination

Plans for recruiting students

Let current students know about the program. Advertise the program on our web page.

Plans for phasing out program if it proves unsuccessful

We will continue to offer the MS and BS as individual programs. Students in the combined program will be able to complete it using the courses offered for those programs.

Assessment of the program

Because this program is combining two existing programs, student success in this program will be assessed using the current BS and MS SLOAs. Note that BS students will still be required to take the BS capstone course, MATH F490 Senior Seminar, which is where the ETS Fields Test is given (used in the undergraduate SLOA assessment). Students in this program will be eligible to take MS comprehensive exams at the end of their fourth or fifth year (fifth year will be more typical).

Attach SLOA Plan

SLOA-MathematicsBA-BSPlan2016.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/366/1/SLOA-MathematicsBA-BSPlan2016.pdf)
SLOA-MathematicsMSPlan2014.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/366/1/SLOA-MathematicsMSPlan2014.pdf)

Regents Guidelines

Upload Program Action Request Form

Program Action Request form.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/366/1/Program%20Action%20Request%20form.pdf)

Prospectus

Upload Prospectus Document(s)

Prospectus.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/366/1/Prospectus.pdf)

Rationale

While we do not anticipate significant increased enrollment from this proposal, we do feel that it will be attractive to a few students, and given that we are committed to offering both the BS Mathematics and the MS mathematics as stand0alone programs, there should be no cost in having the combined program as well. The main benefit is that it will encourage students who might otherwise not have considered completing an MS in mathematics to stay on one more year to complete an additional degree. We anticipate this will lead to a mild increase in SCH in our MS program.

Additional Information

Students who apply and are accepted to the program and decide to not complete it will be able to convert back to the BS Mathematics (Mathematics concentration) without difficulty in their senior year. All courses required for the BS mathematics are incorporated into the requirements of this program; this program simply specifies that they take Math F410 as one of the undergraduate electives and Math 404 (allocated to the graduate part of this proposal) as two of the seven required math electives for the BS Mathematics degree.

In terms of the "acceleration", we view this as a program where a student can get both an undergraduate degree in mathematics and an MS in mathematics, in 5 years, assuming that they either start in Calculus II in their first semester, or, if they start in Calculus I, by taking Calculus 3 as a summer course.

Differences between this program and the undergraduate Math BS+math concentration:
• in the undergraduate Math BS, students must take 5 undergraduate upper-division math electives (300- or 400-level) and 2 more undergraduate 300- or 400-level math/stats (or CS 201) electives, for a total of seven electives.
• In the combined Math BS/MS, students need to take 7 math electives; however
--one of those electives must be MATH F410 Complex Analysis
-- One of those electives must be MATH F404 Topology, which is also counted as part of the graduate courses.
• The ordinary Math BS requires 120 credits. In the combined program, 12 of those credits (Math 404, and 3 of the 600-level graduate electives) are double-counted between both the undergraduate and graduate part of the program, so that the combined program has a total of 138 credits. (Essentially, 9 of the graduate credits are replacing 9 undergraduate pure elective credits.)

Our undergraduate SLOA collects data using the ETS Fields test, given during MATH F490 which is required for this combined degree, it collects data via a transcript check, and it tracks recent graduates. We can do all these things for students in the combined degree at the point they graduate, so the BA/BS SLOA does not need to be modified to encompass these students in the combined degree. Similarly, the MS Math SLOA will apply to students in the combined program equally well as to the standalone program, so it does not need to be modified to take into account students in the combined program.

Supporting Documents

Reviewer Comments

Patricia Doak (pdoak) (Fri, 09 Apr 2021 01:36:05 GMT): CNSM Curr Review 4/8/2021: The proposal is generally in good shape. Our one major suggestion is that it would be helpful to have a statement up front (perhaps in the brief program statement) addressing how the acceleration is achieved. This would make it much easier for reviewers. In "Additional Information": "All courses required for the BS mathematics are incorporated into the requirements of this program; this program simply specifies that they take Math 410

and Math 404 (allocated to the graduate part of this proposal) as two of the seven required math electives for the BS Mathematics degree." -- confusing given that Math 410 does not seem to be listed as part of the graduate program.
Patricia Doak (pdoak) (Fri, 09 Apr 2021 01:36:34 GMT): Rollback: Please see comments for our suggestions.
Leah Berman Williams (lwberman) (Mon, 12 Apr 2021 00:34:31 GMT): I think I've addressed the CNSM curriculum committee concerns -- I've clarified what is double-counted, tried to clarify about MATH F410, and discussed SLOAS.
Peter Westley (pwestley) (Wed, 14 Apr 2021 18:27:34 GMT): This proposal is in great shape and I'm happy to approve. I deeply appreciate the clear delineation of credit hours that is missing from other proposals. If necessary I suggest we use this as a model.

Key: 366

DocuSign Envelope ID: FB8488D6-4356-4486-8050-068317521DC5

The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Create an Accelerated Masters in Statistics

MOTION:

The UAF Faculty Senate moves to approve a new Accelerated Master's in Statistics, housed in the College of Natural Science and Mathematics.

Rationale: This program will allow academically highly-qualified statistics students to complete a BS in mathematics with a statistics concentration and MS in statistics at the same time, integrating MS coursework into years 4 and 5 of their course of study, rather than students needing to complete a stand-alone BS degree and then take all their graduate coursework after completion of that degree. The program will increase the visibility of the statistics program and allow students interested in statistics to easily find the program in the catalog. Currently, students cannot always find the statistics program because at the baccalaureate level statistics is a concentration of the mathematics degree.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: May 5, 2021

: STATISTICS, COMBINED BACHELOR OF SCIENCE AND MASTERS OF SCIENCE

Export to PDF

In Workflow

1. MTST Chair (lwberman@alaska.edu)
2. MT Curriculum Chair (pdoak@alaska.edu)
3. MT Dean (kdoerner2@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. CRC/GAAC Stacked Chair (pdoak@alaska.edu; pwestley@alaska.edu; jlcarroll@alaska.edu)
6. Undergrad Curriculum Committee Chair (pwestley@alaska.edu; zjones@alaska.edu)
7. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
8. Dean of Graduate School (rlcollins@alaska.edu)
9. Faculty Senate President (jamaier@alaska.edu)
10. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
11. Chancellor (maudden@alaska.edu)
12. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
13. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Wed, 31 Mar 2021 16:58:30 GMT
   Leah Berman Williams (lwberman): Approved for MTST Chair
2. Fri, 09 Apr 2021 01:41:39 GMT
   Patricia Doak (pdoak): Rollback to Initiator
3. Mon, 12 Apr 2021 00:36:34 GMT
   Leah Berman Williams (lwberman): Approved for MTST Chair
4. Mon, 12 Apr 2021 02:08:16 GMT
   Patricia Doak (pdoak): Approved for MT Curriculum Chair
5. Tue, 13 Apr 2021 01:35:37 GMT
   Kinchel Doerner (kdoerner2): Approved for MT Dean
6. Tue, 13 Apr 2021 16:50:42 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
7. Mon, 19 Apr 2021 19:18:14 GMT
   Jennifer Carroll (jlcarroll): Approved for CRC/GAAC Stacked Chair
8. Mon, 19 Apr 2021 19:18:43 GMT
   Zoe Marie Jones (zjones): Approved for Undergrad Curriculum Committee Chair
9. Mon, 19 Apr 2021 20:47:28 GMT
   Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair
10. Tue, 20 Apr 2021 01:29:31 GMT
    Richard Collins (rlcollins): Approved for Dean of Graduate School

New Program Proposal

Date Submitted: Mon, 12 Apr 2021 00:32:48 GMT

Viewing: : Statistics, Combined Bachelor of Science and Masters of Science

Last edit: Mon, 19 Apr 2021 19:19:40 GMT by Meryem Udden

Changes proposed by: lwberman

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Leah Berman	x7123	lwberman@alaska.edu

Academic Level

Graduate

Effective Catalog
2021 - 2022

Department
Mathematics & Statistics

College
College of Natural Science and Mathematics

Certificate or Degree Type
Accelerated Bachelor/Masters Program (A B/M)

Program Title
Statistics, Combined Bachelor of Science and Masters of Science

Abbreviated Program Title
B.S./M.S., Statistics

Program Code

Brief Program Statement
The combined Bachelors of Mathematics with a concentration in Statistics and Masters of Statistics degree allows dedicated statistics students to complete two degrees in a compressed time frame (typically, five years instead of six), while still maintaining the rigor and content of both degrees. Students will receive a BS in Mathematics with a concentration in Statistics, and an MS in Statistics.

Admissions Requirements
- Current admission into a baccalaureate degree program
- At least a 3.0 cumulative GPA
- Completion of 24 credits in the undergraduate major program requirements
- Junior standing

Requirements for the Degree (catalog layout copy of the program)

Students must earn a C- grade or better in each course.

Minimum Requirements for Statistics B.S./M.S.: 138 credits

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/bachelors/)		
General Education Requirements		
Complete the general education requirements. (http://catalog.uaf.edu/bachelors/general-education-requirements/)		
As part of the general education requirements, complete:		
MATH F252X	Calculus II	4
B.S. Degree Requirements		
Complete the B.S. degree requirements. (http://catalog.uaf.edu/bachelors/summary-of-bachelors-degree-reqs/#bachelorofsciencetext)		
As part of the B.S. requirements, complete:		
MATH F253X	Calculus III	4
PHYS F123X and PHYS F124X	College Physics I and College Physics II	
or PHYS F211X and PHYS F212X	General Physics I and General Physics II	
Undergraduate Program Requirements		
MATH F265	Introduction to Mathematical Proofs	3
MATH F314	Linear Algebra	3
CS F201	Computer Science I	3
or NRM F338	Introduction to Geographic Information Systems	
ENGL F314	Technical Writing	3

or ENGL F414	Research Writing	
MATH F371	Probability	3
MATH F401	Introduction to Real Analysis	3
or MATH F405	Abstract Algebra	
MATH F408	Mathematical Statistics	3
STAT F300	Statistics	3
STAT F401	Regression and Analysis of Variance	4
STAT F454	Statistical Consulting Seminar [1]	1
Upper division mathematics or statistics electives [2]		3
Total Credits		40

Graduate Statistics Program Requirements

Code	Title	Credits
STAT F402	Scientific Sampling	3
STAT F651	Statistical Theory I	3
STAT F652	Statistical Theory II	4
STAT F653	Statistical Theory III: Linear Models	3
STAT F654	Statistical Consulting Seminar	1
Complete two of the following:		6
STAT F461	Applied Multivariate Statistics	
STAT F602	Experimental Design	
STAT F605	Spatial Statistics	
STAT F611	Time Series	
STAT F621	Nonparametric Statistics	
STAT F631	Categorical Data Analysis	
STAT F641	Bayesian Statistics	
STAT F661	Sampling Theory	
Graduate Statistics Electives [3]		6
STAT F698	Non-thesis Research/Project	6
Total Credits		32

1 Fulfills the baccalaureate capstone requirement.

2 Acceptable elective courses include any mathematics or statistics course at the F300 level or above. In some cases, courses with strong statistical content from other disciplines may be used as electives. Such an elective must be approved by an advisor in the Department of Mathematics and Statistics.

3 Acceptable elective courses include any statistics course at the F600 level or above. In some cases, courses with strong statistical content from other disciplines may be used as electives. Such an elective must be approved by an advisor in the Department of Mathematics and Statistics.

Note: All mathematics majors must have an advisor from the Department of Mathematics and Statistics.

Note: At least 12 approved mathematics or statistics credits at the F300 level or above must be taken while in residence on the Fairbanks campus.

Sample course of study and a 3-Year Cycle of course offerings

Freshman		
Fall		**Credits**
MATH F252X	Calculus II	4
GEOS F101X	The Dynamic Earth	4
ART F105X	Beginning Drawing	3
WRTG F111X	Writing Across Contexts	3
LS F101X	Library Information and Research	1
	Credits	15
Spring		
MATH F253X	Calculus III	4
MATH F265	Introduction to Mathematical Proofs	3
WRTG F213X	Writing and the Sciences	3

ANTH F101X	Introduction to Anthropology	3
CS F103	Introduction to Computer Programming	3
	Credits	16
Sophomore		
Fall		
MATH F314	Linear Algebra	3
PHYS F211X	General Physics I	4
MATH F371	Probability	3
GER (humanities)		3
CS F201	Computer Science I	3
	Credits	16
Spring		
PHYS F212X	General Physics II	4
GER (COJO)		3
MATH F408	Mathematical Statistics	3
STAT F300	Statistics	3
elective		3
	Credits	16
Junior		
Fall		
MATH F401	Introduction to Real Analysis	3
GER (Social science)		3
STAT F402	Scientific Sampling	3
ANT course		3
	3	
ENGL F314	Technical Writing	3
	Credits	18
Spring		
MATH F410	Introduction to Complex Analysis	3
GER (Art/SS/humanities)		3
Ethics		3
elective		3
STAT F401	Regression and Analysis of Variance	4
	Credits	16
Senior		
Fall		
elective		3
STAT F651	Statistical Theory I	3
Math/Stat undergraduate elective		3
elective		3
GER (Lab science)		3
	Credits	15
Spring		
STAT F653	Statistical Theory III: Linear Models	3
Gradaute Statistics Elective		3
STAT F454	Statistical Consulting Seminar	1
elective		3
	Credits	10
Fifth Year		
Fall		
Graduate statistics elective		3
Gradaute Statistics Elective		3
STAT F698	Non-thesis Research/ Project	3
	Credits	9
Spring		
gradaute statistics elective		3
STAT F652	Statistical Theory II	4
STAT F654	Statistical Consulting Seminar	1

STAT F698	Non-thesis Research/ Project	3
	Credits	11
	Total Credits	142

Program Goals

Brief identification of objectives and subsequent means for their evaluation

This program will allow academically highly-qualified statistics students to complete a BS in mathematics with a statistics concentration and MS in statistics at the same time, integrating MS coursework into years 4 and 5 (typically) of their course of study, rather than students needing to complete a stand-alone BS degree and then take all their graduate coursework after completion of that degree.

Note that all the requirements of the statistics concentration of the BS in mathematics and the MS in statistics are incorporated into this degree proposal.

Program success will be determined by whether or not students choose to apply to the program, and of the students who apply, how many complete, and in what time frame.

Relationship of program objectives to "Purposes of the University"

This proposal explicitly dovetail with the UAF Core Themes of
Educate: It provides incentive for statistics students to extend their study with an MS degree, with an easier transition into their graduate study (they do not have to go through the full application process for the MS degree.)
Prepare: the program will prepare students more efficiently for quantitative degrees. Recent graduates have found employment in public sector such as Alaska Fish & Game and US Fish & Wildlife, with institutional research, and other industries.

Occupational/other competencies to be achieved

Students will receive a BS in mathematics with a concentration in statistics and an MS in Statistics at the end of the program.

Relationship of courses to the program objectives

The courses provide both breadth and depth of study. Students take courses in mathematics and statistics at the undergraduate level, and then have the opportunity for theoretical understanding of statistics through the three-semester Statistical Theory sequence, while still being able to focus on statistical areas of their own interest through their choice of statistical electives.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Elizabeth Allman	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. University of California, Los Angeles 1995, Ph.D. Mathematical biology, computational algebra, algebraic statistics.
Sergei Avdonin	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. St. Petersburg (Leningrad) State University 1977, Ph.D. Nonharmonic Fourier series, partial differential equations, control theory, inverse problems.
Leah Berman	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. University of Washington 2002, Ph.D. Configurations; discrete geometry.
Ed Bueler	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics (Applied). Cornell University 1997. Ph.D. Numerical analysis and partial differential equations.
Jill Faudree	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. Emory University 1998, Ph.D. Combinatorics; graph theory.

John Gimbel	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. Western Michigan University 1984, Ph.D. Graph theory; combinatorics; order.
David Maxwell	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. University of Washington 2004, Ph.D. Partial differential equations, geometric analysis, mathematical physics.
John Rhodes	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. Massachusetts Institute of Technology 1986, Ph.D. Mathematical biology, algebraic statistics.
Alexei Rybkin	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. Leningrad State University 1985, Ph.D. Operator theory, complex analysis, math physics.
Gordon Williams	Faculty	Teaches undergraduate and graduate mathematics courses (only the undergraduate courses apply to this degree proposal)	Professor of Mathematics. University of Washington 2002, Ph.D. Discrete geometry, especially abstract polytopes, convex polytopes and tilings
Kellie Dolan	Admin/Coordinating Personnel	DMS Office Manager; will help with routing forms for student enrollment, etc.	Office Manager, Building Coordinator.
Scott Goddard	Faculty	Teaches undergraduate and graduate statistics courses	Assistant Professor of Statistics
Margaret Short	Faculty	Teaches undergraduate and graduate statistics courses	Associate Professor of Statistics. University of Minnesota 2003, Ph.D. Bayesian spatial and spatio-temporal statistical modeling
Julie McIntyre	Faculty	Teaches undergraduate and graduate statistics courses	Associate Professor of Statistics. North Carolina State University 2003, Ph.D. Measurement error models and nonparametric statistics.
Ron Barry	Faculty	Teaches undergraduate and graduate statistics courses	Professor of Statistics. University of California, Irvine 1991, Ph.D. Experimental design, spatial statistics.

Enrollment Information

Projected enrollment/present enrollment

We project at most one student per year will enroll in this program; more likely is one student every couple of years.

How was projected/present enrollment determine? Who was surveyed and how?

Analysis of eligible students in our current undergraduate program, compared to UAF undergraduate math majors (statistics concentration) who have chosen to enroll in our masters program in statistics.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

0

Year 2
1
Year 3
0
Year 4
1
Year 5
0

Maximum enrollment which program can accommodate
15 - 30

Are there special restrictions on enrollments?
No

What are the special restrictions?

Need for Program

Required for other programs?
No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?
No surveys were done. This program combines two existing programs.

Job opportunities, including how these predictions were determined.

Now
From https://thisisstatistics.org/jobs-in-statistics/ a website of the American Statistical Association: "From helping companies understand consumer tastes and preferences to analyzing clinical research, statisticians are making sense of the world around us." Statisticians have jobs in Public Service, Health and Wellness, Technology, Environment and Science and many other industries.

From the US Bureau of Labor Statistics: https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm , the median pay is $92K per year, with typical entry level education of an MS. "Overall employment of mathematicians and statisticians is projected to grow 33 percent from 2019 to 2029, much faster than the average for all occupations. Businesses will need these workers to analyze the increasing volume of digital and electronic data."

Two years from now
Same as now.

Five years from now
Same as now.

Ten years from now
Same as now, although we expect increasing opportunities for students with high levels of quantitative training.

How have positions been filled to date?
Undergraduates enroll in the BS in Mathematics. Graduate students enroll in the MS in statistics.

Resource Impact

Budget
Budget.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/367/1/Budget.pdf)

Facilities/Space Needs
No new facilities or space needs are anticipated.

Credit Hour Production
We anticipate 24 - 48 new graduate SCH per year. Hopefully this will increase with additional students.

Faculty

No new faculty are needed for this program. All courses are already taught for the two component pieces and they are not oversubscribed.

Library/Media Materials, Equipment and Services

No effect.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

We offer the only graduate program in statistics in the state. UAA and UAS both offer undergraduate courses in statistics. It is possible that some students will choose to attend UAF to take advantage of this program.

Does it duplicate/approximate programs anywhere in the system?

No

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

This program has the potential to increase student enrollment in our graduate programs in statistics, which may enhance the research production in statistics.

Implementation/Termination

Plans for recruiting students

Advertising to current students, putting information on our website. Possibly working with eCampus to recruit; the entire graduate program can be done synchronously by distance.

Plans for phasing out program if it proves unsuccessful

We will simply stop offering the combined program and students can take the corresponding stand-alone programs.

Assessment of the program

Assessment of the combined programs will be through the SLOA and other assessment processes (e.g, program review) for the stand-alone programs.

Attach SLOA Plan

SLOA-MathematicsBA-BSPlan2016.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/367/1/SLOA-MathematicsBA-BSPlan2016.pdf)
StatisticsMSPlan2010.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/367/1/StatisticsMSPlan2010.pdf)

Regents Guidelines

Upload Program Action Request Form

Prospectus.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/367/1/Prospectus.pdf)

Prospectus

Upload Prospectus Document(s)

Prospectus.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/367/1/Prospectus.pdf)

Rationale

One benefit of this program is that students interested in statistics can't always find our statistics program, because in the catalog it appears that all we offer at the baccalaureate level is a minor in statistics --- even though we offer what effectively is a degree in statistics, because it is the statistics concentration of the mathematics degree, it does not show up as an option in the catalog listings.

Since this degree will show up as named "statistics" it may help interested students become aware of our statistics offerings.

In addition, statistics and related areas, such as data science, are significant growth areas currently, so the time is right to develop programs to showcase our statistics expertise.

Additional Information

Students who choose to not complete the program in their fifth year should have taken all required courses for the BS Mathematics (statistics concentration) already, so transitioning back to the BS should be straightforward.

[In the first submission, the Technical Writing courses was inadvertently left out of the course list. The courses required for the undergraduate portion of this combined degree and those that are required for the statistics concentration of the Math BS are identical, except that STAT 402 is assigned to the graduate portion of this degree.]

In terms of the "acceleration", we view this as a program where a student can get both an undergraduate degree in mathematics and an MS in mathematics, in 5 years, assuming that they either start in Calculus II in their first semester, or, if they start in Calculus I, by taking Calculus 3 as a summer course.

Differences between this program and the undergraduate Math BS+stats concentration:
• in the undergraduate Math BS with Stats concentration, students must

• In the combined Stat BS/MS, students need to take the same courses required for the concentration in statistics of the math BS. However, one of the required courses, STAT F402 Sampling, is also counted as part of the graduate courses.
• The ordinary Math BS requires 120 credits. In the combined program, 12 of those credits (STAT 402, and 3 of the 600-level graduate electives) are double-counted between both the undergraduate and graduate part of the program, so that the combined program has a total of 138 credits. (Essentially, 9 of the graduate credits are replacing 9 undergraduate pure elective credits.)

Our undergraduate SLOA collects data using the ETS Fields test, given during STAT 454 Statistical Consulting Seminar which is required for this combined degree, it collects data via a transcript check, and it tracks recent graduates. We can do all these things for students in the combined degree at the point they graduate, so the BA/BS SLOA does not need to be modified to encompass these students in the combined degree. Similarly, the MS STAT SLOA will apply to students in the combined program equally well as to the standalone program, so it does not need to be modified to take into account students in the combined program.

Supporting Documents

Reviewer Comments

Patricia Doak (pdoak) (Fri, 09 Apr 2021 01:41:20 GMT): CNSM Curr Review 4/8/2021: As with the math proposal, it would be helpful to have a statement up front (perhaps in the brief program statement) addressing how the acceleration is achieved. If parts of the BS program are dropped from the BS/MS, it would help to provide a justification -- as with the removal of the ENGL 314 or 414 requirement. It would also be helpful to list the BS requirements for this degree in the same order as they are listed in the BS Math with Stats Concentration so that the lists of required courses can be easily compared.
Patricia Doak (pdoak) (Fri, 09 Apr 2021 01:41:39 GMT): Rollback: See comments.
Leah Berman Williams (lwberman) (Mon, 12 Apr 2021 00:36:28 GMT): Leaving off ENGL 314/414 the first time was an error, it was supposed to have been included. It's in there now. The courses required for the undergraduate portion should be identical to the BS Math Stats concentration, except for STAT 402 which has to be double-counted. Courses should be ordered correctly now.
Peter Westley (pwestley) (Wed, 14 Apr 2021 18:30:39 GMT): This is in great shape, I'd flag for approval. Again, I appreciate the attention to detail and clear description of the credit breakdown (which is really the crux of these proposals afterall)

Key: 367

DocuSign Envelope ID: FB8488D6-4356-4486-8050-068317521DC5

The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Create an Accelerated Masters in Chemistry

MOTION:

The UAF Faculty Senate moves to approve a new Accelerated Master's in Chemistry, housed in the College of Natural Science and Mathematics.

Rationale: The Chemistry BS/MS program is designed to assist students in earning both BS and MS degrees quicker and with less cost than earning the degrees individually. The BS/MS program will assist students in successfully preparing for post-graduate programs by helping students follow a curriculum specifically needed for developing successful licensing school applications or scientific careers, while enhancing their critical thinking skill sets, scientific knowledge, writing and presentation skill, and to be overall well-rounded professionals.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: May 5, 2021

: CHEMISTRY, BACHELOR AND MASTER OF SCIENCE WITH OPTIONS FOR CHEMISTRY, BIOCHEMISTRY AND NEUROSCIENCE, AND ENVIRONMENTAL CHEMISTRY CONCENTRATIONS

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In Workflow

1. CHEM Chair (tkgreen@alaska.edu)
2. MT Curriculum Chair (pdoak@alaska.edu)
3. MT Dean (kdoerner2@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. CRC/GAAC Stacked Chair (pdoak@alaska.edu; pwestley@alaska.edu; jlcarroll@alaska.edu)
6. Undergrad Curriculum Committee Chair (pwestley@alaska.edu; zjones@alaska.edu)
7. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
8. Dean of Graduate School (rlcollins@alaska.edu)
9. Faculty Senate President (jamaier@alaska.edu)
10. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
11. Chancellor (maudden@alaska.edu)
12. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
13. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Fri, 02 Apr 2021 20:51:07 GMT
   Tom Green (tkgreen): Approved for CHEM Chair
2. Fri, 09 Apr 2021 02:24:47 GMT
   Patricia Doak (pdoak): Rollback to Initiator
3. Sun, 11 Apr 2021 20:31:59 GMT
   Tom Green (tkgreen): Approved for CHEM Chair
4. Mon, 12 Apr 2021 02:17:31 GMT
   Patricia Doak (pdoak): Approved for MT Curriculum Chair
5. Tue, 13 Apr 2021 00:51:10 GMT
   Kinchel Doerner (kdoerner2): Approved for MT Dean
6. Tue, 13 Apr 2021 16:46:56 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
7. Wed, 21 Apr 2021 23:57:11 GMT
   Jennifer Carroll (jlcarroll): Approved for CRC/GAAC Stacked Chair
8. Wed, 21 Apr 2021 23:57:23 GMT
   Zoe Marie Jones (zjones): Approved for Undergrad Curriculum Committee Chair
9. Thu, 22 Apr 2021 00:18:57 GMT
   Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair
10. Thu, 22 Apr 2021 00:53:29 GMT
    Richard Collins (rlcollins): Approved for Dean of Graduate School

New Program Proposal

Date Submitted: Sun, 11 Apr 2021 05:56:43 GMT

Viewing: : Chemistry, Bachelor and Master of Science with options for Chemistry, Biochemistry and Neuroscience, and Environmental Chemistry concentrations

Last edit: Wed, 21 Apr 2021 23:57:02 GMT by Jennifer Carroll

Changes proposed by: mmweltzin

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Maegan Weltzin	907-474-6527	mmweltzin@alaska.edu

Academic Level

Graduate

Effective Catalog

Minor Change- ASAP

Department

Chemistry and Biochemistry

College

College of Natural Science and Mathematics

Certificate or Degree Type

Master - Other (MO)

Program Title

Chemistry, Bachelor and Master of Science with options for Chemistry, Biochemistry and Neuroscience, and Environmental Chemistry concentrations

Abbreviated Program Title

Chemistry BS/MS program

Program Code

Brief Program Statement

The Chemistry BS/MS program with thesis or project prepares students for employment as research chemists in federal, state, municipal, academic or industrial laboratories, and in pre-medicine as laboratory technicians, industry supervisors and technical sales personnel. Graduates also find positions in the environmental sciences, oceanography and related interdisciplinary fields. Many chemistry graduates elect to pursue advanced PhD, pharmacology or MD degrees. The BS/MS program will assist students in successfully preparing for post-graduate programs by helping students follow a curriculum specifically needed for developing successful licensing school applications or scientific careers, while enhancing their critical thinking skill sets, scientific knowledge, writing and presentation skill, and to be overall well-rounded professionals.

The Chemistry BS/MS program is designed to assist students in earning both BS and MS degrees quicker and with less cost than earning the degrees individually. This is accomplished by having 12 credits of 400 and 600-level courses count as electives in both degrees. Additionally, in the program students begin to conduct research in a research laboratory at the beginning of their third year. This early research start will allow students to develop technical laboratory skills and to become familiar with their potential MS project early on in their program.

To complete the MS portion of this program, students will complete a research thesis or a project, in addition to the coursework. This will allow students to tailor their graduate studies to meet their interest and prospective career needs. Students pursuing a MS with research thesis will conduct laboratory research and produce a thesis generally equivalent to a manuscript for a peer-reviewed journal. Students pursuing a MS with a project will conduct a research project that may be based solely or partly in literature review / synthesis. This can include writing a review article or a different activity as decided by the students committee. To ensure the success of students in this program, students will need to be advised very carefully by their faculty advisor and committee.

Admissions Requirements

BS Applicants must:

- Be admitted to the Chemistry baccalaureate program and have at least junior standing.
- Have a 3.0 GPA, and have completed 24 of their undergraduate major requirements,
- Submit a study goal statement,
- Submit a UAF graduate application for admission.

Requirements for the Degree (catalog layout copy of the program)

Minimum Requirements for Chemistry B.S./M.S. Degree: 138 credits*

***Some concentrations may require greater than 138 credits.**

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/bachelors/)		

General Education Requirements

Complete the general education requirements. (http://catalog.uaf.edu/bachelors/general-education-requirements/)

As part of the general education requirements, complete:

MATH F251X	Calculus I	4
PHYS F123X and PHYS F124X	College Physics I and College Physics II	8
or PHYS F211X and PHYS F212X	General Physics I and General Physics II	

BS Degree Requirements

Complete the B.S. degree requirements. (http://catalog.uaf.edu/bachelors/summary-of-bachelors-degree-reqs/#bachelorofsciencetext)

Students must earn a C- or better in all the below courses in each program concentration.

BS Chemistry Core Requirements

Code	Title	Credits
CHEM F105X	General Chemistry I	4
CHEM F105L	Chemistry F105X Lab	0
CHEM F106X	General Chemistry II	4
CHEM F106L	Chemistry F106X Lab	0
CHEM F202	Basic Inorganic Chemistry	3
CHEM F212	Chemical Equilibrium and Analysis	4
CHEM F321	Organic Chemistry I	4
CHEM F325	Organic Chemistry II	4
CHEM F331	Physical Chemistry I	4
CHEM F332	Physical Chemistry II	4
CHEM F351	General Biochemistry: Metabolism	3
CHEM F434	Chemistry Capstone Laboratory	3
CHEM F481	Seminar	1
CHEM F482	Seminar	2

As part of the B.S. requirements, complete:

Code	Title	Credits
MATH F252X	Calculus II	4

As part of the ACS-certification, complete:

Code	Title	Credits
MATH F253X	Calculus III	4

Students must earn a C- or better in the above courses.

Students can choose to focus on three concentrations: Chemistry, Biochemistry and Neuroscience, and Environmental Chemistry. Below are the courses required for each concentration.

The below requirements must be met to earn a concentration in **Chemistry** in addition to the chemistry program, university, and GER requirements:

Complete one of the following options (3-5 credits):

Code	Title	Credits
CHEM F288	Introduction to Chemical Research	2
CHEM F488	Undergraduate Chemistry and Biochemistry Research	2-3

OR

Code	Title	Credits
CHEM F488	Undergraduate Chemistry and Biochemistry Research	3-4

Complete two of the following (6 credits):

Code	Title	Credits
CHEM F314	Analytical Instrumental Laboratory	3
CHEM F402	Inorganic Chemistry	3
CHEM F450	Information Storage and Transfer: Molecules and Pathways	3

Total Chemistry BS credits: 57-58

The below requirements must be met to earn a concentration in **Biochemistry and Neuroscience** in addition to the chemistry program, university, and GER requirements:

Code	Title	Credits
BIOL F115X	Fundamentals of Biology I	4
BIOL F115L	BIOL F115X Laboratory	0
BIOL F116X	Fundamentals of Biology II	4
BIOL F116L	BIOL F116X Laboratory	0
CHEM F450	Information Storage and Transfer: Molecules and Pathways	3
CHEM F488	Undergraduate Chemistry and Biochemistry Research	3

Complete 10 credits from the following: [1]

Code	Title	Credits
BIOL F240	Beginnings in Microbiology	4
BIOL F260	Principles of Genetics	4
BIOL F260L	BIOL F260 Laboratory	0
BIOL F310	Animal Physiology	4
BIOL F310L	BIOL F310 Laboratory	0
BIOL F342	Microbiology	4
BIOL F342L	BIOL F342 Laboratory	0
BIOL F402	Biomedical and Research Ethics	3
BIOL F417	Neurobiology	3
BIOL F462	Infectious Diseases	3
BIOL F465	Immunology	3
CHEM F360	Cell and Molecular Biology	3
CHEM F455	Environmental Toxicology	3
CHEM F470	Cellular and Molecular Neuroscience	3
CHEM F474	Neurochemistry	3

[1] Courses selected under these areas must meet baccalaureate degree requirements for 39 upper-division credits.

Total Biochemistry and Neuroscience BS credits: 72

The below requirements must be met to earn a concentration in **Environmental Chemistry** in addition to the chemistry program and university and GER requirements:

Code	Title	Credits
CHEM F314	Analytical Instrumental Laboratory	3
CHEM F488	Undergraduate Chemistry and Biochemistry Research	3

Complete two from the following (6-8 credits):

Code	Title	Credits
ATM F401	Introduction to Atmospheric Sciences	3
BIOL F240	Beginnings in Microbiology	4
BIOL F342	Microbiology	4
BIOL F457	Environmental Microbiology	3
GEOS F417	Introduction to Geochemistry	3
NRM F380	Soils and the Environment	3

Total Environmental BS credits: 60-62

MS portion of the Chemistry BS/MS program with Thesis or Project Requirements and Optional Concentrations In Biochemistry & Neuroscience and Environmental Chemistry

30 cr total, with at least 6 cr being project / thesis (F698 / F699)

No more than 12 cr thesis (F699) and no more than 6 cr project (F698)

At least 21 cr at the F600 level

Pass comprehensive exams

Present and defend thesis / project successfully

Two semesters of F688 or F691 (professional skills courses) is required

General University Requirements

Complete the general university requirements. (https://catalog.uaf.edu/graduate/mastersdegrees/#generaluniversityrequirementstext)

Master's Degree Requirements

Complete the master's degree requirements. (https://catalog.uaf.edu/graduate/mastersdegrees/#masterofsciencewithprojecttext)

Chemistry Program Requirements

Complete any deficiencies concurrently with this degree.

Thesis or Project Requirements

Complete the thesis or project option as described below.

Complete two credits of advisory committee-approved seminar courses from the two seminar course choices below. [1] (2 credits)

Code	Title	Credits
CHEM F691	Research Presentation Techniques	1
CHEM F688	Biochemical and Molecular Biology Seminar	1

Complete 6-9 credits from relevant advisory-committee approved graduate-level courses or select one of the following concentrations:

Biochemistry and Neuroscience

Environmental Chemistry

Complete 7-10 credits of courses approved by the advisory committee.

Thesis Option

Code	Title	Credits
CHEM F699	Thesis	6

Thesis credits or credits from courses that are F400-level or higher.[2]

Six (6) 400-level credits earned during the BS portion of the program count towards the MS.

Submit a committee-approved, written research-based thesis proposal and pass an oral comprehensive examination centered on the proposal.

Complete a committee-approved, research-based written thesis and pass an oral defense of the thesis.

Project Option

Code	Title	Credits
CHEM F698	Non-thesis Research/Project	6

Committee-approved courses that are F400-level or higher.[2]

Six (6) 400-level credits earned during the BS portion of the program count towards the MS.

Submit a committee-approved, literature-based written project proposal and pass an oral comprehensive examination centered on the proposal.

Complete a committee-approved, literature-based written project and pass an oral defense of the project.

[1]Students in the Biochemistry and Neuroscience concentration should take Biochemical and Molecular Biology Seminar and students in Environmental Chemistry concentration should take Research Presentation Techniques.

[2]The minimum credits required is 30. The required M.S. course work above represents 18 credits. The minimum number of thesis credits required is 6. For the thesis option the remaining 6 credits can either be thesis credits or courses at the F400-level or higher. For the project option, the remaining 6 credits can be courses at the F400-level or higher.

Optional Concentrations:

Biochemistry and Neuroscience

Complete 9 credits from the following list of core courses

Code	Title	Credits
CHEM F654	Protein Structure and Function	3
CHEM F657	Molecular Foundations of Gene Expression	3
CHEM F670	Cellular and Molecular Neuroscience	3
CHEM F674	Membrane Biochemistry and Biophysics	3
CHEM F675	Cellular Signaling	3

Environmental Chemistry

Complete 6 credits from the following list of core courses:

Code	Title	Credits
CHEM F606	Atmospheric Chemistry	3
CHEM F609	Aquatic and Environmental Geochemistry	3
CHEM F631	Environmental Fate and Transport	3
CHEM F655	Environmental Toxicology	3

See Biochemistry and Neuroscience (http://catalog.uaf.edu/graduate/graduate-degree-programs/biochemistry-neuroscience/).
See Environmental Chemistry (http://catalog.uaf.edu/graduate/graduate-degree-programs/environmental-chemistry/).

Sample course of study and a 3-Year Cycle of course offerings

Sample course of study can be found HERE (https://drive.google.com/file/d/1GrPy3cBX-OUeuCrcg46NNer0KYGDR7uS/view/?usp=sharing) (https://drive.google.com/file/d/1GrPy3cBX-OUeuCrcg46NNer0KYGDR7uS/view).

3-Year Cycle of Course Offerings:

- 100-level courses are offered at least yearly, if not every semester
- Most 200-400 level courses are offered yearly
  - The following courses are offered every other year: CHEM F470 Cellular and Molecular Neuroscience and CHEM F474 Neurochemistry
- Graduate courses are offered every other year

To ensure students take the necessary courses, they will work closely with their academic advisor. This will be especially important for the upper division courses as these are offered once a year or for graduate courses every other year.

Program Goals

Brief identification of objectives and subsequent means for their evaluation

Objectives: The objective of the BS/MS Chemistry program is to better prepare students to be competitive in the workforce, scientific careers, and pre-professional school admittance.

Biochemistry and Neuroscience concentration: Students who go on to professional schools (medical, dental, pharmacy, etc.) frequently need an additional year, either post-BS graduation or by completing a five year BS, to complete additional required course work and admission standardization tests. The proposed program will help students prepare for professional schools while obtaining both a BS and MS, ideally in five years. Obtaining a MS degree will likely improve the student's application and enhance their chances of pre-professional school admission.

Environmental Chemistry concentration: Students who are seeking careers in the environmental consulting, analytical laboratory industry, or state/government research (e.g. State of Alaska DEC, EPA, etc.) can enter at a higher pay rate by having additional training in the MS program. The research skills as documented by completion of project or thesis also increase preparation for working as a laboratory professional in these careers. Thus, spending one extra year to complete the BS/MS provides a significant added value to these students. Some students may also seek the BS/MS on their way to pursue further education in a Ph.D. or other program.

Evaluation: BS Evaluation: Students are required to satisfy UAF BS and MS requirements and graduate with at least a 2.0.

MS with Project/Thesis Evaluation: Students must graduate with at least a 3.0 in their graduate course work. Students will be required to pass a comprehensive exam composed of both written and oral components. Students are required to present and defend their research project/thesis.

Relationship of program objectives to "Purposes of the University"

The Chemistry BS/MS program will support training and research excellence through an anticipated accelerated combined degree program. The program aims to enhance student success in future careers or admittance into additional graduate programs and pre-professional schools. Additionally, this program will prepare students for active citizenship and a lifelong interest in learning. Graduated students will be prepared to enter the workforce as research chemists in federal, state, municipal, academic or industrial laboratories, and in pre-medicine as laboratory technicians, industry supervisors and technical sales personnel. This program will also prepare students to be chemistry teachers in addition to continuing their education at the PhD level or in pre-professional schools (such as medical, pharmacy, physical therapy, physician's assistant, dental, veterinary and nursing). Our program will also provide a technical base for chemistry teachers. Graduates find positions in the environmental sciences, oceanography and related interdisciplinary fields. Many chemistry graduates elect to pursue advanced PhD, pharmacy or MD degrees.

UAF Core Themes
Educate: Chemistry is a central science, serving the needs of many disciplines. We offer fundamental courses in chemistry that meet the needs of many majors on campus. We are the only American Chemical Society#certified BS program in the state of Alaska. We offer an emphasis in Environmental Chemistry and Biochemistry. We educate our BS and graduate students to be competitive at the national level.

Research: We prepare our students to engage in high-level research, and to effectively communicate that research both in oral and written form. All our majors are required to participate in research activities and to present their research. We encourage students to think critically and make discoveries.

Prepare: We prepare undergraduate students for the professional workforce in Chemistry. Many of our undergraduates find employment in the state of Alaska or pursue goals outside the state.
Connect: Our research is Alaska-centric, with studies in hibernation, environment of the arctic, and sled dogs. We strive to convince students of the relevancy of chemistry and biochemistry in their lives. We maintain advising for native and rural students at UAF.

Engage: We engage the Alaskan community by the publication of peer-reviewed manuscripts and the presentations of research at local, regional and national meetings. For example, our students present locally at the annual UAF Environmental Symposium and the One Health Research Conference of Alaska. Our faculty also engage with local government to find solutions to improve air quality in Alaska.

Chemistry is often deemed the "Central Science" because it is a subject that overlaps with and is essential to so many other disciplines, such as biology, geology, and engineering. Chemistry is uniquely central to the mission of the university.

Occupational/other competencies to be achieved

None

Relationship of courses to the program objectives

The Chemistry BS/MS program chosen courses will prepare students to be successful in their future careers or continuing education. The earned BS degree will be ACS-certified.

BS SLOA Objectives
1. Introductory courses provide fundamental chemical knowledge consistent with national standards for chemistry competency.

Courses that meet program objectives: General Chemistry (CHEM 105 and 106), Organic Chemistry (CHEM 321 and 325).

2. BS graduates attain baccalaureate level chemistry knowledge in accordance with American Chemical Society Guidelines.

Courses that meet program objectives: General Chemistry (CHEM F105 and F106), Organic Chemistry (CHEM F321 and F325), Basic Inorganic Chemistry (CHEM F202), Chemical Equilibrium and Analysis (CHEM F212), Analytical Instrumental Laboratory (CHEM F314), Physical Chemistry (CHEM F331 and F332), General Biochemistry: Metabolism (CHEM F351), Introduction to Chemical Research (CHEM F288), Undergraduate Research (CHEM F488), and Chemistry Capstone Laboratory (CHEM F434).

3a. Graduates will have problem solving, laboratory, and safety skills.

Courses that meet program objectives: General Chemistry (CHEM 105 and 106), Organic Chemistry (CHEM 321 and 325), Basic Inorganic Chemistry (CHEM 202), Chemical Equilibrium and Analysis (CHEM 212), Analytical Instrumental Laboratory (CHEM 314), Physical Chemistry (CHEM 331 and 332), General Biochemistry: Metabolism (CHEM 351), and Chemistry Capstone Laboratory (CHEM 434).

3b.Graduates will have hands-on experience with modern chemical instrumentation.
Courses that meet program objectives: Organic Chemistry (CHEM F321 and F325), Basic Inorganic Chemistry (CHEM F202), Analytical Instrumental Laboratory (CHEM F314), Physical Chemistry (CHEM F331 and F332), Introduction to chemical Research (CHEM F288), Undergraduate Research (CHEM F488), and Chemistry Capstone Laboratory (CHEM F434).

4.Communication skills.
4a. Oral: Students effectively communicate their work through oral/audiovisual presentations.
4b. Written: Student writing skills are consistent with professional standards.

Courses that meet program objectives: Seminar (CHEM F481 and F482), Undergraduate Research (CHEM F488) and Chemistry Capstone Laboratory (CHEM F434)

MS SLOA Objectives
1) Graduates attain a level of technical ability and knowledge to function as professionals in their discipline.

Courses that meet program objectives: All chemistry graduate courses and the students required involvement in research will fulfill this objective.

2) Masters graduates have performed research using technical, safety, and problem-solving skills to contribute to their field.

Courses that meet program objectives: Student's efforts in a research lab (CHEM F698)

3) Communication/presentation skills are consistent with professional standards.
Courses that meet program objectives: All graduate courses meet this objective.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Maegan Weltzin	Faculty	Design of program (lead)	Chem and Biochem Faculty
Tom Green	Faculty	Design of program	Chair of Chem and Biochem Dept. Faculty
Bill Simpson	Faculty	Design of program	Chem and Biochem Faculty

Enrollment Information

Projected enrollment/present enrollment

Once the Chemistry BS/MS program has been advertised, we expect that at least 12 students to be enrolled each year. This is based on our previous four year average for students enrolled in the MS program (Fa 2017: 11 students; Fa 2018: 15 students; Fa 2019: 12 students; Fa 2020: 11 students). We anticipate that by advertising in local high schools and other prospective undergraduates, we will have larger enrollment rates. The program is free for UAF to implement.

How was projected/present enrollment determine? Who was surveyed and how?

This information is not necessary for this program application. However, we anticipate that 12 students will be enrolled in the program yearly. This is based on our four-year student enrollment enrollment in our M.S. program.

This program will be free to implement, therefore minimal student participation in the program is necessary to maintain the program, although we anticipate that this will be a highly sought-after program.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

1

Year 2

1

Year 3

1

Year 4

1

Year 5

1

Maximum enrollment which program can accommodate

no cap

Are there special restrictions on enrollments?

No

What are the special restrictions?

Need for Program

Required for other programs?

No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?

Five-year BS/MS programs are growing in popularity and are appealing to current and prospective students. The ability for students to graduate potentially in five years with BS and MS degrees will increase their competitiveness and time in the workforce. Below are some employment market needs that this program would address:
In-state professional training serving to enhance AK workforce
Improved success rates and placement for employment and post-graduate professional training of UAF students (medical, veterinary, dental, pharmacy, physician assistant, and physical therapy)
More in-depth research experiences and contributions to scholarly activities (i.e. hands-on learning, presentations and publications)
Additional professional skills development
Students in the Biochemistry and Neuroscience concentration program will receive a MS while working on pre-professional school applications, enhancing acceptance rate
Increase student competitiveness in the workforce, including management positions

The national job outlook for Chemists at the BS level is good, with unemployment at 3.3% (see link below). However, unemployment for chemists with only a BS was higher than with an MS (2.1%) or PhD (2.5%). In the Pacific region of the US, the average salary for a BS chemistry is $86,000. The general consensus is that prospects for employment in the chemical industry is much improved with an MS degree. Alaska does not have much chemical industry; however, we have noted that a significant number of our graduates have found employment with local companies engaged in environmental remediation. Government employment is also possible, since environmental regulation in Alaska will continue to be important. Many of our graduates, especially in Biochemistry, pursue opportunities in health fields, such as medicine, nursing, dentistry and pharmaceutical science.

https://cen.acs.org/careers/salaries/What-US-chemists-make-according-to-the-2019-ACS-salary-survey/97/i43

Who surveyed? How?
This information is not needed at this time. However, an informal survey of current undergraduate and graduate students, and UAF alumni identified that these individuals would have pursued entering the BS/MS in Chemistry program if it had been available. Currently 3 of our MS students received their BS degrees from UAF. It is expected that had a BS/MS program been available to these students, they would have pursued the BS/MS option.

Job opportunities, including how these predictions were determined.

Now

Research chemists in federal, state, municipal, academic or industrial laboratories, and in pre-medicine as laboratory technicians, industry supervisors and technical sales personnel. This program will provide the background for secondary education chemistry teachers. Graduates may also find positions in the environmental sciences, oceanography and related interdisciplinary fields. Many chemistry graduates elect to pursue advanced PhD or pursue admittance into pre-professional medical programs (medical, pharmacy, physical therapy, physician's assistant, dental, veterinary, and nursing).

Two years from now

In two years from now, we may be graduating some of our first participants in the BS/MS program. We anticipate that these students will have a higher success rate at obtaining jobs or being accepted into a pre-professional program.

Five years from now

In five years, our first cohort of students who “started” the BS/MS program as freshmen should have graduated (note, acceptance into the program does not occur until after meeting the program requirements including having junior standing). We anticipate that these students will be highly successful at obtaining jobs or being accepted into a pre-professional program.

Ten years from now

We anticipate that UAF students who participate in this program will be highly competitive in the job market and earn acceptance into pre-professional programs.

How have positions been filled to date?

These positions have been filled to date by students who have obtained a BS degree, or those who earned an MS. To be more competitive in the workforce or being accepted into pre-professional programs, students often choose to return to school after achieving their BS degrees to earn a MS degree (or higher) to increase their competitiveness and earning potential. The proposed program would facilitate students to earn both BS and MS degrees quicker then earning these degrees individually.

Resource Impact

Budget

Budget.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/370/1/Budget.pdf)

Facilities/Space Needs

This program will be free to implement as no new courses are needed, and the Chemistry Department has all of the facilities, space and resources. We anticipate that the program will be popular among our traditional BS chemistry students. Due to the high demand of these types of programs nationwide, we anticipate that this new BS/MS program would attract local high school students and students from other locations to UAF. This will generate additional tuition funds as students will be at UAF for at least an additional year to complete the BS/MS program, in comparison to students only seeking a BS degree. Importantly, students pursuing this program will increase enrollment in our graduate program.

Credit Hour Production

The Chemistry BS/MS program is estimated to enroll at least one student per year, although it is expected to be a more popular program given that it will prepare students for pre-professional schools and advance placement in the workforce. Further, the Chemistry MS program has on average 12 students enrolled each year, therefore it seems likely that more than one student per year will join the new program. Considering the conservative perspective of one student, courses without a lab component the credit hour production will be at least 3 (1 student * 3 credit hours for the course). For courses with a lab, the credit hour products will be at least 4 (1 student * 4 credit hours). Considering our current MS student enrollment of 12 students, courses without a lab component the credit hour production will be at 36 (12 students * 3 credit hours for the course). For courses with a lab, the credit hour products will be 48 (12 students * 4 credit hours).

Faculty

Kelly Drew
Lawrence K. Duffy
Kriya Dunlap
Thomas K. Green
William A. Howard
Jingqiu Mao
S. Ryan Oliver
Brian Rasley
William Simpson
Thomas P. Trainor
Maegan M. Weltzin

Library/Media Materials, Equipment and Services

Nothing beyond what current students use. Access to current chemical literature (e.g. scientific journals) is required for productive undergraduate and graduate education and also for maintaining ACS certification of our BS program.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

This program is anticipated to attract new students to UAF who are interested in earning degrees in Chemistry, Biochemistry, Neuroscience and Environmental Chemistry. These new students will be required to take chemistry courses and general university requirements for undergraduates (departments to be affected include English, Math, Physics, Biology, Anthropology, Sociology, and Art). Graduate courses will be mostly offered by the Chemistry Department, but students can elect to take graduate courses that are applicable to their research projects and will likely be offered by Biology, Geosciences or other related departments.

Does it duplicate/approximate programs anywhere in the system?

No

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

Enrolled students will be required to complete a research project such as writing a topic review article, or a research thesis. These efforts will produce research ideas and data that can be used in grants and peer-reviewed publications. These activities will make UAF research faculty more competitive for grant awards and have enhanced outreach in the scientific community. These activities are likely to generate successful grant awards and collaborations, and help to move UAF towards the goal of becoming a Tier 1 research university.

Implementation/Termination

Plans for recruiting students

Advertisement will occur in the course catalog, in courses, and on social media (Facebook and twitter). Additional outreach will be done at local conferences and CNSM's student recruiter will promote the program. CNSM will update their one-page fliers to include information regarding the new chemistry BS/MS program and discuss the program with potential students. Admissions Counselors will also be informed of our new program so Admissions can also promote the program. Outreach efforts at local high schools are also likely to be successful recruiting efforts.

Plans for phasing out program if it proves unsuccessful

If unsuccessful, students will not continue to be allowed to enter into the program. Current students in the program will be allowed to complete the course work to earn their degrees. As no new courses are needed for the proposed program, these students will have timely access to all of the needed coursework.

Assessment of the program

Undergraduate Assessment:
1) American Chemical Society exams will be administered for General Chemistry I Chem F105X (one semester exam), General Chemistry II F106X (one semester exam), Organic Chemistry I and II (two semester exam), and Capstone Chemistry (F434).

2) Seminars by undergraduate students will be evaluated in written form by peers and faculty in the Chemistry Seminar sequence (Chem F481 and F482). These evaluation forms will be assessed in terms of organization, knowledge, visual aids, and overall strengths and weaknesses of the presentation. The data will be analyzed and assessed by the instructor.

3) Written reports for Chemistry & Biochemistry research students (Chem F488) will be collected, evaluated and archived for future accreditation purposes by the American Chemical Society.

4) Research posters will be presented by undergraduate research students judged by faculty at the annual URSA Research Day at UAF in April, or at a similar presentation opportunity.

MS Assessment:
1) Students will be assessed at all committee meetings and defenses on a 7-point rubric. Students will be assessed with respect to specific criteria and graded as deficient compared to expectations (-1), meeting expectations (0), or exceeding expectations (+1).

2) Students must pass their comprehensive exams.

3) Students completing a MS with Thesis will write and orally defend a research proposal at the end of their first year.

4) Students pursuing a MS with Project will complete their comprehensive exams once they have completed taking the core coursework. Comprehensive exams will be composed of written and oral responses to questions from the student's core course work.

5) Students enrolled in the BS/MS program will be required to write and orally defend a research project by the end of their final program year.

6) Students completing a MS with Thesis must successfully defend their research project.

7) Students completing a MS with Project defense will be based mostly on their coursework and some on their project.

Attach SLOA Plan

SLOA Chemistry BS_MS program.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/370/1/SLOA%20Chemistry%20BS_MS%20program.pdf)

Regents Guidelines

Upload Program Action Request Form

PAR Form doc.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/370/1/PAR%20Form%20doc.pdf)

Prospectus

Upload Prospectus Document(s)

Prospectus.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/370/1/Prospectus.pdf)

Rationale

The proposed Chemistry BS/MS program will be, if approved, an excellent opportunity for students to enhance their earning potential, and admission success rate to graduate and pre-professional schools. We anticipate that this program will recruit students to UAF and to our department, thus increasing enrollment. This program is free to implement as the Chemistry and Biochemistry Department has all of the necessary courses, instrumentation, space, and other facilities.

Additional Information

Thanks to the committee for taking the time to review our proposal. Below is how we addressed each suggestion.

1) It would be helpful to have a statement up front (perhaps in the brief program statement) addressing how the acceleration is achieved. This would make it much easier for reviewers.

This information has been added into the “Brief Program Statement” section.

2) The proposal contains a lot more detail than necessary. Editing the text to only contain the essential elements will help a lot with the clarity.

Text had been trimmed.

3) There needs to be more clarity on the difference between a thesis and a project. This and the way that the thesis and project options are listed in the "Requirements for the degree" should be aligned between this proposal and the MS Chemistry proposal.

Additional wording has been added to further explain the difference between the project and thesis MS program. The MS program here should now match the MS Chemistry proposal.

4) Under "Requirements for the Degree": Start with the Degree name and total required credits. You can link to some information (general university requirements, GER requirements) rather than listing it here.
Fixed.

5) Remove some redundant text -- e.g., the requirement for a grade of C- or better is repeated many times.

Removed.

6) Under "Assessment of the program" it states that "MS students will be required to present at a local, regional, national or international meeting." This is not listed as a degree requirement. If it is actually a requirement for MS students it should be listed as a degree requirement.

Removed.

7) Under "Sample course of study" it says that 200-400 level courses are offered yearly, but there are some 400 level courses that are offered only in alternative years.

Added “Most” to the statement and followed with a list of 400-level courses that are offered alternating years.

Supporting Documents

Reviewer Comments

Patricia Doak (pdoak) (Fri, 09 Apr 2021 02:24:07 GMT): CNSM Curr Review 4/8/2021: The committee thought that the basic plan for the accelerated BS/MS was fine, but we have some suggestions for improving the proposal: It would be helpful to have a statement up front (perhaps in the brief program statement) addressing how the acceleration is achieved. This would make it much easier for reviewers. The proposal contains a lot more detail than necessary. Editing the text to only contain the essential elements will help a lot with the clarity. There needs to be more clarity on the difference between a thesis and a project. This and the way that the thesis and project options are listed in the "Requirements for the degree" should be aligned between this proposal and the MS Chemistry proposal. Under "Requirements for the Degree": Start with the Degree name and total required credits. You can link to some information (general university requirements, GER requirements) rather than listing it here. Remove some redundant text -- e.g., the requirement for a grade of C- or better is repeated many times. Under "Assessment of the program" it states that "MS students will be required to present at a local, regional, national or international meeting." This is not listed as a degree requirement. If it is actually a requirement for MS students it should be listed as a degree requirement. Under "Sample course of study" it says that 200-400 level courses are offered yearly, but there are some 400 level courses that are offered only in alternative years.
Patricia Doak (pdoak) (Fri, 09 Apr 2021 02:24:47 GMT): Rollback: Please see comments.
Peter Westley (pwestley) (Wed, 14 Apr 2021 18:22:23 GMT): My biggest question is around TOTAL minimum credits needed to graduate in the BS/MS in each concentration. My addition suggested that the TOTAL could be quite less than the 108 minimum I understood to be allowed. For example, if I understood the proposal, the neruscience concentration BS would be 72 (BS) and 30 (MS) = 102. That seems pretty short for a combined degree. Apologies if I missed this clearly laid out in the proposal.
Jennifer Carroll (jlcarroll) (Wed, 21 Apr 2021 23:57:02 GMT): This is the most complex BS/MS submitted so far and we are still working on some issues (for example, how to describe the 6 BS credits that can count in the MS in the catalog layout) as well as formatting, but the basic structure of the program is sound.

Key: 370

DocuSign Envelope ID: FB8488D6-4356-4486-8050-068317521DC5

The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Create an Accelerated Masters in Applied Linguistics

MOTION:

The UAF Faculty Senate moves to approve a new Accelerated Master's in Applied Linguistics, housed in the College of Liberal Arts.

Rationale: The Accelerated MA in Applied Linguistics provides students with a thorough background in second language acquisition, language teaching and assessment. Graduates from the program are well prepared to teach in language classrooms, both at home and abroad, or enter the PhD program of their choice. The Accelerated BA to MA will allow the Linguistics program to recruit and prepare our strongest undergraduate students for the job market and/or further graduate work in Applied Linguistics.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: May 5, 2021

Daniel M. White, UAF Chancellor

: APPLIED LINGUISTICS, MASTER OF ARTS

Export to PDF

In Workflow

1. LING Chair (pemarlow@alaska.edu)
2. LA Curriculum Chair (bhemphill@alaska.edu)
3. LA Dean (edlopez@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. CRC/GAAC Stacked Chair (pdoak@alaska.edu; pwestley@alaska.edu; jlcarroll@alaska.edu)
6. Undergrad Curriculum Committee Chair (pwestley@alaska.edu; zjones@alaska.edu)
7. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
8. Dean of Graduate School (rlcollins@alaska.edu)
9. Faculty Senate President (jamaier@alaska.edu)
10. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
11. Chancellor (maudden@alaska.edu)
12. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
13. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Fri, 02 Apr 2021 19:49:32 GMT
   Patrick Marlow (pemarlow): Approved for LING Chair
2. Mon, 19 Apr 2021 18:00:44 GMT
   Brian Hemphill (bhemphill): Approved for LA Curriculum Chair
3. Mon, 19 Apr 2021 18:04:13 GMT
   Ellen Lopez (edlopez): Approved for LA Dean
4. Mon, 19 Apr 2021 19:03:18 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
5. Wed, 21 Apr 2021 23:54:35 GMT
   Jennifer Carroll (jlcarroll): Approved for CRC/GAAC Stacked Chair
6. Wed, 21 Apr 2021 23:56:01 GMT
   Zoe Marie Jones (zjones): Approved for Undergrad Curriculum Committee Chair
7. Thu, 22 Apr 2021 00:18:45 GMT
   Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair
8. Thu, 22 Apr 2021 00:47:14 GMT
   Richard Collins (rlcollins): Approved for Dean of Graduate School

New Program Proposal

Date Submitted: Fri, 02 Apr 2021 19:45:57 GMT

Viewing: : Applied Linguistics, Master of Arts

Last edit: Thu, 22 Apr 2021 00:46:00 GMT by Richard Collins

Changes proposed by: pemarlow

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Patrick Marlow	474-7446	pemarlow@alaska.edu

Academic Level
Graduate

Effective Catalog
Minor Change- ASAP

Department
Linguistics

College

College of Liberal Arts

Certificate or Degree Type

Accelerated Bachelor/Masters Program (A B/M)

Program Title

Applied Linguistics, Master of Arts

Abbreviated Program Title

M.A., Linguistics, Applied

Program Code

Brief Program Statement

The Accelerated MA in Applied Linguistics provides students with a thorough background in second language acquisition, language teaching and assessment. Graduates from the program are well prepared to teach in language classrooms, both at home and abroad, or enter the PhD program of their choice.

Admissions Requirements

Students entering the Accelerated Masters in Applied Linguistics must:

1. Be admitted into the BA in Linguistics
2. Have completed a minimum of 24 credits toward the BA in Linguistics, including LING 101, 318, 320, 315, 302; and ENGL 318.
3. Have a minimum 3.0 GPA overall and a 3.5 GPA in Linguistics.
4. Obtain a letter of recommendation from a current Linguistics Faculty member who is willing to serve as Chair of their graduate committee.
5. Junior standing

Requirements for the Degree (catalog layout copy of the program)

Minimum Requirements for Applied Linguistics B.A./M.A. Degree: 138 credits

Students must satisfy the General University Requirements for minimum grades for the respective B.A. or M.A. program (major) requirements.

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/bachelors/)		
General Education Requirements		
Complete the general education requirements. (http://catalog.uaf.edu/bachelors/general-education-requirements/)		
As part of the general education requirements, complete two semesters of a single foreign or Alaska Native language. [1]		
BA Degree Requirements		
Complete the B.A. degree requirements. (http://catalog.uaf.edu/bachelors/summary-of-bachelors-degree-reqs/#bachelorofartstext) [2]		
Linguistics Program Requirements		
Four semesters (or equivalent) of a foreign, Alaska Native or American Sign language. The language chosen must be different from that used to meet GER above. 1		12-16
ENGL F318	Modern English Grammar	3
LING F101X	Nature of Language	3
LING F302	Introduction to Second Language Acquisition	3
LING F315	English Language for Second Language Teaching	3
LING F318	Introduction to Phonetics and Phonology	3
LING F320	Introduction to Morphosyntax	3
LING F451	English Second Language Teaching Practicum	3
or FL F451	Foreign Language Teaching Practicum	
LING F441	Topics in Linguistics	3
LING Elective		
LING F481	Course LING F481 Not Found	

Minimum Requirements for Applied Linguistics M.A. Degree: 30 credits

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/graduate/mastersdegrees/#generaluniversityrequirementstext)		
Master's Degree Requirements		
Complete the master's degree requirements. (http://catalog.uaf.edu/graduate/mastersdegrees/)		
Applied Linguistics Program Requirements		
Complete the following:		
LING F410	Theory and Methods of Second Language Teaching	3
LING F450	Language Policy and Planning	3
LING F482	Seminar in Linguistics	3
LING F600	Research Methods for Applied Linguistics	3
LING F601	Principles of Linguistic Analysis	3
LING F602	Second Language Acquisition	3
LING F610	Theory and Methods of Second Language Teaching	3
LING F611	Second Language Materials and Assessment	3
LING F698	Non-thesis Research/Project	1-9
or LING F699	Thesis	

CONCENTRATIONS: GENERAL (http://catalog.uaf.edu/#General), LANGUAGE DOCUMENTATION (http://catalog.uaf.edu/#Language), SECOND LANGUAGE ACQUISITION TEACHER EDUCATION (http://catalog.uaf.edu/#second)

General

Code	Title	Credits
Complete the following:		
LING F602	Second Language Acquisition	3
LING F603	Phonetics and Phonology	3
LING F604	Morphology and Syntax	3

Language Documentation

Code	Title	Credits
Complete the following:		
LING F603	Phonetics and Phonology	3
LING F604	Morphology and Syntax	3
LING F631	Field Methods in Descriptive Linguistics I	3

Second Language Acquisition Teacher Education

Code	Title	Credits
Complete the following:		
LING F602	Second Language Acquisition	3
LING F610	Theory and Methods of Second Language Teaching	3
LING F611	Second Language Materials and Assessment	3
or ED F683	Instruction and Assessment in Literacy	

Elective Courses

This is a nonexhaustive list of possible electives.

Code	Title	Credits
ED F601	Introduction to Applied Social Science Research [3]	3
ED F670	Developing Literacy: ECE-12 [3]	3
ED F673	Literacy in the Content Area [3]	3
ED F683	Instruction and Assessment in Literacy [3]	3
LING F441	Topics in Linguistics [1]	3
LING/FL F451	English Second Language Teaching Practicum [1]	3
LING F602	Second Language Acquisition	3
LING F603	Phonetics and Phonology	3
LING F604	Morphology and Syntax	3
LING F610	Theory and Methods of Second Language Teaching	3
LING F611	Second Language Materials and Assessment	3

LING F631	Field Methods in Descriptive Linguistics I	3
LING F650	Language Policy and Planning	3

1 It is recommended that at least one of the languages be other than an Indo-European language.

2 Except for the minor complex. A minor complex is not required for accelerated Master's of Arts.

3 Per Graduate School rules, up to 6 credits of committee-approved elective credit at the 400 level may be counted toward a graduate degree.

4 Students pursuing postcertification endorsement in second language acquisition, bilingual education and literacy must complete ED F601, ED F670, ED F673 and ED F683.

Sample course of study and a 3-Year Cycle of course offerings

The following course of study incorporates both the BA and MA coursework beginning in the Freshman year. All 600-level courses and marked 400-level courses (LING 410, LING 450, LING 481, LING 482) will be applied to the MA portion of the program.

The existing BA requires two languages. One year of Language 1 is required as part of the GER. Two years of Language 2 is required as part of the BA requirements. Students in the Accelerated MA program are required to complete a third year of Language 2 (the equivalent of a minor in that language).

Freshman		
Fall		**Credits**
LING F101X	Nature of Language	3
WRTG F111X	Writing Across Contexts	3
ART F105X	Beginning Drawing	3
GER F101X	Elementary German I	5
	Credits	14
Spring		
LING F318	Introduction to Phonetics and Phonology	3
PSY F101X	Introduction to Psychology	3
WRTG F211X	Writing and the Humanities	3
LING F200	The Field of Teaching English to Speakers of Other Languages	1
GER F102X	Elementary German II	5
	Credits	15
Sophomore		
Fall		
LING F320	Introduction to Morphosyntax	3
LING F315	English Language for Second Language Teaching	3
GER F201	Intermediate German I	3
COJO F141X	Fundamentals of Oral Communication: Public Context	3
MATH F122X	Essential Precalculus with Applications	3
	Credits	15
Spring		
LING F302	Introduction to Second Language Acquisition	3
ENGL F318	Modern English Grammar	3
GER F202	Intermediate German II	3
MSL F111X	The Oceans	4
ANTH F111X	Ancient Civilizations	3
	Credits	16
Junior		
Fall		
LING F450	Language Policy and Planning (Incl. in MA)	3

LING F410	Theory and Methods of Second Language Teaching (Incl. in MA)	3
HIST F122X	East Asian Civilization	3
JPN F101X	Elementary Japanese I	5
LING F260	Fundamentals of Linguistic Anthropology: Language in Culture and Communication	3
	Credits	17
Spring		
LING F441	Topics in Linguistics	3
LING F451	English Second Language Teaching Practicum	3
LS F101X	Library Information and Research	1
JPN F102X	Elementary Japanese II	5
HIST F331	Modern Japan	3
	Credits	15
Senior		
Fall		
LING F602	Second Language Acquisition	3
LING 481 SEMINAR IN APPLIED LINGUISTIC RESEARCH	Course LING 481 SEMINAR IN APPLIED LINGUISTIC RESEARCH Not Found	1
BIOL F120X	Introduction to Human Nutrition	4
ANTH F215	Fundamentals of Social/Cultural Anthropology	3
JPN F201	Intermediate Japanese I	4
	Credits	15
Spring		
LING F482	Seminar in Linguistics (Incl. in MA)	3
LING F610	Theory and Methods of Second Language Teaching	3
PHIL F322X	Ethics	3
JPN F202	Intermediate Japanese II	4
ANS F242X	Indigenous Cultures of Alaska	3
	Credits	16
First Year		
Fall		
LING F600	Research Methods for Applied Linguistics	3
LING F611	Second Language Materials and Assessment	3
LING F699	Thesis	3
	Credits	9
Spring		
LING F660	Internship	3
LING 699 THESIS	Course LING 699 THESIS Not Found	3
	Credits	6
	Total Credits	138

Program Goals

Brief identification of objectives and subsequent means for their evaluation

Objective 1: Students will have an extensive understanding of the current literature and practice in the fields of second language acquisition, language teaching and assessment.
Evaluation: Comprehensive Examination; Portfolio in LING 610 Teaching Methods; Observation as part of LING 660 Apprenticeship
Objective 2: Students will develop an understanding applied 2nd language research methods to improve the acquisition outcomes for students.
Evaluation: Proposal Defense & Thesis/Project Defense
Objective 3: Students will well prepared for entry into the job market or the PhD program of their choice.
Evaluation: Pre-graduation survey (administered in the same semester as Defense); Post-graduation or '1-year' survey (administered 1-year after graduation)

Relationship of program objectives to "Purposes of the University"

Candidates in the Accelerated Maters in Applied Linguistics will experience hands on education and training (including LING 660 Practicum), engage in research (thesis or project) that will prepare them for a career in language teaching and related fields immediately upon graduation.

Occupational/other competencies to be achieved

Graduates will be well qualified to teach the languages in which they specialize, especially English in adult and overseas contexts.
Graduates will be well qualified to continue linguistics research at the PhD level.
Graduates will be highly competitive when applying for PhD programs.

Relationship of courses to the program objectives

Objective 1: Understanding of literature and practice
All students will complete extensive coursework in (a) second language acquisition and teaching (LING 302-410-602-610) (b) experiential language teaching (LING 451-660) and (c) materials and assessment
(LING 611).
Objective 2: Understanding of research methods
All students will complete extensive coursework in research methods (LING 481-482-600).
All students will complete a thesis or project (LING 698/699).
Objective 3: Market preparation
All students will complete LING 481 ***** in their senior year.
All students will be mentored by their Advisor/Chair throughout the program such that the thesis/project is tailored to facilitate their desired career path.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Sabine Siekmann	Faculty	Teach Courses; Chair Committees; Advise Students	PhD in Second Language Acquisition and Instructional Technology; Specialization in 2nd Language Acquisition, Teaching Methods, Computer Assisted Language Learning
Patrick Marlow	Faculty	Teach Courses; Chair Committees; Advise Students	PhD in Linguistics; Specialization in Socio-linguistics, language policy and planning
Wendy Martelle	Faculty	Teach Courses; Chair Committees; Advise Students	PhD in Applied Linguistics; Specialization in 2nd Language Acquisition, Teaching Methods, ESL and Russian.
Eve Ryan	Faculty	Teach Courses; Chair Committees; Advise Students	PhD in Education; Specialization in 2nd Language Acquisition, Teaching Methods, Assessment
Robin Shoaps	Faculty	Teach Courses; Chair Committees; Advise Students	PhD in Linguistics; Specialization in Linguistic Anthropology

Anna Berge	Faculty	Teach Courses; Chair Committees; Advise Students	PhD in Linguistics; Specialization in Eskimo-Aleut Languages

Enrollment Information

Projected enrollment/present enrollment

Present Enrollment: stable at 8 MA students. Turnover of 2-3 students annually.
Projected Enrollment:
Year 1: 2 Accelerated MA students enter (2+8=10 total MA)
Year 2: 2 Accelerated MA students (10+2=12 total MA)
Year 3: 3 Accelerated MA students enter and 2 complete the program (12+3-2=13 total MA)
Year 4: 3 Accelerated MA students enter and 2 complete the program (13+3-2=14 total MA)
Year 5: 3 Accelerated MA students enter and 3 complete the program (13+3-3=14 total MA)

How was projected/present enrollment determine? Who was surveyed and how?

Present enrollment represents all active MA candidates. Enrollment is relatively stable with annual graduations roughly equivalent to new enrollments.

Projected growth in the MA program represents 1/3 of the total number of students currently meeting all necessary entrance criteria.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

8

Year 2

9

Year 3

10

Year 4

11

Year 5

12

Maximum enrollment which program can accommodate

15-20

Are there special restrictions on enrollments?

No

What are the special restrictions?

Need for Program

Required for other programs?

No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?

Information has been taken from reputable online sources.
International TEFL Academy (https://www.internationalteflacademy.com/)
The Career Project (https://www.thecareerproject.org/)
Bureau of Labor Statistics (https://www.bls.gov/)

Job opportunities, including how these predictions were determined.

Now

Jobs Abroad: >100,000 ESL jobs across 50+ countries each year. (International TEFL Academy).
Jobs Abroad: Foreign Service and International Business (The Career Project).
Jobs Domestic: 60,000 Adult ESL jobs annually. (Bureau of Labor Statistics)

Two years from now

Unavailable.

Five years from now

Jobs Abroad: ESL jobs are expected to grow 7.1% by 2025 (Globe News Wire)

Ten years from now

Jobs Domestic: Adult ESL Jobs are expected to decline 10% by 2029. (Bureau of Labor Statistics.)

How have positions been filled to date?

UAF Graduates with a SLATE focus have worked in ESL jobs both domestically and abroad.
Additional UAF graduates would be enter a booming job market.

Resource Impact

Budget

Resource-Commitment-Form Accelerated BA-MA.docx (http://catalog.uaf.edu/courseleaf/archive/programadmin/360/1/Resource-Commitment-Form%20Accelerated%20BA-MA.docx)

Facilities/Space Needs

None. Current space is adequate for the program.

Credit Hour Production

Assumptions:
1. Basic MA program remains stable at 8 candidates annually (8*18 credits =144 credit hours)
2. Accelerated MA candidates take UG credit only in Junior year, 6 G credits in Senior year; 15 G credits in final year in the program).
3. Running percentage (RP) compares current year credit hour production with previous year credit hour production (e.g., Year 4/Year 3); Overall percentage (OP) increase compares the current year credit hour production with a base program credit hour production of 144 credits.

Year 1: RP. 0% OP. 0% (2 Accelerated MA candidates take UG credit only)
Year 2: RP. 8% OP. 8% (2 candidates take 6 G credits each; 2 take UG credit only)
Year 3: RP.19% OP.20% (2 take 15 G credits each; 2 take 6 G credits; 3 take UG credit only)
Year 4: RP. 3% OP.33% (2 take 15 G credits; 3 take 6 G credits; 3 take UG credit only)
Year 5: RP. 8% OP.44% (3 take 15 G credits; 3 take 6 G credits; 3 take UG credit only)

Faculty

Current faculty, including one term-assistant professor, is adequate to support this program.

Library/Media Materials, Equipment and Services

As this is a modification of the existing MA, no changes in Library/Media services is expected.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

We do not anticipate any negative impact on enrollments anywhere in the system.
However, students in English, Foreign Languages and Alaska Native languages may also benefit from this program change.

Does it duplicate/approximate programs anywhere in the system?

No

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

As the Accelerated MA builds on the existing BA and MA programs in Linguistics, we do not anticipate any impact on research and service activities of faculty.

Implementation/Termination

Plans for recruiting students

Year 1: Faculty directly invite talented undergraduates enrolled in LING BA to apply.
Year 2: Working with faculty in English, Foreign Languages and Alaska Native Languages faculty will identify and invite talented TESOL or LING minors to declare a double major and apply for the Accelerated MA.

Year 3: Formally advertise Accelerated MA student achievements and job placements through Departmental websites (LING, English, Foreign Languages, Alaska Native Languages, etc.).

Plans for phasing out program if it proves unsuccessful

If the program does not meet minimum enrollment numbers (i.e., 3 Accelerated Master's students enrolled in the program in Year 5), the program may be discontinued or restructured.

Assessment of the program

Attach SLOA Plan

SLOA LING Accelerated BA-MA.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/360/1/SLOA%20LING%20Accelerated%20BA-MA.pdf)

Regents Guidelines

Upload Program Action Request Form

Program Action Request.xlsx (http://catalog.uaf.edu/courseleaf/archive/programadmin/360/1/Program%20Action%20Request.xlsx)

Prospectus

Upload Prospectus Document(s)

Prospectus.pdf (http://catalog.uaf.edu/courseleaf/archive/programadmin/360/1/Prospectus.pdf)

Rationale

The Accelerated BA to MA will allow the Linguistics program to recruit and prepare our strongest undergraduate students for the job market and/or further graduate work in Applied Linguistics.

Once in place, the Linguistics faculty are committed to collaborating with Foreign Languages and English to identify and recruit potential double majors, or if the demand is sufficient, work with those programs to enable their majors to enter directly into the Accelerated program in Linguistics.

Additional Information

Supporting Documents

Reviewer Comments

Jennifer Carroll (jlcarroll) (Wed, 21 Apr 2021 23:54:31 GMT): There are some minor formatting issues that will need to be handled so that it shows properly in the catalog.

Key: 360

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The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Establish Graduate Admissions Out of Status 2-year Limit Policy

MOTION:

The Faculty Senate moves to establish a graduate admissions policy for students who are out of status for 2 years.

Rationale: The current policy for students who have been inactive for two years or more is for students to be "reinstated" and does not provide an official process for programs to review and readmit students. Programs need a way to formally address students who have been gone for multiple years but are still within their 7 or 10 year time-limit and have older courses. It will allow for the department to reach out to the applicant to determine whether or not the applicant's old courses are still relevant and evaluate them for readmission. The proposed policy will match existing practice and match the undergraduate policy.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

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

Date: May 5, 2021

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Graduate admissions out of status 2-year limit policy

- Registration Requirement
  Graduate students must be registered for at least 6 credits per academic year (fall, spring, summer), at the graduate or F400-level in courses relevant to the graduate degree, while actively working toward a degree. Those who wish to temporarily suspend their studies should obtain an approved leave of absence.

  Additionally, graduate students must be registered in both the semester that they defend their projects, theses, and dissertations as well as the semester in which they receive their degrees, if not the same as the semester they defend, as per the University Graduation requirements.

  Graduate degree-seeking students who are enrolled in six credits per academic year (fall, spring, summer) are eligible to register for the next academic year. Those students who earn fewer than six credits per academic year become inactive in their program. To reactivate their program students must reinstate in their program and register for courses in the same semester that they reinstate. Students who register for courses without reinstating will be considered non-degree seeking. Please contact the Graduate School for further information at uaf-grad-school@alaska.edu

- Temporary Leave of Absence
  A graduate student can obtain an approved leave of absence if they need to temporarily suspend their studies while earning their degree. This suspension does not pause the time-limit for completion of their degree (Master's 7 years and PhDs 10 years). Students who do not ~~gister for at least 6 graduate or F400-level credits in a school year (fall, spring or summer semester) or to not~~ obtain a leave of absence, will have to be reinstated or readmitted (depending on the length of time you are inactive) before registering and resuming their graduate studies. Please contact the Graduate School for further information at uaf-grad-school@alaska.edu.

- Readmission
  If more than two years have passed without meeting the registration requirements, the student will be required to reapply for admission.

  Students should submit a graduate application for admission along with the application fee and supporting application materials. Students who are unsure about their status should contact the Graduate School at uaf-grad-school@alaska.edu.

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DocuSign Envelope ID: FB8488D6-4356-4486-8050-068317521DC5

The following motion passed at Faculty Senate meeting #256 on May 3, 2021:

Motion to Establish a Permanent Committee on Teaching and Learning

MOTION:

The Faculty Senate moves to establish a Permanent Committee of the Faculty Senate on Teaching and Learning.

Rationale: In December 2019, the Faculty Senate established an Ad Hoc Committee on Distance Education to provide proactive faculty leadership in distance education. After extensive discussion, the Ad Hoc committee determined that distance education was not a separate category of education and that it was important that there be a permanent Faculty Senate committee providing proactive faculty leadership in teaching and learning across all disciplines and modalities. The Ad Hoc committee requested that a permanent committee be formed to elevate teaching and learning and provide faculty guidance.

A final version of committee membership will be brought to the second Faculty Senate meeting of 2021-2022 for approval by the Faculty Senate.

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Section 3 (ART. V Committees)
PERMANENT
10. The Teaching and Learning Committee. The purpose of the Committee on Teaching and Learning is to maintain and promote a culture of quality education and quality pedagogy at the University of Alaska Fairbanks through identifying, disseminating, and supporting contributions to best practices in teaching across all disciplines and teaching modalities.

The membership of the Teaching and Learning Committee shall consist of *at least* one faculty member from each college and school, one member from CAC or GAAC unless not already represented by college or school faculty) one undergraduate student *across each modality,* one graduate student, ex-officio representatives from eCampus Instructional Design Team, OIT, and the Pedagogy Representative for the Provost's Faculty Development Team.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: May 5, 2021

Inaugural Faculty Citizen Award

The Faculty Citizen Award honors a faculty member who exemplifies the principles of academic citizenship with a strong commitment to the University of Alaska's core values and its student community. The awardee will be a faculty holding a lengthy and well-recognized record of active engagement, participation and leadership in activities pertaining to faculty function and commitment to their constituency, to their students, to their colleagues, to their discipline/profession, to the university at large and the Alaskan public. Faculty Citizen Awardees consist of a small cadre of committed professors across the University System whose names evoke immediate acknowledgement and respect for their deep understanding of faculty matters and their balanced judgement on what relates to shared governance and the interaction between Faculty Senate, the University Administration, and the Board of Regents.

WHEREAS, Professor Debasmita (Debu) Misra has selflessly invested endless hours mentoring junior faculty members and has also given generously of his time to guide faculty colleagues through difficult challenges; and the tenure and promotion process; and

WHEREAS, Debu Misra has provided meaningful contributions and improvements to the tenure process of faculty and actively engaged in the functions of a Faculty Senator, including as Faculty Senate President; and

WHEREAS, Debu Misra has worked with senior leadership in the University of Alaska Fairbanks to add faculty seats to the Chancellor's Cabinet, Provost's Council, Provost's Research Working Group, and numerous statewide committees, thus ensuring that faculty have some voice in these entities; and

WHEREAS, Debu Misra has willingly and effectively served on important committees which were over and above his assigned duties; and

WHEREAS, Debu Misra has consistently dedicated himself to the highest principles of shared governance, as demonstrated by his sustained involvement and invaluable participation in advocacy on behalf of faculty; and

WHEREAS, Debu Misra has worked tirelessly to organize faculty and improve the working conditions throughout the University of Alaska system; and

WHEREAS, Debu Misra's collaborative efforts have unified faculty from across the three universities in the University of Alaska system and contributed to a spirit of solidarity and shared purpose of delivering high quality public higher education in Alaska; and

WHEREAS, Debu Misra is a university asset who has logged many successes at changing the work environment in positive ways for faculty; and

WHEREAS, Debu Misra has served on the UAF Planning and Budget committee and UAF Administrative Structure Review committee to work collaboratively with administration, faculty, staff and students to optimize or balance the budget, especially during changing needs of the academy; and

WHEREAS, Debu Misra served on the UAF Strategic Enrollment Planning Committee, UAF Chancellor's Employee Engagement Committee and led the modification of the UAF Faculty Promotion and Tenure policy (Blue Book) of the Faculty Senate; and

WHEREAS, Debu Misra served on the UA President's Strategic Pathways committee to plan restructuring of programs and administrative units for efficiency in a period of budgetary constraints; and

WHEREAS, Debu Misra has served as the Associate Editor of two journals of the American Society of Agricultural and Biological Engineers (ASABE), winning recognition for Outstanding Service as Associate Editor, and has served as a member of the editorial boards of three other professional journals including the International Journal of Petroleum and GeoScience Engineering, ISRN Geology Journal, and the Scientific Journals International as well as serving as a guest editor of a special issue of Transactions of American Society of Biosystem and Agricultural Engineers; and

WHEREAS, Debu Misra has served as an external reviewer for three funding agencies and holds multiple positions in two professional organizations and has reviewed submissions for over thirty-six different professional journals during his career; and

WHEREAS, Debu Misra led a successful Accreditation Board of Engineering & Technology (ABET) accreditation review for the UAF Geological Engineering program, which requires that students have a "solid educational foundation and are prepared to enter the global workforce, leading the way in innovation and emerging technologies" and Dr. Misra served as the coordinator of Student Learning Outcome Assessment for the Geological Engineering program for accreditation by the Northwest Commission of Colleges & Universities (NWCCU); and

WHEREAS, Debu Misra organized fundraising events to establish foundation investments for the Golden Key International Honor Society and Namaste India student chapters and their events at UAF, as the advisor of these student organizations; and

WHEREAS, Debu Misra successfully reached out to high school students on several instances to engage young minds through public speeches about embracing careers based in sciences and engineering,

WHEREAS, Debu Misra has successfully guided the research of nine undergraduate researchers and thirteen graduate students; and

WHEREAS, Debu Misra has excelled at creating and delivering a curriculum with a high level of academic rigor and content to ensure that his students are well prepared for their careers in Geological Engineering; and students have specifically returned to the university to express their appreciation for the content of his courses and his dedication to their success; and

WHEREAS, Debu Misra epitomizes dignity and integrity at all times, he exhibits sustained positivism and statesmanship even under difficult and contentious circumstances, and unfailingly treats students, faculty, administrators, and the public with caring, kindness, wisdom, and great respect.

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate hereby recognizes and honors the contributions of Professor Debasmita Misra by awarding him the inaugural Faculty Citizen Award for his lengthy and well-recognized record of engagement and leadership in activities improving faculty function and commitment to their constituency. Prof. Debu Misra is the professor that resonates among all faculty across campuses of the University of Alaska System for his deep understanding of faculty matters. Prof. Debu Misra embodies the principles of shared governance and the interaction between the Faculty Senate, the University Administration, and the Board of Regents.

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Julie A.K. Maier, UAF Faculty Senate President

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

TO: Daniel M. White, UAF Chancellor

THROUGH: Julie A.K. Maier, Faculty Senate President DS JAKM

FROM: Jennifer Carroll, COVID-19 Ad Hoc Committee Chair DS JLC

DATE: May 3, 2021

SUBJ: In Support of Active Encouragement and Incentivization of Vaccination

Throughout the COVID-19 pandemic, UAF has combined a strategy of education, mitigation, and restrictions based on the best science available from the CDC and State Public Health Officials. We have done our best to balance the various concerns and priorities of administration, faculty, students, and staff to keep as many members of the University community as safe as possible. Many faculty and students are eager to begin face-to-face classes in the Fall, but safety must be paramount. The current situation in the Fairbanks North Star Borough, with the second lowest vaccination rate in the state, among the highest rate of infection in the state, and with increasing COVID infections and hospitalizations in younger populations, shows that vaccine hesitancy and loosened restrictions are a dangerous combination.

As the university moves toward more in-person classes and services, the Faculty Senate requests that the university actively encourages and incentivizes vaccination for all students and employees of the university who are medically able to be vaccinated. We think that requiring vaccinations for in-person interaction is necessary to reduce the likelihood of significant community transmission among the university community.

Specifically, the Faculty Senate requests that proof of vaccination or an approved waiver is **required** for all faculty and students attending **in-person classes**, beginning Fall 2021. In addition, the Faculty Senate requests that the administration identify and provide additional incentives for vaccination, possibly including allowing in-person interactions without masks for those who are vaccinated, reducing or eliminating quarantine periods for vaccinated members of the university community, and the ability to share office space with less than 6’ distance without masks for employees and students that are fully vaccinated.

We understand that some students and faculty do not want to get vaccinated. Those students and faculty can choose to take and teach remote classes. The CDC continues to update its guidance with vaccination being a key ingredient for relaxed restrictions and increased

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interactions. The fastest way to get students and faculty back in the classroom is for the university community to choose vaccination and the university must take an active role in making that happen.

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor

FROM: Julie A.K. Maier, Faculty Senate President DS JAKM

DATE: April 5, 2021

SUBJ: Memorandum of Support for Improving the UAF Academic Program Review Process

Historically, the UAF Faculty Senate has updated the UAF Academic Program Review Process on a 10-year cycle beginning in 1991 and again in 2001 and 2011. In addition to timeliness since the last update, the NWCCU is requiring UAF to enhance our focus on equity to meet the new accreditation standard that "programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students". Regular occurring program review must be aligned with the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. The Academic Program Review process is currently determined through Board of Regent Policy 10.06 which grants official decision making authority to the UAF Chancellor.

It is unclear whether the current process will improve outcomes for underrepresented and first-generation students and there is a collective desire to make the process more efficient and less burdensome on programs. In light of this, the Office of Accreditation & Assessment has initiated an improvement effort for the regular occuring Academic Program Review Cycle.

The Academic Program Review process is complex with a few individuals positioned to understand and monitor the entire process from beginning to end. The process improvement facilitation model provided by the UAF Process Improvement (PIT) Crew has effectively supported improving complex processes, as recently experienced with the UAF Course and Program Approval Process improvement project.

Collaboration on complex process improvement is necessary and challenging and practice improvements will be implemented to more directly engage Faculty Senate leadership in shared governance and decision-making in this improvement effort. The current Academic Program Review process is implemented via a collaborative shared governance model including

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Academic Units, the Faculty Senate and its corresponding committees, the Accreditation and Assessment Office, and the Office of Planning, Analysis and Institutional Research.

All UAF programs have been reviewed through an expedited academic review process in the past two years and a new five-year review cycle will soon begin creating opportunity and urgency for improvement implementation.

In conclusion, the UAF Faculty Senate supports the creation of an ad hoc committee supported by the Faculty Fellow in Assessment and Accreditation and facilitated by the UAF PIT Crew to investigate, redesign in order to improve the UAF Academic Review Process. This committee shall contain members representing the breadth of academic units and will include representation from the Curricular Affairs Committee (CAC) and the Graduate Academic & Advisory Committee (GAAC), as well as the Vice Provost for Accreditation (as ex-officio member). The committee will recommend changes through the Faculty Senate to the Chancellor.

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The following motion passed at Faculty Senate meeting #255 on April 5, 2021:

Motion to Create a Graduate Certificate in Aerospace Engineering

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Aerospace Engineering, housed in the College of Engineering and Mines.

Rationale: Aerospace engineering is an active and growing field. Aerospace engineers are in high demand by traditional aircraft firms, agencies such as the FAA, and by the rapidly expanding pool of companies involved in unmanned aircraft systems (UAS). Students having an identifier on their transcript will have a distinct advantage when applying for jobs within this career field. The program is expected to increase student enrollment, aerospace community awareness of UAF, increase partnerships between UAF units collaborating on research activities, and increase UAF's ability to perform research in aerospace engineering and related disciplines (electrical, mechanical, computer engineering, computer science, applied geosciences remote sensing). The program is expected to draw engineering students who are looking for an opportunity to brand themselves as aerospace engineers.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: April 8, 2021

DocuSign Envelope ID: E2CBBFB6-CBEE-4A64-AFBC-9B80A6558200

The following motion passed at Faculty Senate meeting #255 on April 5, 2021:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Integrated Arts.

Effective: Fall 2021
Upon Chancellor Approval

Rationale: The Curriculum Review Committee has reviewed this proposal and approved it.

The Integrated Arts Minor allows students to explore all three Arts disciplines offered at UAF: Art, Film & Performing, Arts, and Music. After taking an introductory course in each department, students will then take electives in each discipline. Although each Arts program at UAF has its distinct objectives, the Integrated Arts Minor would contribute to the health of all the Arts by providing an option for students who want to explore more than one artform in their minor program, thereby benefiting from the breadth of course offerings across the Fine & Performing Arts curricula.

There are no additional costs associated with this minor. The Theatre and Film Department hopes this new minor will boost enrollment for students who are interested in the Arts, but do not want to choose only one discipline in which to minor.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: April 8, 2021

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: E2CBBFB6-CBEE-4A64-AFBC-9B80A6558200

The following motion passed at Faculty Senate meeting #255 on April 5, 2021:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Interdisciplinary Environmental Change.

Effective: Fall 2021
Upon Chancellor Approval

Rationale: The Curriculum Review Committee has reviewed this proposal and approved it.

The Interdisciplinary Environmental Change Minor provides students with an integrative understanding of the causes, impacts, and potential mitigation of anthropogenic environmental change by combining relevant knowledge, perspectives, and critical thinking skills from across the natural sciences, engineering, social sciences, humanities, and Alaska Native studies. This minor is intentionally interdisciplinary, reflective of the multidimensionality of the social-ecological issue of environmental change, and flexible to allow students to pursue their individual lines of interest within this broad field. UAF is a world leader in environmental change and Arctic research due in part to its location, where the impacts of climate change can be observed and felt at an accelerated pace, and is an ideal setting in which to engage with faculty possessing expertise in multiple dimensions of environmental change, through in- person and/or online coursework.

The addition of this minor is expected to generate an increase in enrollment in some UAF courses across multiple colleges and departments, due to its interdisciplinary nature. It is not expected to have a negative impact on other programs at UAF or the UA system. This minor will stimulate students across many majors to actively explore courses outside of their primary focus in our strong and diverse natural sciences, engineering, social sciences, humanities, and Alaska Native studies programs, and engage with like-minded students from different disciplinary backgrounds.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: April 8, 2021

Daniel M. White, UAF Chancellor

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UNIVERSITY OF ALASKA FAIRBANKS
UAF FACULTY SENATE

MEMORANDUM

TO: UAF Chancellor, Provost, Vice Chancellor for Research

FROM: Julie A.K. Maier, UAF Faculty Senate President DS JAKM

DATE: 5 April, 2021

SUBJ: Survey of Institutional Support of Research at UAF

The UAF Faculty Senate requests your assistance in distributing and encouraging Deans and Directors to complete the RAC Research Support Survey. The purpose of this survey is to collect and distribute relevant information that will ultimately characterize, track and improve UAF research success across all major Units and Institutes. The information gathered in this survey will help to identify support structures that promote research success, dispel misinformation and uncertainty, and provide metrics to inform our strategy for achieving Tier 1 research status. The ultimate goal of this survey is to better understand how research is currently supported and to provide recommendations to enhance research success across UAF.

The survey will be distributed via a Google Forms web link to the identified Deans and Directors prior to the end of the 2021 spring semester. Most questions are best answered from within each Unit/Institute, but to help distribute the response burden, questions that can be answered by Institutional Research will be forwarded to PAIR or the Graduate School as appropriate. We would appreciate responses prior to 30 September 2021 so that the AY21/22 RAC may compile, analyze and report results.

Attachment: RAC Research Support Survey

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The following motion passed at Faculty Senate meeting #255 on April 5, 2021:

MOTION:

The UAF Faculty Senate moves to establish an ad hoc committee to review the UAF annual activities report software, Faculty 180. The purpose of the ad hoc committee will be:

- To review the full annual activities report workflow and process from start to finish
- To identify the current process and software rubs/problems with data entry and with its usability
- To work collaboratively across faculty, staff, and administrators to brainstorm and implement actionable solutions to improve the overall process and system
- And, to determine whether another system should replace Faculty 180
- Or adopt another process that will be more conducive to meet the need and be more effective in evaluating faculty activities

EFFECTIVE: Immediately upon Chancellor approval

RATIONALE: In Spring 2020 UAF faculty were surveyed about their experiences with Faculty 180. In addition, administrators were surveyed about their experiences with Faculty 180 in Fall 2020. The overall sentiment by both faculty and administrators is that Faculty 180 is a challenging process and system that needs to be improved. This Faculty 180 ad hoc committee will be charged with doing a thorough review of the current process, structure, and system that is used for annual activity reporting. The committee should come up with actionable items to improve the current process and system that can then be implemented. The committee must report to the Faculty Senate no later than May 2022.

Membership: The Faculty 180 ad hoc committee shall be comprised of at least five faculty who represent the range of faculty experience, and are voting members nominated by Faculty Senate leadership and confirmed by a vote of the Faculty Senate. A Cooperative Extension faculty, a Research faculty, and a Teaching faculty shall be part of the committee. At least one Faculty Senator shall serve on the Faculty 180 ad hoc committee and will be responsible for communicating back to the Senate. There shall also be at least one administrator to serve as an ex officio who is familiar with the current system and process. The Committee may draw ex officio membership from other constituent groups, as deemed necessary, including staff members that are involved in this process.

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Julie A.K. Maier, UAF Faculty Senate President

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The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: April 8, 2021

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: E2CBBFB6-CBEE-4A64-AFBC-9B80A6558200

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MEMORANDUM

TO: Daniel M. White, UAF Chancellor, and Board of Regents

FROM: Julie A. K. Maier, Faculty Senate President DS JAKM

DATE: April 5, 2021

SUBJ: UAF Faculty Senate support for a Faculty Regent on the Board of Regents

The Faculty Affairs Committee (FAC) strongly endorses the proposal by the Faculty Alliance to create a position of Faculty Regent on the BoR. This will definitely help to improve our relationship with the BoR and would open a direct channel for communication to discuss educational issues that impact the mission of the university.

Rationale: The main mission of the university is to educate our students, and the faculty are at the forefront of that mission. Faculty, along with administration, staff, and students, must contribute to the governing policies that help fulfill our educational mission and must have an avenue to take part in the BoR decision making processes, including those that affect the budget. All UAF faculty are deeply committed to ensuring successful learning outcomes for our students and to maintaining the highest level of excellence in all aspects of higher education and research. We strongly believe the faculty can bring a different perspective to decision making because they are involved on a day-to-day basis with every aspect of the educational mission of our university. So, a faculty regent, along with the student regent (and staff regent), will provide a more holistic and comprehensive inclusive environment for the BoR, supporting more informed decision-making on critical issues, many of these becoming even more critical in the days to come, for the mission of our university.

Naturally Inspiring.

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

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Social Work.

Effective: Spring 2021
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by the Department of Social Work. This is the first Unit Criteria for this department. The document was reviewed by the Unit Criteria Committee on November 3rd, 2020 and January 25th, 2021. The Department of Social Work criteria was approved because it is consistent with UAF guidelines.

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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: March 3, 2021

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UAF Unit Criteria
for
University of Alaska Fairbanks Social Work Department

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **University of Alaska Fairbanks Social Work Department.** Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility. Social Work faculty appointments can be either bipartite or tripartite. The bipartite faculty are designated to perform teaching and service.

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

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Community engagement scholarship

In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development. ***A customary teaching workload for social work faculty may range from 12-18 units per year. Teaching is a significant portion of the social work workload.***

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials; ***Social Work faculty members engage in regular revision of the curriculum to reflect changes in CSWE accreditation requirements and best practice in the field of Social Work.***
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.

   i. Coordinating specialized course delivery methods for students in rural Alaska, that include recruitment of adjunct faculty, logistical coordination of week- long in-person intensives, intensive academic advising and support.

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j. May provide supervision of students during formal field practicum or internships.
k. May involve undergraduate students in research activities.
l. Are effective in advising, mentoring, and recruiting students.

Social Work courses are responsive to state licensure requirements, national accreditation requirements, and social work administrators. These requirements change periodically, which requires regular revision to our curricula. Thus, curricular revision is a regular aspect of the instructional role of faculty.

For some faculty, advising and recruiting students is a regular instructional activity. Faculty responsible for advising remotely-located students typically provide numerous supplemental services to students, which may include providing information on financial aid, placement tests, registration, tutoring, and university admissions. These activities make advising of remotely-located students a time-consuming activity, which should be taken into consideration in the tenure and promotion process.

2. Components of Evaluation
   Effectiveness in teaching ***and other instructional activities*** will be evaluated through information on formal and informal teaching, course and curriculum material, academic advising, training/guiding graduate students, etc., provided by:

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

   and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:
   - peer classroom, ***or alternative setting,*** observation(s) and evaluation of lecture(s),
   - peer evaluation of course and compiled materials,
   - pedagogical organization as evidenced through peer evaluation of course syllabi,
   - documented use of best practices in teaching through external or peer review,
   - evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
   - evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom
   - ***letters of support from student or peers***

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

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E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

A customary research workload for social work is 0-9 units, and can vary greatly depending on the faculty's specific assignment. There is no expectation that bi-partite faculty within the department engage in research, scholarly, and creative activity but it is valued and encouraged.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, ***case studies,*** research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications.
   h. Published abstracts of research papers.

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i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.
o. Presentation of original research concerning new learning and practical application at academic and practitioner conferences, seminars and trainings.
p. Community engaged scholarship (CES) is scholarship that involves the scholar in a mutually beneficial partnership with the community. CES requires a high level of expertise; it is activity that breaks new ground or is innovative; that has significance or impact; that can be replicated and elaborated; the work and its results can be documented and disseminated; and the work and its results can be peer reviewed (peer includes both community and academy). Examples of CES include but are not limited to:

- ***Work that is grounded in the unit/institutional mission***
- ***Community contributes to/benefits from project***
- ***Makes progress toward social equity and/or policy changes***
- ***Improves service delivery process or outcomes***
- ***Increases funding to continue/expand/replicate project for community partners***
- ***Increases capacity of individuals and community organizations to advocate for themselves***
- ***Enhances the ability of trainees to assume positions of leadership and community engagement***

Overall the work adds consequentially to discipline(s), CES, and community and may include outcomes such as online/web material, videos, manuals, curricula, and other products.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

A customary service workload for social work faculty also varies greatly depending on assignments and may range from 6-21 units. Field Director and other service intensive positions will have higher service units while standard faculty positions will have lower service responsibilities.

1. Public Service
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting.
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.

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i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews. ***The social work department is required to reaffirm accreditation every seven years which can involve up to two years of preparation along with comprehensive evaluation, data compilation and authoring of an intensive self-study report as well as a site visit.***
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.
l. Establishing and maintaining field practicum sites across the state which requires regular site visits and involves monitoring student progress and verifying credentials of instructors and appropriateness of site.

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m. Social Work faculty members engage in regular revision of the curriculum to reflect changes in CSWE accreditation requirements and best practice in the field of Social Work.

- ***CSWE Reaffirmation Self-Study***
- ***Social Work Curriculum Committee***
- ***Field Practicum Committee***
- ***Program Assessment***

n. Coordinating specialized course delivery methods for students in rural Alaska, that include recruitment of adjunct faculty, logistical coordination of week- long in-person intensives, intensive academic advising and support.
o. Exhibiting leadership and managerial effectiveness on the department, college, or University of Alaska level and/or on behalf of statewide programs and services.

3. Professional Service
   Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

   a. Editing or refereeing articles or proposals for professional journals or organizations.
   b. Active participation in professional organizations.
   c. Active participation in discipline-oriented service organizations.
   d. Committee chair or officer of professional organizations.
   e. Organizer, session organizer, or moderator for professional meetings.
   f. Service on a national or international review panel or committee.
   g. Organizing conferences or training opportunities for social work students, professionals, and academics.
   h. Providing professional consultation services to social service agencies and behavioral health organizations.
   i. Providing practice area expertise and services to maintain active social work practice.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be

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the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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

MOTION:

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

Effective: Spring 2021
Upon Chancellor Approval

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

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: March 3, 2021

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Center for Cross-Cultural Studies

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **Center for Cross-Cultural Studies**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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MISSION

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

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

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

Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

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Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C., ***and cxcs unit criteria, standards and indices****.*

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:
   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;

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e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials; ***and demonstrate ability to teach effectively through the simultaneous use of more than one delivery method, e.g., courses with students in a face-to-face classroom with the instructor and those in attendance via other means of distance delivery at the same time.***
g. regularly expend effort towards future oriented educational development;
h. may receive prizes and awards for excellence in teaching.

Specific cxcs criteria for teaching for appointment or promotion to:

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

2. <u>Components of Evaluation</u>
Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, academic advising, training/guiding graduate students, etc., provided by:

a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

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- peer classroom observation(s) and evaluation of lecture(s), ***including seminar/distance instruction***
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. ***To keep CXCS true to its mission, appropriate dissemination of results must include reporting to and informing community, regional, state, and national organizations such as Alaska Native corporations, the Alaska Federation of Natives, Alaska Native tribal organizations and international indigenous organizations. These are the organizations where appropriate judges for CXCS work are found. All of these entities support media which can publish or otherwise showcase the work of faculty***. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution ***to the communities served by cxcs and to the university***.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, ***needs assessments, program evaluations, annotated bibliographies, translations/transcriptions***, proceedings,

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research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers, ***or other appropriate judges, submission of research proposals and/or the completion of contracted research reports to agencies and funding sources, formal presentations of research findings to Alaska Native organizations such as the Alaska Federation of Natives, regional corporations, tribal councils, results of community-based research as reported to community entities, development of planning processes reviewed by community boards, drafting and submitting regulatory proposals on behalf of partner communities, etc***.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, ***especially in those productions that present indigenous materials including theater/drama/Festival of Native Arts/Cama-i, and other statewide festivals***, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications ***and publications of special interest to indigenous constituents***.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, ***cataloging and archiving data collections of dance/performance video and audio/DVDs,*** reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and

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in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

O. Non-refereed journal articles and monographs including authorship of a book or major reference in the faculty member's area of scholarly activity.

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

Specific criteria for research performance for promotion or appointment to:

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

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

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. <u>Public Service</u>

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Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees, ***or other governmental bodies, including tribal entities, Alaska Native corporations, health corporations, etc***.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies, ***appointment to internal editorial boards and scholarship selection committees***.

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b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews ***and unit or campus-wide evaluation***.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service
Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

Specific CXCS criteria for service performance for appointment or promotion to:

A. Assistant professor: none in addition to UAF criteria

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

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

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G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Mathematics and Statistics (DMS).

Effective: Spring 2021
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by the Department of Mathematics and Statistics (DMS). The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The updated document was reviewed by the Unit Criteria Committee on February 10th, 2021. The updated DMS criteria was approved because it is consistent with UAF guidelines.

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DocuSigned by:
Julie A.K. Maier
E4FCBC40FC6C4CB...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: March 3, 2021

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Mathematics & Statistics

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the ***Department of Mathematics and Statistics (DMS).*** Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

The document governs evaluation of all UAF Faculty with a primary locus of responsibilities in DMS. It is noted that these criteria may differ from those found in the Natural Sciences unit criteria. Regulations in the Natural Sciences unit criteria do not apply to DMS.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined below will be defined by demonstrated competence from the following areas: 1) effectiveness in teaching; and/or 2) achievement in research, scholarly and creative activity; and/or 3) effectiveness of service ***in accordance with relative weightings defined in workload reports. The DMS recognizes the value of academic and scholastic diversity. As such, the unit does not require each candidate demonstrate equal strength in each area of tripartite responsibility. Candidates will be ranked in each area by the DMS Peer Review Committee (PRC). The PRC consists of all tenured members of the DMS. Members of the PRC who are on sabbatical or off campus for extended periods have the option of participating, but this is not required. Members of the committee may abstain from voting, but only in accordance with DMS operating procedures, Candidates will be ranked in each category of responsibility according to the following scale: Outstanding, Superior, Satisfactory, Needs Improvement and Unacceptable***.

These correlate with categories sometimes used by the university wide committee as outlined below.

DMS		***University wide***
Outstanding	=	***Excellent***
Superior	=	***Very Good***
Satisfactory	=	***Good***
Needs Improvement	=	***Satisfactory***
Unacceptable	=	***Unsatisfactory***

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

Tenure.

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A candidate for tenure will be judged on the basis of performance and indications of potential in all applicable areas of responsibility, with emphasis placed on the interval since the last promotion or hire, whichever is most recent. A candidate need not demonstrate equal performance in all three areas. In order to qualify for tenure, a faculty member should have demonstrated a sustained performance in all their areas of responsibility. While there is no objective definition of "sustained" nor is there any requirement for any length of time at any particular rank, a typical candidate for tenure should normally have served at least five years at the rank of assistant professor at UAF or elsewhere. Untenured faculty should refer to their collective bargaining agreement and initial appointment letter regarding mandatory year of tenure review.

A successful tenure candidate should attain at least a satisfactory rating in teaching, research and service and at least superior in teaching or research in the vote by the PRC at the time of application for tenure.

Assistant professor.
A faculty member at the assistant professor level must have an earned doctorate or demonstrated equivalent. Demonstrated equivalence will be decided on an ad hoc basis by the PRC. Those working at the rank of assistant professor should demonstrate a commitment to teaching, research and service.

Associate professor.
In order to qualify for this rank, a record of quality instruction and research is important. Those working at this rank are expected to demonstrate a continuing dedication to research, teaching and service.

Professor.
This is the greatest single honor that the university can bestow upon a member of its faculty. The honor must therefore be made upon careful consideration of the candidate's total demonstrated contribution to the university and the mathematical sciences. The honor is reserved for those who have demonstrated outstanding performance in their fields, which is sustained over a significant interval of time. Specifically, in the year the candidate applies for promotion to professor, a vote will be taken by the PRC. A successful candidate for professor should attain at least a satisfactory rating in teaching, research and service in the vote of the PRC. If one of teaching or research is ranked satisfactory, the other must be outstanding.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

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Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:
   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

The dissemination of ideas outside the classroom includes, but is not restricted to, statistical and computing consulting for students; assisting students in the design of experiments; directing undergraduate and graduate research. Further, it includes publication of textbooks that are principally intended for classroom use.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

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b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
d. emphasize regular feedback to students and reward student learning success;
e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
g. regularly expend effort towards future oriented educational development;
h. may receive prizes and awards for excellence in teaching.
i. ***Demand high pedagogic standards essential to the department's mission.***
j. Develop a textbook that is used external to UAF.

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

a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

DMS requires peer review of teaching for untenured faculty. It is recommended for faculty applying for promotion. They will be reviewed by the PRC (which includes the department chair). This committee will send representatives to review classroom performance as well as syllabi and samples of graded material. Representatives will write a report that includes a narrative portion as well as an overall ranking of teaching that uses the scale: outstanding, superior, satisfactory, needs improvement, and unacceptable. Normally, when a faculty member stands for tenure, reports from at least two years

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should be included in the file, provided the faculty member has been employed at least three years at the time of application for tenure. If the candidate has been employed for at least one year at the time of application for tenure, then at least one report from the PRC should be included in the file. In the case of disagreement between peer opinions and student opinions, the former will be considered more accurate.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

Candidates at all levels must demonstrate achievement conducting research in an independent and creative fashion. Work will be judged for importance, originality and quality. Consideration will include, but not be restricted to, the candidate's papers published in refereed journals and refereed conference proceedings; papers, lectures and presentations delivered; other papers and technical reports; books, book chapters, research proposals, software developed and research done through consulting. The work must be presented in a public forum where its contribution can be judged by peers external to UAF. As such, little consideration will be given to research that appears in non-referred preprints. Nor will work that is done by private contracting be considered if it appears only in internal company reports. The research contributions found in a book will be based on the exposition of new ideas. Books that only gather material found in other locations will be considered expository and not research documents.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly

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presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

o. ***Research results should be measured by quality, imagination, long term impact, depth and originality. The department expects faculty with a 30% research load to be publishing at a rate of approximately one paper per year. At a 50% level or above there should be approximately two. However, it should be emphasized that this is only an approximate goal. The more important goal is quality research. High quality research can be produced and disseminated in special circumstances at a lower rate. Accordingly, candidates should not try to meet a research target in terms of number of papers published. Further, heavy production rates of low quality publications are discouraged.***

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p. A candidate's publication and funding record should be compared with individuals in the same or related disciplines. The practice of listing coauthors who have contributed little to a publication is uncommon in the mathematical sciences. Except in unusual circumstances, each coauthor will have made a significant contribution. Coauthors are often listed alphabetically.

q. For DMS faculty conducting research in mathematics education, appropriate research products, in addition to those noted above, may also include development of mathematical curricula that are innovative and based on original research. In addition to journals intended for the research community, DMS will also value peer-reviewed journals intended for the broader education research community. This includes journals devoted to teacher preparation and professional development as well as a reading audience of education policymakers, teachers and administrators.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions

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to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.
m. Service as an outside reviewer on UAF thesis committees.
n. Preparation of university reports.
o. Consulting with UAF faculty in and outside DMS in discipline-specific activities that are not counted as research (e.g., that do not lead to a coauthored publication).

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.

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e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

Professional service includes, but is not limited to, journal work; service to national professional organizations; working with testing organizations to develop standardized exams; editing for textbook and scientific publishers; organizing conferences; developing, organizing or presenting in-service training programs; giving colloquium lectures; reviewing proposals and books. It includes presentations of expository material including expository texts, which are not primarily meant for classroom use. Outreach to educators (e.g., offering in-service workshops or institutes for K-12 mathematics teachers) is also appropriate professional service for DMS faculty.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

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Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

RATIONALIZATION AND COMMENTARY

The above portion of this document is meant to outline the process and indices of evaluation. What follows below are a few remarks meant to give some explanation to this schematic.

For promotion to the level of associate professor a record of quality instruction and research is important. The DMS recognizes that at the level of assistant professor, service is secondary to teaching and research. This does not imply service at this level is unimportant. Faculty new to the profession can profitably spend their time establishing a research records and perfecting teaching technique.

DMS takes exception with ideas found in certain quarters on specific and objective measures of impact factors. To quote from the October 2006 notice of the American Mathematical Society,

> ***"People misuse the impact factor because there are no explicit principles governing its interpretation. The impact factor is used to measure the value of things for which it was never intended (articles and authors, for example), and it is used to make faculty comparisons between unlike objects, including journals themselves … for decades, scholars have complained about the misuse of the impact factor, and there is extensive literature of such complaints and admonitions. But in a world gone mad with an obsession to evaluate everything 'objectively', it is not surprising that desperate and sometimes incompetent evaluators use a poorly understood, but easily calculated, number to comfort them."***

DMS strongly maintains that in addition to any quantified metrics we must add personal judgement by PRC and outside evaluators. Scholarly peers, subjective though they may be, are the best judges of quality. Making such decisions is hard work but a necessary responsibility of each member of the PRC. To further underscore the above points, we quote from a 2006 white paper released by the American Mathematical Society.

> ***"Mathematics is often considered as part of the physical and natural sciences, but its publications practices differ from these other disciplines in several fundamental ways.***
>
> ***Mathematicians tend to publish at rates that are modest compared to some other sciences. The majority of mathematical research is published in refereed research journals rather than conference proceedings or books. The mathematical literature is spread among a wider collection of journals than in most related fields. And, since an article typically represents a mature treatise on a mathematical question, and since mathematics research is not considered time-sensitive, delays in publication are common.***
>
> ***Even some of the best young mathematicians publish relatively few papers. A study of the 40 mathematicians winning Sloan Fellowships in 2005-2006 shows that 70% publish an average of***

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> ***two or fewer articles per year in the five years preceding their award. These two groups represent an exceptional group of highly productive mathematicians.***
>
> ***Of the 274 publications by these Guggenheim Fellows, 75% were in refereed journals. Only three publications were books. In fact, of all items covered by mathematical reviews in the years 2001-2005, fully 80% were from refereed journals.***
>
> ***When judging the work of most mathematicians, the key measure of value for a research program is the quality of the publications rather than the rate. The information above about those who have won prestigious awards strongly supports this view."***

Certain disciplines found in mathematical sciences have little opportunity in the way of external funding. Accordingly, the ability to find funding speaks well for a candidate at any level. However, absence of funding may not necessarily speak against the candidate. DMS does not consider the funding of grant proposals to be the goal of any research. Rather, we focus on what is achieved with or without research funding.

To summarize, the primary research metric is not the number of publications, nor the number of citations, nor the quantity of grant money. It is research results as measured by quality, imagination, long term impact, depth and originality.

Further information on the culture of mathematics and distinctions from other academic disciplines can be found in statements from the AMS Committee on the Profession, in particular the statements on "Citation and Impact in Mathematical Publications", "Joint Research and its Publication", and "Research Funding", available at https://www.ams.org/about-us/governance/committees/cprof-home .

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

Faculty Senate Writing Placement motion for FY 2021-22

MOTION:
The UAF Faculty Senate moves to re-adopt temporary writing placement guidelines to substitute for Accuplacer or SAT/ACT scores for placement into WRTG 111X for the Fall 2021 semester and Spring and Summer semesters 2022.

Rationale: On March 20, 2020, Faculty Senate passed an emergency motion to allow for temporary academic adjustments as a result of the COVID-19 pandemic (Covid WRTG Placement spring 2021 & summer 2021 link). In this motion, SAT/ACT scores were waived for Fall 2020 admission requirements.
However, to adequately place students in WRTG 111X courses, some measure is required. As Accuplacer testing is suspended and SAT/ACT exams are waived, the Student Academic Development and Achievement committee proposes to continue addressing the above issues by allowing the following multiple measures for placement for the Fall 2021 semester and Spring and Summer semesters 2022.

- Cumulative High School GPA of 3.0 or higher, within the past two years
- Successful GED completion within past 12 months

If students do not meet the above conditions, they will be asked to complete a survey, attach a writing sample, and report on study habits for success. The completed survey and writing sample will be reviewed on a biweekly basis during peak registration periods and weekly during non-peak times.

It is required that secondary students take placement for dual enrollment.

The Writing Placement Task Force members include: Jennifer Tilbury jltilbury@alaska.edu; CTC Director for Student Success; Sarah Stanley sstanley2@alaska.edu, Director of University Writing; Katie Lubowicki kmlubowicki@alaska.edu, Assistant Professor of Developmental Writing; Dana Greci dgreci@alaska.edu, Professor of Developmental Writing; and Eric Heyne efheyne@alaska.edu, Professor of English. Membership on the Task Force is open to UAF Faculty engaged in the improvement of student writing.

Placement decisions will be shared with Jessica Skipper and Nanook Navigator to further track student success. The task force commits to collect data and report on this process at the conclusion of Fall 2021. The survey is a collaborative project and draws from best practices.

EFFECTIVE:
Immediately upon Chancellor approval.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: March 3, 2021

Daniel M. White, UAF Chancellor

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

Motion to Establish Accelerated Master's Program General University Requirements

MOTION:

The Faculty Senate moves to establish Accelerated Master's Program General University Requirements to expand options for highly skilled and motivated students to accelerate their education.

Rationale: Peer institutions of UAF provide Accelerated Master's Degree programs that allow students to concurrently earn a baccalaureate and master's degree and apply a limited number of upper division and/or graduate credits towards both degrees.

UAF currently has two approved Accelerated Master's Degrees, but no formal guidelines for the creation and approval of such programs. An expansion of Accelerated Master's Degree programs would improve student recruitment and retention and support student success in numerous ways, including providing an opportunity for high performing students to begin graduate level work earlier in their academic career, reducing time to degree completion, applying eligible undergraduate financial aid to graduate courses, and facilitating the ability of undergraduate students to continue their undergraduate education at the graduate level at UAF.

****

Proposed guidelines are as follows:

Accelerated Master's Degree Guidelines

Purpose

Accelerated Master's degree programs are designed to allow highly-qualified students to earn both Baccalaureate and Master's degrees through an integrated program in a cost-effective, academically rigorous, and timely manner.

Benefits to Student

- Undergraduate and graduate courses may be chosen with greater flexibility
- Graduate credit courses may be taken anytime after entering the accelerated degree program
- Work on a thesis project or research may begin upon acceptance to the accelerated degree program
- Time to completion potentially may be reduced
- Continuity with facilities, faculty, and colleagues is maintained

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Admission Requirements

Minimum admissions requirements for an accelerated Master's degree program include:

- Current admission into a baccalaureate degree program
- A 3.0 cumulative GPA
- Completing 24 credits in the undergraduate major program requirements
- Junior standing

Individual degree programs or departments may establish different admission criteria while meeting these minimum requirements (i.e. a higher GPA, standing, etc.).

Degree Requirements

An accelerated Master's program has a minimum of 138 credits. All general requirements for Baccalaureate degrees (e.g., General Education, Ethics, degree-specific requirements) are maintained, but departments can have different choices of major requirements for a Baccalaureate degree and an accelerated Master's degree. Minors are allowed, but not required for either the Accelerated Master's of Science and the Accelerated Master's of Arts. To maintain the rigor of the Master's degree, the accelerated degree must include a specific "Baccalaureate" section and "Master's" section which indicate which transcript the credits will be listed on. At least 30 credits must be listed in the "Master's" portion of the degree, with a minimum of 21 credits at the 600-level, and students in accelerated programs will still be expected to fill out a Graduate Study Plan and complete other requirements associated with Master's degrees.

After Admission

After admission to the graduate degree program, undergraduate students may be eligible for research or teaching assistantships positions.

Students must maintain a cumulative GPA established by the accelerated Master's degree program, or a minimum of 3.0 while in the accelerated degree program.

Students accepted into an accelerated Master's degree program must complete all degree requirements within seven years from admission to the program and comply with all other graduate school policies and requirements.

A student may decide to transfer back to the Baccalaureate program. In this situation, they can graduate with the Baccalaureate degree if they satisfy all the Baccalaureate degree requirements (which may be different from requirements in the Accelerated Master's Program). Departments proposing accelerated Master's degree programs must indicate potential paths for students to graduate with a Baccalaureate degree via this route. If a student graduates by this route, they have left the accelerated program, and cannot later apply for the Master's degree based upon the accelerated program degree requirements. However, they can apply course

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work not used for Baccalaureate graduation requirements toward the completion of a normal Master's program requirements.

A student who graduates from the accelerated Master's program will receive both their Baccalaureate and Master's degrees in the same semester.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: March 3, 2021

Daniel M. White, UAF Chancellor

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

Motion to Allow Late Review of Accelerated Master's Program Proposals

MOTION:

The Faculty Senate moves to allow late review of Accelerated Master's Program proposals to be considered for inclusion in the 2021-2022 catalog.

Rationale: After considerable time and effort the UA system has approved guidelines for accelerated master's programs and the UAF Faculty Senate has approved UAF specific guidelines for these programs. In order to allow programs and students to quickly take advantage of this opportunity, the Graduate Academic Advisory Committee, Curriculum Review Committee, and Curricular Affairs Committee have agreed to a late review of proposals on the following timeline:

- Full Proposal Submitted: Friday, April 2
- Proposals reviewed and submitted to Ad Comm: Friday, April 23
- Proposals considered by Faculty Senate: Monday, May 3

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: March 3, 2021

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 9EE8D40D-3F5E-46E0-886E-FA8D46C0AC1A

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

Motion to Create a Graduate Certificate in Rural Development

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Rural Development, housed in the College of Rural and Community Development.

Rationale: Currently, RD MA graduates express satisfaction about how the degree has contributed to their professional and community goals, however not all students have the time or need to complete a full 30 credit MA degree with a project, and we lose some of those students once they receive the skills they want. In addition, many professionals and community development practitioners do not have the time or need to complete a full MA degree, but would like to receive a baseline of training in rural development practices. Graduate students in other programs are also interested in this baseline of training. This graduate certificate will fulfill these needs. In addition, it will support the RD MA program and students by diversifying the students and potentially allowing a higher number of electives to be offered.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K. Maier, UAF Faculty Senate President

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Date: March 3, 2021

Daniel M. White, UAF Chancellor

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: RURAL DEVELOPMENT GRADUATE CERTIFICATE

Export to PDF

In Workflow

1. ANRD Chair (damekiana@alaska.edu)
2. RD Curriculum Chair (rmhenry@alaska.edu)
3. RD Dean (bmuher@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
6. Dean of Graduate School (rlcollins@alaska.edu)
7. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
8. Chancellor (maudden@alaska.edu)
9. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
10. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Thu, 15 Oct 2020 00:42:25 GMT
   Jessica Black (jcblack): Approved for ANRD Chair
2. Mon, 19 Oct 2020 04:28:30 GMT
   Robyn Henry (rmhenry): Approved for RD Curriculum Chair
3. Mon, 19 Oct 2020 16:31:29 GMT
   Bryan Uher (bmuher): Approved for RD Dean
4. Tue, 20 Oct 2020 00:51:54 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
5. Fri, 18 Dec 2020 21:19:15 GMT
   Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair
6. Thu, 04 Feb 2021 07:07:30 GMT
   Richard Collins (rlcollins): Approved for Dean of Graduate School
7. Fri, 19 Feb 2021 02:04:35 GMT
   Anupma Prakash (aprakash): Approved for Provost

New Program Proposal

Date Submitted: Fri, 02 Oct 2020 18:35:34 GMT

Viewing: : Rural Development Graduate Certificate

Last edit: Fri, 02 Oct 2020 18:35:31 GMT by Jennifer Carroll

Changes proposed by: jlcarroll

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Jennifer Carroll	474-5405	jlcarroll@alaska.edu

Academic Level
Graduate

Effective Catalog
2021 - 2022

Department
AK Native Studies & Rural Dev

College
College of Rural and Community Development

Certificate or Degree Type
Graduate Certificate (GCRT)

DocuSign Envelope ID: 9EE8D40D-3F5E-46E0-886E-FA8D46C0AC1A

Program Title

Rural Development Graduate Certificate

Abbreviated Program Title

GCRT., Rural Development

Program Code

Brief Program Statement

The graduate certificate in rural development is intended for community development practitioners, agency and industry professionals, and current graduate students working with tribal and municipal governments, Native corporations, regional health corporations or non-profits, state/federal agencies, or private businesses conducting work in rural areas who wish to obtain a foundation in the theory and practice of development processes in Alaska and the Circumpolar North. The certificate will prepare students to conduct work related to human and economic development with rural communities with a particular focus on sustainable development strategies, community-based development, and Indigenous perspectives on development.

Admissions Requirements

Hold a baccalaureate degree from an accredited institution.

Requirements for the Degree (catalog layout copy of the program)

Minimum Requirements for Degree: 12 credits

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/graduate/mastersdegrees/#generaluniversityrequirementstext)		
Graduate Certificate Requirements		**12**
https://nextcatalog.uaf.edu/graduate/#GraduateCertificate		
Complete the following:		*6*
RD F625	Community Development Strategies: Principles and Practices	3
RD F651	Management Strategies for Rural Development	3
Select two of the following:		*6*
RD F600	Circumpolar Indigenous Leadership Symposium	3
RD F601	Political Economy of the Circumpolar North	3
RD F608	Indigenous Knowledge Systems	3
RD F612	Traditional Ecological Knowledge	3
RD F630	Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities	3
RD F650	Community-based Research Methods	3
RD F652	Indigenous Organization Management	3
RD F655	Circumpolar Health Issues	3
RD F667	Tribal Responses to Violence: Safety, Justice and Advocacy	3
RD F670	The Alaska Native Claims Settlement Act: Pre-1971 to Present	3
RD F671	Corporate Social Responsibility and Accountability in Rural and Indigenous Contexts	3
RD F675	Federal Indian Law: Land, Water and Subsistence	3
RD F676	Federal Indian Law in Alaska: Tribal Self-governance - Business, Public Safety Protection of Family,	3
At most one 3 credit Rural Development or Alaska Native Studies course at the 400 level.		
Or other elective course approved by a Rural Development Advisor.		
Total Credits		*12*

Sample course of study and a 3-Year Cycle of course offerings

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First Year		
Fall		**Credits**
Sample plan of study: One year		
RD F625	Community Development Strategies: Principles and Practices (Sample plan of study: One year)	3
RD F670	The Alaska Native Claims Settlement Act: Pre-1971 to Present	3
	Credits	6
Spring		
RD F651	Management Strategies for Rural Development	3
RD F630	Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities	3
	Credits	6
	Total Credits	12

First Year		
Fall		**Credits**
Sample plan of study: Two year		
RD F625	Community Development Strategies: Principles and Practices (Sample plan of study: two year)	3
	Credits	3
Spring		
RD F651	Management Strategies for Rural Development	3
	Credits	3
Second Year		
Fall		
RD F670	The Alaska Native Claims Settlement Act: Pre-1971 to Present	3
	Credits	3
Spring		
RD F655	Circumpolar Health Issues	3
	Credits	3
	Total Credits	12

Program Goals

Brief identification of objectives and subsequent means for their evaluation

The objectives of the program are to provide interested Indigenous and non-Indigenous community development practitioners, professionals, and graduate students with foundational knowledge in the theory and practice of development and management in rural and Indigenous communities, to provide government agencies, organizations, and private businesses with employees who can work effectively with rural and Indigenous communities, and to support rural and Indigenous communities by increasing awareness and competence in community-based development.

Relationship of program objectives to "Purposes of the University"

The program will provide credentialing for professionals and students who wish to work on development issues with rural and Indigenous peoples.

Occupational/other competencies to be achieved

Students will understand the theory and practice of community development and management in rural and Indigenous communities and how they relate to their specific area of interest.

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Relationship of courses to the program objectives

RD 625 Community Development Strategies: Principles and Practices provides the foundation of theory and practice for community development. RD 651 Management Strategies for Rural Development provides the foundation for management specifically in rural and Indigenous communities. Students will choose an additional two courses that expands on this foundation based on their area of interest.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Jennifer Carroll	Faculty	Teaching and advising	Developed program and currently teaches in the program
Jessica Black	Faculty	Teaching and advising	Currently teaches in the program
Charlene Stern	Faculty	Teaching and advising	Currently teaches in the program
Patricia Sekaquaptewa	Faculty	Teaching and advising	Currently teaches in the program
Cathy Brooks	Faculty	Teaching and advising	Currently teaches in the program
Judith Ramos	Faculty	Teaching and advising	Currently teaches in the program

Enrollment Information

Projected enrollment/present enrollment

We expect different audiences for the program. There may be an initial rush (not included in numbers below since they will not contribute to maintaining the program) to apply and receive the credential from students who have already taken the required courses, including RD students who have not/do not intend to complete the program for some reason and students from other programs that regularly take RD courses, such as Indigenous Studies. Long-term, we expect this graduate certificate to provide a small, but steady stream of students from community practitioners, professionals, and graduate students outside the department.

How was projected/present enrollment determine? Who was surveyed and how?

In 2018 the Department hired consulting firm Schoolhouse Partners to map current markets, conduct stakeholder discussions, and develop strategies for expansion and marketing. Graduate certificates were found to be one area of expansion that students outside the program were interested in pursuing. Projected enrollment for specific elements were not made so these projected enrollments are based on estimates from current non-RD enrollment in RD graduate classes.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

2

Year 2

2

Year 3

3

Year 4

3

Year 5

4

Maximum enrollment which program can accommodate

20

Are there special restrictions on enrollments?

No

What are the special restrictions?

Need for Program

Required for other programs?

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No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?

The Schoolhouse Partners report looked at employment opportunities and surveyed how recent RD MA graduates felt about the impact of the degree on their employment success and found that there was strong agreement that the program helped them achieve their professional goals and contribute to their community.

Job opportunities, including how these predictions were determined.

Now

Most RD MA students come to the program already working in a related career. Current RD MA graduates are employed with Alaska Native non-profits, Alaska Native corporations, tribal governments, institutions of higher education, and other related positions. We expect the RD Graduate Certificate will include professionals, both Alaska Native and non-Native, who currently work in these areas and want to improve their skills as well as professionals who want to begin working in rural and Indigenous areas.

Two years from now

While Alaska Native organizations tend to be the primary employment audience for the rural development program, it does not serve a specific industry. RD graduates work across multiple industries with various employment projections.

Five years from now

Prior to the pandemic, the State of Alaska published employment projections by industry 2016 to 2026. At that time they projected that healthcare and social assistance would grow by 21.4%, local government would grow by 1%, and professional and business services would grow by 4.6%. However, even without the changes brought by the pandemic it is impossible to parse out projections for jobs related to rural and Indigenous communities.

Ten years from now

However, there are certain stabilizing factors including the continuing need for services directly related to Alaska Native peoples and rural and Indigenous governments and the likely continuation of rural Alaska as the locus of resource development in the state.

How have positions been filled to date?

In many organizations positions are filled with available and interested rural employees who then seek additional education to improve their skills. In other cases, positions are filled by employees with the technical knowledge and training, but without a knowledge of working with rural and Indigenous communities. This graduate certificate will support both populations of employees or potential employees.

Resource Impact

Budget

GCRT-Rural Development Budget Comment.rtf (http://catalog.uaf.edu/courseleaf/archive/programadmin/348/1/GCRT-Rural%20Development%20Budget%20Comment.rtf)

Facilities/Space Needs

No additional facilities space is needed. The program repackages courses currently offered in the Rural Development program, which are taught by distance.

Credit Hour Production

Students from outside the program currently take 1 to 3 classes in the program so those students could potentially add 12 to 36 credit hours per year. Students who enroll just for the graduate certificate could add additional credit hours.

Faculty

No additional faculty resources are required.

Library/Media Materials, Equipment and Services

No additional library resources are required.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

This program could potentially impact enrollments in other programs if students choose to take one or two additional RD courses in order to receive the credential instead of taking courses in other disciplines.

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6 : Rural Development Graduate Certificate

Does it duplicate/approximate programs anywhere in the system?

No

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

This program will not directly impact research or service activities. However, it may change the nature of research and service activities for some students and faculty.

Implementation/Termination

Plans for recruiting students

Students will be recruited from 1) students from other programs taking RD classes will be made aware of the opportunity for the credential, 2) advertising to Alaska Native organizations and other organizations doing work in rural Alaska about the new program, 3) and advertising/recruitment of existing RD MA students who are not able to complete the program and of RD and ANS BA students who may want an additional credential, but are not ready to commit to a full MA degree.

Plans for phasing out program if it proves unsuccessful

We will stop offering the certificate, but continue to teach the courses for the RD MA degree.

Assessment of the program

No SLOA is required for Graduate Certificates.

Attach SLOA Plan

GCRT-Rural Development SLOA Comment.rtf (http://catalog.uaf.edu/courseleaf/archive/programadmin/348/1/GCRT-Rural%20Development%20SLOA%20Comment.rtf)

Regents Guidelines

Upload Program Action Request Form

GCRT-Prospectus - delegated information.docx (http://catalog.uaf.edu/courseleaf/archive/programadmin/348/1/GCRT-Prospectus%20-%20delegated%20information.docx)

Prospectus

Upload Prospectus Document(s)

GCRT-Prospectus - delegated information.docx (http://catalog.uaf.edu/courseleaf/archive/programadmin/348/1/GCRT-Prospectus%20-%20delegated%20information.docx)

Rationale

Currently, RD MA graduates express satisfaction about how the degree has contributed to their professional and community goals, however not all students have the time or need to complete a full 30 credit MA degree with a project, and we lose some of those students once they receive the skills they want. In addition, many professionals and community development practitioners do not have the time or need to complete a full MA degree, but would like to receive a baseline of training in rural development practices. Graduate students in other programs are also interested in this baseline of training. This graduate certificate will fulfill these needs. In addition, it will support the RD MA program and students by diversifying the students and potentially allowing a higher number of electives to be offered.

Additional Information

Supporting Documents

Reviewer Comments

Key: 348

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

MOTION:

The UAF Faculty Senate moves to establish an ad hoc committee to review the UAF annual activities report software, Faculty 180. The purpose of the ad hoc committee will be:

- To review the full annual activities report workflow and process from start to finish
- To identify the current process and software rubs/problems with data entry and with its usability
- To work collaboratively across faculty, staff, and administrators to brainstorm and implement actionable solutions to improve the overall process and system
- And, to determine whether another system should replace Faculty 180
- Or adopt another process that will be more conducive to meet the need and be more effective in evaluating faculty activities

EFFECTIVE: Immediately upon Chancellor approval

RATIONALE: In Spring 2020 UAF faculty were surveyed about their experiences with Faculty 180. In addition, administrators were surveyed about their experiences with Faculty 180 in Fall 2021. The overall sentiment by both faculty and administrators is that Faculty 180 is a challenging process and system that needs to be improved. This Faculty 180 ad hoc committee will be charged with doing a thorough review of the current process, structure, and system that is used for annual activity reporting. The committee should come up with actionable items to improve the current process and system that can then be implemented.

Membership: The ad hoc committee on Faculty 180 shall include UAF faculty, staff, and administrators who are familiar with the current system and process.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: March 3, 2021

Daniel M. White, UAF Chancellor

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

TO: UAF Chancellor, Provost and Executive Vice Chancellor, Deans, Associate Deans, Department Chairs, and Instructors

FROM: Julie A.K. Maier, UAF Faculty Senate President DS JAKM

DATE: March 1, 2021

SUBJ: Communicating with students at the beginning of the semester

The UAF Faculty Senate encourages all instructors to communicate with the students registered in their course no later than 11:59 pm the night prior to the first day of instruction. This supports student success by providing clear communication with students about the course they have registered for. Communicating with students could include the following (this is not an exclusive list):

- Opening the course up in the Learning Management System (Blackboard or Canvas)
- Post an announcement.
- Sending an email

While the course may not start on the first day of the semester, communicating with students early on is best practice for letting students know what the plan for the course is. Whether the course is synchronous or asynchronous, in person or virtual, students need to know what to expect for the course they have registered for.

The importance of communicating with students prior to the first day of instruction is vital. Students frequently are looking for information about the courses they are taking on the first day of the semester. If there is no information or communication from the instructor, this leads to confusion, frustration, and anxiety. For example, in Spring 2021, of all eCampus courses, 110 courses were unavailable on the first day of class, dropped to 46 on the second day, and all were opened by the third day of class. This data does not include those courses that were taught synchronously online or otherwise not listed as an “eCampus course”. However, eCampus often fields calls and complaints from students who are confused about the status of a course even though it is not technically an eCampus course.

Naturally Inspiring.

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

TO: Daniel M. White, UAF Chancellor

THROUGH: Julie A.K. Maier, Faculty Senate President DS JAKM

FROM: Jennifer Carroll and Javier Fochesatto, Graduate Academic & Advisory Committee Co-Chairs DS DS

DATE: March 1, 2021

SUBJ: Re-envisioning the mechanism for funding Teaching Assistantships at UAF

Research, training of new researchers, and the mission of providing high-quality graduate education is a critical part of the mission of UAF and providing Teaching Assistantships (TA) is an important part of the funding mechanism for many disciplines. TAs allow programs to expand course offerings for undergraduates, provide graduate students with teaching experiences that enhance their professional development, and make graduate education more affordable for graduate students. Funding for TAs, both for tuition awards and for stipends, often provides critical bridge funding between grants for students primarily funded on Research Assistantships, especially in STEM fields. Funding both TAs and RAs directly contributes to the Chancellor's Strategic Goal of becoming a Tier I Research University.

The financial challenges are two-fold: TAs tuition awards at UAF are funded through the surcharge of non-resident tuition over resident tuition, while their stipends are then funded through the associated unit budget. The amount of tuition awards available for TAs is limited by how much non-resident tuition surcharge is generated. This excess is especially limited this year due to COVID and many courses having transitioned to eCampus delivery, with resident tuition for all students in eCampus courses, thus significantly reducing the funds for these assistantships. This limited funding stream has reduced the number of TAs programs are able to fund as well as the quality of the support provided to individual TAs. In addition, the year-over-year unit budget cuts are significantly limiting the amount of money available for TA stipends. The current minimum graduate assistantship stipend rate hasn't increased in at least a decade, and we are no longer competitive with UAA or with other universities in the lower 48.

An increase in funding for TAs can help UAF be even more competitive in the recruitment of graduate students, by allowing programs to guarantee a certain number of years of funding, and can help more PhD students graduate successfully, helping to support the Chancellor's strategic goal of reaching Tier I status.

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Faculty Senate asserts that UAF, as Alaska's research university, needs to commit to supporting graduate education. As part of this commitment, UAF needs to determine a new mechanism, no later than February 1, 2022, and implemented no later than February 1, 2023, for funding teaching assistantships, especially one that doesn't involve a tuition award pool limited by non-resident tuition. The Graduate Academic and Advisory Committee (GAAC) commits to working with the Graduate School and representatives of Central Administration on developing a new funding strategy.

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The following motion passed at Faculty Senate meeting #253 on February 1, 2021:

MOTION:

The UAF Faculty Senate moves to delete the minor in Forest Management.

EFFECTIVE: Fall 2021

RATIONALE: Most of the courses required for the minor are no longer being taught.

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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: February 2, 2021

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #253 on February 1, 2021:

Motion to Address Graduation with Honors Policy

MOTION:

The UAF Faculty Senate moves to update the UAF Graduation with Honors Policy.

RATIONALE:

The current policy was established in the late 1980s and was written with the student population of the time in mind. It does not accurately reflect the way higher education has changed over time, including an increase in non-traditional students, transfer students, and students returning to college after significant time spent away.

We want to be inclusive of all students who attend the University of Alaska Fairbanks and the unique educational backgrounds they bring to our institution.

The new policy honors the hard work and persistence of students that were not successful when they first attended higher education, decided to take time away, and then, since returning, have excelled in their coursework. It allows the Fresh Start program to be a true Fresh Start.
The new policy honors the coursework completed at the University of Alaska Fairbanks. As the graduation with honors is awarded by UAF, it seems fitting that the honors would consider only coursework completed at UAF.

The new policy removes the caveat of “only A- and above” for the *Summa Cum Laude* distinction. There have been many students through the years who have worked incredibly hard to earn a 3.9, but were not honored because they earned one grade below an A-. This new policy will honor the hard work and dedication of these students. It is also worth noting that UAF is the only institution among our peer institutions that has this added caveat in their graduation with honors policy.

Revised policy:

► **BACHELOR’S DEGREE**
https://catalog.uaf.edu/bachelors/

> Graduation with honors is a tribute that recognizes academic achievement. Candidates who have earned a minimum of 30 credits in residence at UAF and a minimum institutional grade point average of 3.50 at the bachelor’s level will graduate with honors.

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GPA calculations for graduation with honors do not include:

- Credits that were excluded due to retaking a course or through the Fresh Start program
- Noncredit courses, transfer credits, and credit by examination

Please see *Grading System and Grade Point Average Computation* for more information on how the UAF Institutional GPA is calculated.

Students who meet these academic criteria will graduate according to one of the following honor levels:

Honor	UAF Grade Point Average (GPA)
Summa Cum Laude	3.90 or higher
Magna Cum Laude	3.75 - 3.89
Cum Laude	3.50 - 3.74

These designations are effective for all who graduate fall 2021 going forward and will not be retroactively applied to anyone who graduated prior to the fall 2021 semester.

► **ASSOCIATE DEGREE**
https://catalog.uaf.edu/certificates-associate/

Graduation with honors is a tribute that recognizes academic achievement. Candidates who have earned a minimum of 15 credits in residence at UAF and a minimum institutional grade point average of 3.50 at the associate level will graduate with honors.

GPA calculations for graduation with honors do not include:

- Credits that were excluded due to retaking a course or through the Fresh Start program
- Noncredit courses, transfer credits, and credit by examination

Please see *Grading System and Grade Point Average Computation* for more information on how the UAF Institutional GPA is calculated.

Students who meet these academic criteria will graduate according to one of the following honor levels:

Honor	UAF Grade Point Average (GPA)
Summa Cum Laude	3.90 or higher
Magna Cum Laude	3.75 - 3.89

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Cum Laude	3.50 - 3.74

These designations are effective for all who graduate fall 2021 going forward and will not be retroactively applied to anyone who graduated prior to the fall 2021 semester.

Catalog Reference Clean-up:

► **GRADING SYSTEM AND GRADE POINT AVERAGE COMPUTATION**
https://catalog.uaf.edu/academics-regulations/grading-system-gpa-computation/

Repeating Courses
All grades (original and retakes) for a course completed at UAF are included on your academic record, but only the last grade earned for a course is computed in your GPA unless the course is one that can be repeated for credit. ~~**For purposes of calculating honors for graduation, all courses (even those repeated) are included in the GPA.**~~

► **APPLYING FOR ADMISSION: BACHELOR'S DEGREE PROGRAMS**
https://catalog.uaf.edu/getting-started/admission-bachelors-degree/

READMISSION OF FORMER DEGREE-SEEKING STUDENTS

Fresh Start for Returning Students
All prior course work will remain part of the student's overall academic record and appear on transcripts, but none of the previously earned credits can be used in a new program. ~~**These credits will be included only in GPA computations for graduation with honors (see Graduation with Honors).**~~

► **APPLYING FOR ADMISSION: CERTIFICATE OR ASSOCIATE DEGREE PROGRAMS**
https://catalog.uaf.edu/getting-started/admission-certificate-associate/

Fresh Start for Returning Students
All prior course work will remain part of the student's overall academic record and appear on transcripts, but none of the previously earned credits can be used in a new program. ~~**These credits will be included only in GPA computations for graduation with honors (see Graduation with Honors)**~~

► **TRANSFERRING CREDITS**
https://catalog.uaf.edu/getting-started/transferring-credits/#NonUAGERTable

Regulations

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9. Transfer credit is not included in the computation of the UAF GPA ~~**except to determine eligibility for graduation with honors**~~.

EFFECTIVE:

Fall 2021 upon Chancellor approval or acknowledgment.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: February 2, 2021

DocuSign Envelope ID: D02AEC1C-19A2-4B6F-8F3A-EACEE24B4841

The following motion passed at Faculty Senate meeting #253 on February 1, 2021:

Motion to Delete SAT/ACT Requirement for Admission

MOTION: The UAF Faculty Senate moves to suspend the SAT/ACT Requirement for Admission through the Summer 2025 admission cycle. It should be reevaluated in 2023 with an eye toward making the suspension permanent for Fall 2025 and beyond. This policy applies to undergraduate associate or bachelor degree programs.

EFFECTIVE:
Immediately upon Chancellor approval or acknowledgement.

RATIONALE: ACT/SAT testing as a requirement for undergraduate admission to UAF has been suspended through Spring 2022. (Approved at Faculty Senate Meeting #251, November 2, 2020). In light of longstanding research and recent developments related to the college admission testing industry, UAF should consider deleting the first year and transfer student application requirement to submit SAT or ACT results for admission to undergraduate (associate and baccalaureate) degree programs.

Alternatively, the current suspension should remain in place through the Summer 2025 admission cycle and be reevaluated in 2023 with an eye toward making the suspension permanent for Fall 2025 and beyond.

There are numerous reasons for UAF to drop its testing requirement:

- More than one-third of 4-year institutions in the United States admit a substantial number of applicants without regard to SAT or ACT results.[1]
- Studies have found:[2] [3]
    - No significant difference in college GPA or graduation rates between those who submitted scores and those who did not,
    - A stronger correlation between high school GPA and college GPA than between test scores and college GPA, and
    - High school grades are a better predictor of graduation than are SAT/ACT test scores.
- Research demonstrates that on average, students from low-income families and students of color underperform on the SAT and ACT. Dropping the requirement may lead to a more diverse student body and eliminate a financial barrier to college.[4]

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[1] The National Center for Fair and Open Testing (fairtest.org)
[2] SAT Wars: The Case for Test-Optional College Admissions, edited by Joseph A. Soares (2012)
[3] Crossing the Finish Line: Completing College at America's Public Universities by William G. Bowen, Matthew M. Chingos and Michael S. McPherson (2009)
[4] https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe_.4.16.geiser.satproposalberkeley.5.2.2016.pdf

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- The decision by ACT to allow students to retake certain sections of the test raises concerns about validity and comparability of test scores and further disadvantages students who are low-income or first generation.
- Due to COVID-19, opportunities to take the SAT and ACT recently have been constrained and in the months ahead will continue to be limited.[5]
    - Access for students in rural Alaska has long been an area of concern and may grow more difficult.
    - If school buildings are not opened to the public this fall, it seems likely that ACT will roll out "test at home" options, with accompanying issues related to equity, fairness, reliability and access. The College Board is not offering in-home tests this year but plans to in the future.

As the number of colleges that have gone test optional or test blind has exploded in recent years, UAF no longer needs to be concerned about being perceived as lacking academic rigor if it drops this admission requirement. Furthermore, students may develop a resistance to taking these tests and if UAF insists on receiving test scores, the pool of prospective applicants may shrink. Failure to adopt a test-optional policy might also label UAF as insensitive to concerns about equity and access.

This change would not lower UAF standards — rather it would simplify and streamline the admissions process. It is consistent with UAF's commitment to being student-centered and removing unnecessary barriers and access to higher education.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: February 2, 2021

Daniel M. White, UAF Chancellor

[5] https://www.collegeboard.org/releases/2020/cb-asks-colleges-show-flexibility-admissions-reduce-stress-students-challenges-universal-access-sat-coronavirus-pandemic

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The following motion passed at Faculty Senate meeting #253 on February 1, 2021:

Motion to Revise TOEFL Requirement for Admission through Spring 2022

MOTION:

The Faculty Senate proposes revising the international student TOEFL admission requirement through Spring 2022.

Rationale: In response to the temporary closings of testing centers in countries impacted by the COVID-19 epidemic, it is necessary to revise the English language proficiency exams used for admission to UAF. UAF will now temporarily accept Duolingo English Test examination results for tests taken between 11/1/2020 and 03/1/2022. The Duolingo English Test will be accepted as an alternative to TOEFL and IELTS for proof of English proficiency for impacted applicants.

The catalog language should be updated to reflect this revision.

English Proficiency Requirements

Students on an F-1 visa are required to submit scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) exam. Some permanent residents (green card holders) are not required to submit TOEFL or IELTS scores (see exceptions below). English proficiency may be demonstrated by:

1. A minimum TOEFL score of 79.
2. A minimum IELTS score of 6.5.
3. A minimum Duolingo English Test score of 105.
4. Completion of secondary education in Great Britain, New Zealand, Australia or Canada (excluding Quebec).

Requests for exception to this policy may be submitted via email to the Office of Admissions. Acceptable grounds for waiving this requirement may include:

1. Successful completion (C or higher) of a college-level, non-ESL English composition course.
2. A comparable score on another approved exam such as the ACT, SAT or ACCUPLACER exam.
3. Long-term permanent residents of the U.S. who are able to provide adequate documentation (transcripts, test scores, etc.) demonstrating academic readiness for WRTG 111x.

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EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K, Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: February 2, 2021

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #253 on February 1, 2021:

Motion to update Postbaccalaureate Certificate Requirements

MOTION:

The UAF Faculty Senate moves to update the requirements for the post baccalaureate certificates.

Updated Requirements:

- Remove requirement #2- At least 15 credits must be earned after the posting of a previous baccalaureate degree and replace with- Completion of a bachelor's degree from an accredited institution or from a non-US institution that is considered to be a US equivalent degree.
- Update residency requirements as part of #3 from 9 credits to 40% of credits.

REQUIREMENTS FOR POST BACCALAUREATE CERTIFICATES (Current Policy with Changes)

1. The student must complete at least 24 approved semester credits to earn a post baccalaureate certificate. (See Regents' Policy 10.04.030)
2. ~~At least 15 credits must be earned after the posting of a previous baccalaureate degree.~~ Completion of a bachelor's degree from an accredited institution or from a non-US institution that is considered to be a US equivalent degree.
3. Previously earned credits from ~~regionally~~ accredited institutions can be assigned to the certificate as long as at least ~~9 credits~~ 40% of credits applicable to the student's certificate program are earned through UAF ~~after acceptance into the program~~.
4. Certificate programs may include non-coursework requirements.
5. Courses at the 500-level are for professional development and are not applicable toward any postbaccalaureate certificate, even by petition.
6. At all course levels, a student must earn a C- grade or higher in all courses required for the postbaccalaureate certificate unless otherwise specified by the program.
7. At least two-thirds of the credits required for the postbaccalaureate certificate must be taken at the upper division (300-400) or graduate (600) level.
8. If the requirements for a post baccalaureate certificate are not met within seven years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission requirements in effect at the time of readmission or graduation. (See How to Earn a Bachelor's Degree in the UAF Catalog)
9. All credits counted toward the postbaccalaureate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation. (See How to Earn a Bachelor's Degree in the UAF Catalog)
10. Students may be awarded two or more post baccalaureate certificates simultaneously if the 15 additional credits and other requirements have been earned for each additional postbaccalaureate certificate.

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Rationale:

Requirement #2: This requirement is unnecessary due to the completion of a bachelor's degree. Recommend that this requirement be changed to read: Completion of a bachelor's degree from an accredited institution or from a non-US institution that is considered to be a US equivalent degree. Most Post Baccalaureate certificates require a bachelor's degree prior to admission. If a bachelor's degree is required then you won't have a situation where a student completes the requirements for the post bacc and graduates with it prior to earning a bachelor's degree.

Requirement #3: The courses in a post baccalaureate degree are not general in nature, they are all program specific and designed to prepare students to enter that field, and for some programs serve as the educational requirement for industry certifications or licensure. The 9 credit requirement is too low. For any bachelor's degree there is a requirement that at least 12 credits in the major be taken at UAF and the minimum # of credits for a major is 30, that is 40% of the major courses (in a 30 credit major) taken at UAF. For graduate programs only 6 credits can be transferred in. To align more with current UAF policies, the current regulation for residency requirements should be moved from 9 to 40% of credits at a minimum and remove the requirement of "taken after acceptance into the program." Students will still need to take courses within the 7 year timeframe.

EFFECTIVE:

For the UAF 2021-2022 Catalog upon Chancellor approval or acknowledgement

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: February 2, 2021

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #253 on February 1, 2021:

Motion to Establish Guidelines for Coursework Master's of Arts or Master's of Science Degrees

MOTION:

The Faculty Senate moves to establish guidelines for coursework-focused master's of arts and master's of science degrees.

Rationale: UAF currently has one approved coursework-focused MA and one approved coursework-focused MS, but no formal guidelines for the creation and approval of such programs. Coursework-focused master's of arts or master's of science degrees can be appropriate and useful for students seeking to integrate theoretical and applied concepts in their discipline through structured study, students who prefer or need more coursework prior to embarking on a Ph.D., and students who are unable to take the time from work to complete independent research or project. Any coursework-focused MA or MS degree would be approved through the usual Faculty Senate process.

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Proposed language for the new policy for catalog publication is as follows:

Master of Arts - Coursework

1. Complete at least 30 credits of coursework. At least 24 credits must be at the F600 level.
2. Pass a written or oral comprehensive examination, which may be integrated with the capstone course.
3. Successful completion of a capstone course that includes demonstration of the ability to synthesize information in the field at a level appropriate for a master's degree.

Master of Science - Coursework

1. Complete at least 30 credits of coursework. At least 24 credits must be at the F600 level.
2. Pass a written or oral comprehensive examination, which may be integrated with the capstone course.
3. Successful completion of a capstone course that includes demonstration of the ability to synthesize information in the field at a level appropriate for a master's degree.

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EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: February 2, 2021

Daniel M. White, UAF Chancellor

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MOTION:

The UAF Faculty Senate moves to temporarily change the late withdrawal policy for the fall 2020 semester.

EFFECTIVE: Immediately upon Chancellor approval

RATIONALE: Under current policy, academic difficulties resulting in a failing or poor grade are not acceptable reasons for an appeal for late withdrawal. During the Fall semester there may be situations where students have struggled academically due to COVID-19 related issues not covered in the list of "serious and compelling reasons." This change in policy clarifies that appealing for withdrawal due to COVID-19 related issues is allowed. This addition is only for the fall 2020 semester.

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Addition indicated in **bold** and ALL CAPS.

Policy language in catalog for withdrawals after the deadline:

Appeals for a late withdrawal after the student-initiated withdrawal deadline — the ninth Friday after the first day of instruction — are exceptions to policy and are allowed only in exceptional cases. Approval is not automatic, and you need to provide documented evidence to support your request. Acceptable serious and compelling reasons may include:

1. death in immediate family;
2. serious illness or injury of student or immediate family; and
3. factors outside of student's control (for example, fire or flood).
4. **ACADEMIC DIFFICULTIES RELATED TO COVID-19 MAY BE CONSIDERED AS A REASON FOR AN APPEAL FOR LATE WITHDRAWAL.**

Failing a course, avoiding an unsatisfactory grade or ignorance of policies are not serious and compelling reason for seeking a late withdrawal and will not be approved.

Appeals for late withdrawals must be submitted within 30 class days after the beginning of the next regular semester. Forms for an appeal for late withdrawals are available at the Office of the Registrar forms page, through the Office of the Registrar in Signers' Hall on the Fairbanks campus, or through local campus student services offices. Once received, the appeal will be evaluated by a campuswide committee, which will return a decision to the student. The decision of the university is final, and a student who files a written appeal under these procedures shall be expected to abide by the final disposition of the review, as provided, and may not seek further appeal of the matter under any other procedure within the university.

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Julie A.K, Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: November 30, 2020

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Justice.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by Justice. The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The unit also made additions to the document that were reviewed by the Unit Criteria Committee on November 9, 2020, and approved because they were found to be consistent with UAF guidelines.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: December 15, 2020

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Justice

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the Justice Department. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment.

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D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials; ***instructional delivery and design such as those uniquely suited to Alaskan communities. Engage in diverse instructional activities such as teaching Distance Delivered courses and teaching Summer School.***
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.

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

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

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and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.

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c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Effectiveness in public, university and professional service may be

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demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, media presence and other public means of recognition for services rendered.

1. Public Service
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting.
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.
   i. Training and facilitating.
   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
   l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. University Service
   University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

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a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Justice faculty may be either Bipartite or Tripartite. Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure. Justice faculty with a Bipartite appointment may also have the designation of "Clinical" faculty. Clinical faculty may be involved in a variety of functions, which include, but may not be limited to, development of student internships and student supervision, career advising and mentoring, workforce development, coordinating seminar opportunities for students, program coordination (e.g. Fairbanks Community Restorative Justice Project) which also leads to increased engagement with the community, and instructional activities/courses/trainings which are applied and skill-based in nature.

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Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Marine Biology.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by Marine Biology. The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The unit also made additions to the document that were reviewed by the Unit Criteria Committee on October 26, 2020, and approved because they were found to be consistent with UAF guidelines.

****

DocuSigned by:
Julie A.K. Maier
BB2640D5E28A4BF...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: December 15, 2020

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Marine Biology Department

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the ***Marine Biology Department***. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

Teaching is an important mission of all CFOS tenure-track faculty; teaching in the marine biology department is normally conducted through either the graduate program in Marine Biology, the undergraduate Minor in Marine Science, or the undergraduate Fisheries and Marine Sciences program. The major teaching activities of most Marine Biology faculty are classroom/laboratory/field instruction at the graduate and undergraduate level. Teaching activities also include advising graduate students (MMS, MS, and PhD) on their thesis and dissertation research, and advising and research mentorship of undergraduate students and postdoctoral scholars.

The objective for full-time (9 month) tenure-track faculty is to be teaching 6 credits per year of classroom instruction, and maintaining a vibrant lab that supports undergraduate and graduate student research. There is an expectation that a faculty member advises graduate students, maintaining an average of 3 graduate students per year, but advising of undergraduate student research projects is also highly valued and may in part be substituted for a portion of graduate student advising. Graduate classroom instruction often requires effort disproportionate to the number of students served; small class size is not uncommon in Marine Biology courses. Marine Biology faculty with extensive externally funded research programs can reduce classroom teaching to no less than 3 credits per year, when their external funding supports additional graduate students beyond the typical 3. Similarly, faculty with fewer graduate and/or undergraduate student advisees can proportionally increase their classroom teaching load.

Marine Biology research faculty are not required to participate in formal classroom teaching or graduate / undergraduate advising. However, teaching and advising are encouraged, and if included in the research faculty workload provide a significant benefit to the program. Teaching and advising should thus be evaluated according to the metrics outlined below and in proportion to the research faculty member's workload.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

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a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
d. emphasize regular feedback to students and reward student learning success;
e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
g. regularly expend effort towards future oriented educational development;
h. may receive prizes and awards for excellence in teaching.

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

a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

Performance as major advisor is evaluated based on degrees completed under the faculty member's supervision, because each represents a major investment of faculty time.

Promotion to Associate Professor requires that at least one MS graduate degree has been completed, or one PhD student has made substantial progress towards completion (i.e., has submitted at least one peer-reviewed manuscript) under the faculty member's supervision as major advisor, if the faculty member's workload includes teaching.

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Promotion to Professor requires that at least four graduate degrees (MS or PhD) have been completed under the faculty member's supervision as major advisor, if the faculty member's workload includes teaching.

Additional evidence of performance quality includes, but is not limited to, publication of peer-reviewed journal articles or book chapters based on the advised student's thesis or dissertation research; student presentations at national and international meetings; achievement awards to students; successful student-led research proposal; and student success in initial employment after graduation.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

Evidence of high research quality is publication of research results and interpretations in respected, national or international, peer-reviewed journals or peer-reviewed books or book chapters. In evaluating such publications, quality, as judged by the graduate program in Marine Biology/CFOS faculty peers, is more important than quantity.

Evidence of research productivity can also include publications that are not peer-reviewed, such as final contract reports, data reports, and websites.

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b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.

Evidence of research substance and quality also includes external funding from sources known for rigorous peer or organizational review of proposals (e.g., NSF, NIH). Promotion to Associate Professor or Research Associate Professor requires that the faculty member is lead principal investigator on at least one external grant from a nationally competitive source. Promotion to Professor or Research Professor requires lead principal investigator status on at least two grants from a nationally competitive source.

In addition to obtaining external funding, support and training of research personnel, such as postdoctoral scholars and technicians through the acquisition and management of external grants is highly valued.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and

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in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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

Tenure-track and research faculty applying for promotion or tenure must present evidence of high-quality contributions in research. For a full-time (9-month) workload, the minimum expectation for award of tenure and promotion to Associate Professor is a sustained publication record with a minimum of ten publications total. It is the faculty member's total publication record, regardless of affiliation, that is considered in determining these counts. While affiliated with UAF, an average publication rate of one per year or higher is expected for a minimum of six. The minimum expectation of peer-reviewed publications for promotion to Professor is a sustained publication record averaging one per year, with a minimum of 25 total. At least half of the publications at each promotion level will be first-authored by the faculty member or by a graduate student, undergraduate student, post-doctoral scholar, or technician under the faculty member's direct supervision.

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

To be considered in performance evaluations, public and university service activities must be related to the faculty member's university position. Some faculty have part-time administrative positions that provide service to a national scientific community or the university/department and significantly increase the service portion of their workload. The proportion of workload assigned to formal administrative duties and to university, professional, and public service is outlined in the annual workload statement.

1. Public Service
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or

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leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. ***Voluntary*** consulting ***in the faculty member's area of expertise is consistent with the obligation for public service.***
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. <u>University Service</u>

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school ***or program***.
d. Participation in accreditation reviews.

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e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring ***Junior Faculty***.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service
Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

For Marine Biology faculty, evidence of high-quality performance may include: (1) evaluation letters from peers, administrators, or others with direct knowledge of the faculty member's area of research, (2) specific accomplishments as reported in the self-evaluation and/or activity reports, and (3) evidence of repeated requests for the faculty member to perform new or expanded service activities. Such requests are strong evidence for quality performance.

Faculty applying for promotion or tenure must present evidence of quality service contributions. For promotion to Associate Professor and tenure, service in at least two of the three classes of service (public, university, professional) is normally expected. For promotion to Professor, faculty should demonstrate an expanded service contribution, normally including service at the national or international level.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of

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faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

Motion to update regulations on transfer credit

MOTION:

The UAF Faculty Senate moves to update transfer credit regulations #7 & #8.

Revised Regulations:

7. Any transfer student from a regionally accredited institution who has completed an associate degree specifically developed for transfer **and is listed as such in the transferring institution's catalog and has completed at least 26 general education semester credit or 39 general education quarter credit requirements as part of the curriculum for the associate's degree at their previous institution(s)** ~~to a four-year institution~~ will be considered to have satisfied the UAF general education requirements.

8. Any transfer student who has completed the baccalaureate general education requirements at **any** regionally accredited ~~four-year~~ institution will be considered to have completed the baccalaureate general education requirements at UAF. The student is responsible for providing an official statement and documentation certifying general education requirements completion at the previous institution.

*Baccalaureate general education requirements are either from a four-year institution or from a two-year institution that was co-created with a baccalaureate program to reflect categories needed.

*Developed for transfer programs created to provide general education requirements that would transfer into a baccalaureate degree.

Rationale:

Rationale for the change in policy #7:

- **Clear Guidelines:** The existing policy is open to interpretation and has caused confusion in student services professionals being able to quickly and accurately communicate with students if they are or are not receiving GER waivers and has caused an increasing number of petitions. Currently UAF requires 35 General Education Requirements, similar to other regulations, adding a number of credits will verify students complete a minimum of 75% of the UAF requirements. For articulation agreements, a clear policy helps marketing and recruitment efforts on both ends. A policy without room for interpretation also helps students make informed decisions.
- **Efficiency:** Providing more detail in the regulations removes confusion and interpretation and increases the ability to quickly answer students' questions and recruit honestly and effectively.
- **Changing Language:** Different states have different language and definitions around transfer programs and AAS-T language has a variance of the number of GER's required for different programs.

Rationale for the change in policy #8:

- **Broadening:** By providing clearer language in this policy and removing the term "four-year" this opens up opportunities and removes potential petitions for those completing baccalaureate

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general education requirements in two-year programs. For articulations, recruitment and advising, this policy can now be communicated more clearly.

- **Different States/Different Language**: Different states have different ways to describe degrees for transfer and some two-year colleges are providing opportunities for students to complete baccalaureate general education requirements within two-year programs. Removing the specific language opens up regulations to allow students from unique programs and experiences.

EFFECTIVE:

For the UAF 2021-2022 Catalog upon Chancellor approval or acknowledgement

****

DocuSigned by:
Julie A.K. Maier
BB2640D5E28A4BF...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: December 15, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 43554452-C453-48F7-9A3F-F3473F438FC0

The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

Motion to Correct an Error in Academic Disqualification Policy Language

MOTION:

The Faculty Senate moves to remove the phrase "baccalaureate-level" from the paragraph explaining "Appeal of Academic Disqualification" in both the permanent catalog language and the temporary language for the catalog addendum.

Permanent catalog language:

Appeal of Academic Disqualification — A student who wishes to appeal an academic disqualification decision and remain in the**ir** current ~~**baccalaureate-level**~~ **undergraduate** program may submit an appeal form, available at the Office of the Registrar. Appeals must be initiated no later than the first day of instruction in the semester for which a student wishes to be reinstated. The appeal form with a full academic plan for success will be reviewed by a committee for a first-step approval and will then be approved by the dean of the college or school where readmission is being requested.

Temporary language for the catalog addendum:

Appeal of Academic Disqualification — A student who wishes to appeal an academic disqualification decision and remain in the**ir** current ~~**baccalaureate-level**~~ **undergraduate** program may submit an appeal form, available at the Office of the Registrar. Appeals must be initiated no later than the first day of instruction in the semester for which a student wishes to be reinstated. The appeal form with a full academic plan for success will be reviewed by their academic advisor for a first-step approval and will then be approved by the dean of the college or school where readmission is being requested.

RATIONALE:

There is no difference in the appeal process between baccalaureate and associate/certificate levels. An early version of the working draft motion included "baccalaureate-level" but should have been removed before the final motion went to the floor of the Senate.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgment.

DocuSign Envelope ID: 43554452-C453-48F7-9A3F-F3473F438FC0

****

DocuSigned by:
Julie A.K. Maier
BB2640D5E28A4BF...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: December 15, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 43554452-C453-48F7-9A3F-F3473F438FC0

The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

Motion to Create a Graduate Certificate in Applied and Computational Mathematics

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate in Applied and Computational Mathematics, housed in the College of Natural Science and Mathematics.

Rationale: This certificate will provide credentialing for current graduate students in disciplines other than mathematics, but who seek greater exposure to mathematical ideas and techniques. As a post-baccalaureate graduate certificate, the Graduate Certificate in Applied and Computational Mathematics is equivalent to most of a year of course work done by graduate students in this area. The Certificate encourages a more in-depth study into mathematics beyond the undergraduate level. The focus is on mathematics that is useful in the sciences and engineering, especially on techniques that can be applied in computer programs. The certificate is based on existing courses that are currently being offered and requires no additional resources.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Julie A.K. Maier
BB2640D5E28A4BF...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: December 15, 2020

Daniel M. White, UAF Chancellor

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: APPLIED AND COMPUTATIONAL MATHEMATICS, GRADUATE CERTIFICATE

Export to PDF

In Workflow

1. MTST Chair (lwberman@alaska.edu)
2. MT Curriculum Chair (pdoak@alaska.edu)
3. MT Dean (kdoerner2@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. Graduate Curriculum Committee Chair (jlcarroll@alaska.edu)
6. Faculty Senate President (jamaier@alaska.edu)
7. Dean of Graduate School (macastellini@alaska.edu)
8. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
9. Chancellor (Chancellor@uaf.edu)
10. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
11. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Thu, 03 Oct 2019 21:22:28 GMT
   Leah Berman (lwberman): Approved for MTST Chair
2. Tue, 22 Oct 2019 20:51:18 GMT
   Patricia Doak (pdoak): Approved for MT Curriculum Chair
3. Tue, 29 Oct 2019 18:46:24 GMT
   Kinchel Doerner (kdoerner2): Approved for MT Dean
4. Tue, 29 Oct 2019 23:32:23 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
5. Mon, 26 Oct 2020 23:47:28 GMT
   Jennifer Carroll (jlcarroll): Approved for Graduate Curriculum Committee Chair
6. Fri, 13 Nov 2020 02:47:45 GMT
   Jak Maier (jamaier): Approved for Faculty Senate President

New Program Proposal

Date Submitted: Fri, 20 Sep 2019 23:18:12 GMT

Viewing: : Applied and Computational Mathematics, Graduate Certificate

Last edit: Tue, 01 Sep 2020 16:58:00 GMT by Janeen Ruge Culbertson

Changes proposed by: lwberman

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Name	Phone	Email
Leah Berman / Ed Bueler	x7123	lwberman@alaska.edu / elbueler@alaska.edu

Academic Level

Graduate

Effective Catalog

2019 - 2020

Department

Mathematics & Statistics

College

College of Natural Science and Mathematics

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2 : Applied and Computational Mathematics, Graduate Certificate

Certificate or Degree Type

Graduate Certificate (GCRT)

Program Title

Applied and Computational Mathematics, Graduate Certificate

Abbreviated Program Title

GCRT, Applied & Comput. Math

Program Code

Brief Program Statement

As a post-baccalaureate program, the Graduate Certificate in Applied and Computational Mathematics is equivalent to most of a year of course work done by graduate students in this area. The Certificate encourages a more in-depth study into mathematics beyond the undergraduate level. The focus is on mathematics that is useful in the sciences and engineering, especially on techniques that can be applied in computer programs. Futhermore, it provides students a credential recognizing their additional mathematical expertise.

The Certificate is ideal for current graduate students in disciplines other than mathematics, but who seek greater exposure to mathematical ideas and techniques. It is most suitable for students in the sciences and engineering. It is not suitable for students already enrolled in MS Mathematics or PhD Mathematics programs.

Admissions Requirements

Complete the following admission requirements:

- Hold a baccalaureate degree from an accredited institution
- Complete Calculus I (MATH F251X), Calculus II (MATH F252X), Calculus III (MATH F253X), Differential Equations (MATH F302),and Computer Science I (CS F201)[1] or their equivalent;
- Complete Linear Algebra (MATH F314)[1] or its equivalent.

[1] Students must earn a C or better in each course.

Requirements for the Degree (catalog layout copy of the program)

Minimum Requirements for Degree: 12 credits

Code	Title	Credits
General University Requirements		
Complete the general university requirements. (http://catalog.uaf.edu/graduate/)		
Graduate Certificate Requirements		
Complete the graduate certificate requirements. (http://catalog.uaf.edu/graduate/#GraduateCertificate)		
Complete any two of the following:		6
MATH F614	Numerical Linear Algebra	
MATH F615	Numerical Analysis of Differential Equations	
MATH F660	Advanced Mathematical Modeling	
MATH F661	Optimization	
MATH F663	Graph Theory	
Select two or more from the following electives to total 12 credits for the certificate:		6 - 8
Any course listed above not already taken		
Any of MATH F617, MATH F632, MATH F658, MATH F665		
At most one of MATH F631, MATH F641, MATH F645, MATH F651		
At most one of MATH F401, MATH F405, MATH F404, MATH F408, MATH F410, MATH F412, MATH F432, MATH F426, MATH F430, MATH F460		
At most one 3- or 4-credit 600-level statistics course, excluding STAT F698		
Or other elective courses approved by a Mathematics advisor.		
Total Credits		12-14

Sample course of study and a 3-Year Cycle of course offerings

First Year		
Fall		**Credits**
Two-year plan, Fall Even start		
MATH F661	Optimization	3
	Credits	3

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Spring		
MATH F615	Numerical Analysis of Differential Equations	3
	Credits	3
Second Year		
Fall		
MATH F614	Numerical Linear Algebra	3
	Credits	3
Spring		
MATH F660	Advanced Mathematical Modeling	3
	Credits	3
	Total Credits	12

First Year		
Fall		**Credits**
Sample Plan of study - Fall Odd start		
MATH F614	Numerical Linear Algebra	3
	Credits	3
Spring		
MATH F660	Advanced Mathematical Modeling	3
	Credits	3
Second Year		
Fall		
MATH F661	Optimization	3
	Credits	3
Spring		
MATH F615	Numerical Analysis of Differential Equations	3
	Credits	3
	Total Credits	12

First Year		
Fall		**Credits**
Sample Plan of Study: one year, starting odd fall		
MATH F663	Graph Theory	3
MATH F614	Numerical Linear Algebra	3
	Credits	6
Spring		
MATH F660	Advanced Mathematical Modeling	3
MATH F408	Mathematical Statistics	3
	Credits	6
	Total Credits	12

First Year		
Fall		**Credits**
Sample plan of study: one year, Fall Even		
MATH F661	Optimization	3
MATH F432	Introduction to Partial Differential Equations	3
	Credits	6
Spring		
MATH F615	Numerical Analysis of Differential Equations	3
STAT F671	Statistical Computing	3
	Credits	6
	Total Credits	12

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Program Goals

Brief identification of objectives and subsequent means for their evaluation

The Certificate is ideal for current graduate students in disciplines other than mathematics, but who seek greater exposure to mathematical ideas and techniques. It is most suitable for students in the sciences and engineering. It is not suitable for students already enrolled in MS Mathematics or PhD Mathematics programs.

Relationship of program objectives to "Purposes of the University"

Provides credentialling for students in other graduate programs to show that they have a good level of mathematical mastery at the graduate level.

Supports and encourages additional advanced mathematical training for graduate students in STEM fields

Occupational/other competencies to be achieved

Supports and encourages additional advanced mathematical training for graduate students in STEM fields

Relationship of courses to the program objectives

The courses in the program provide education in applying mathematics to other disciplines, or provide exposure to the theory behind various mathematical applications

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Ed Bueler	Faculty	coordinator	developed program and teaches courses in the program
John Rhodes	Faculty	faculty	regularly teaches courses (Numerical Linear Algebra, Optimization) contributing to the program
Jill Faudree	Faculty	faculty	Regularly teaches a course contributing to the program
David Maxwell	Faculty	Faculty	Regularly teaches a course contributing to the program
Alexei Rybkin	Faculty	Faculty	Regularly teaches courses contributing to the program.
Elizabeth Allman	Faculty	faculty	Teaches courses contributing to the program; has in part an applied mathematics research area

Enrollment Information

Projected enrollment/present enrollment

2 -3 graduates/year

How was projected/present enrollment determine? Who was surveyed and how?

Survey of students who are currently taking courses that will contribute to the program

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1

1

Year 2

1

Year 3

2

Year 4

2

Year 5

3

Maximum enrollment which program can accommodate

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20

Are there special restrictions on enrollments?
No

What are the special restrictions?

Need for Program

Required for other programs?
No

In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?
none

Job opportunities, including how these predictions were determined.

Now
This will provide additional credentialing for quantitatively-inclined students in other graduate programs, including Chemistry, Geosciences (especially Geophysics), Physics and Space Physics. It will help enhance student success in fields associated with those programs but may not likely itself lead to job opportunities.

Two years from now
This will provide additional credentialing for quantitatively-inclined students in other graduate programs, including Chemistry, Geosciences (especially Geophysics), Physics and Space Physics. It will help enhance student success in fields associated with those programs but may not likely itself lead to job opportunities.

Five years from now
This will provide additional credentialing for quantitatively-inclined students in other graduate programs, including Chemistry, Geosciences (especially Geophysics), Physics and Space Physics. It will help enhance student success in fields associated with those programs but may not likely itself lead to job opportunities.

Ten years from now
This will provide additional credentialing for quantitatively-inclined students in other graduate programs, including Chemistry, Geosciences (especially Geophysics), Physics and Space Physics. It will help enhance student success in fields associated with those programs but may not likely itself lead to job opportunities.

How have positions been filled to date?
n/a

Resource Impact

Budget
GCRT-AppliedCompMath-BudgetComment.rtf

Facilities/Space Needs
No additional facilities space is needed; this repackages current regular course offerings to be attractive to current graduate students outside of mathematics

Credit Hour Production
Students from outside mathematics already take these courses; this would encourage them to maybe take one or two more. So, say 12 - 15 additional graduate credit hours per year.

Faculty
No additional faculty are needed

Library/Media Materials, Equipment and Services
No additional materials are needed

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Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

This could attract some enrollment from UAA, especially through offering courses via (synchronous) distance delivery. We have trialled this with some courses that would be contributing to the Graduate Certificate and saw an increase in enrollment in those courses from students in Anchorage of 2 - 3 students.

Does it duplicate/approximate programs anywhere in the system?

No

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

It will be attractive to graduate students in computational disciplines, providing an incentive to take more mathematics, which would enhance their research productivity

Implementation/Termination

Plans for recruiting students

Advertising to current graduate programs

Plans for phasing out program if it proves unsuccessful

Stop offering the certificate but continue to teach the courses

Assessment of the program

No SLOAs are required for graduate certificates.

Attach SLOA Plan

GCRT-AppliedCompMath-SLOA.rtf

Regents Guidelines

Upload Program Action Request Form

GCRT-AppliedCompMath-PAR.rtf

Prospectus

Upload Prospectus Document(s)

GCRT-AppliedCompMath-Prospectus.rtf

Rationale

As a post-baccalaureate graduate certificate, the Graduate Certificate in Applied and Computational Mathematics is equivalent to most of a year of course work done by graduate students in this area. The Certificate encourages a more in-depth study into mathematics beyond the undergraduate level. The focus is on mathematics that is useful in the sciences and engineering, especially on techniques that can be applied in computer programs. Futhermore, it provides students a credential recognizing their additional mathematical expertise.

The Certificate is ideal for current graduate students in disciplines other than mathematics, but who seek greater exposure to mathematical ideas and techniques. It is most suitable for students in the sciences and engineering. It is not suitable for students already enrolled in MS Mathematics or PhD Mathematics programs.

Additional Information

Changing MATH F310 to MATH F426 - due to number change on course- 10/31/2019 - Janeen
Changing MATH F422 to MATH F410 - per number change - 3/19/2020 - Janeen
Changing MATH F421 to MATH F432 - per number change - 3/19/2020 - Janeen

Supporting Documents

Reviewer Comments

Key: 297

DocuSign Envelope ID: 43554452-C453-48F7-9A3F-F3473F438FC0

The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

MOTION:

The UAF Faculty Senate moves to delete the CT2-EDPA : Educator: Para-Professional, Certificate.

EFFECTIVE: Fall 2021

RATIONALE: The program has been suspended since 2013-2014 and has no enrolled students.

✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶✶

DocuSigned by:
Julie A.K. Maier
BB2640D5E28A4BF...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: December 15, 2020

Daniel M. White, UAF Chancellor

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CT2-EDPA: EDUCATOR: PARA-PROFESSIONAL, CERTIFICATE

Export to PDF

In Workflow

1. SHDV Chair (rmhenry@alaska.edu; jctagaban@alaska.edu)
2. RD Curriculum Chair (rmhenry@alaska.edu)
3. RD Dean (bmuher@alaska.edu)
4. Faculty Senate Coordinator (maudden@alaska.edu; jjruge@alaska.edu)
5. Undergrad Curriculum Committee Chair (pwestley@alaska.edu)
6. Faculty Senate President (jamaier@alaska.edu)
7. Provost (jahoppough@alaska.edu; aprakash@alaska.edu)
8. Registrar (slbarber2@alaska.edu; jjruge@alaska.edu)
9. Catalog (slbarber2@alaska.edu; jjruge@alaska.edu; wmearnest@alaska.edu)

Approval Path

1. Wed, 12 Aug 2020 18:30:50 GMT
   Jacqueline Tagaban (jctagaban): Approved for SHDV Chair
2. Sat, 17 Oct 2020 00:08:41 GMT
   Robyn Henry (rmhenry): Approved for RD Curriculum Chair
3. Mon, 19 Oct 2020 16:31:18 GMT
   Bryan Uher (bmuher): Approved for RD Dean
4. Tue, 20 Oct 2020 21:30:08 GMT
   Meryem Udden (maudden): Approved for Faculty Senate Coordinator
5. Thu, 12 Nov 2020 22:34:34 GMT
   Peter Westley (pwestley): Approved for Undergrad Curriculum Committee Chair
6. Fri, 13 Nov 2020 03:00:53 GMT
   Jak Maier (jamaier): Approved for Faculty Senate President
7. Fri, 13 Nov 2020 23:26:52 GMT
   Anupma Prakash (aprakash): Approved for Provost

History

1. Jul 22, 2020 by Janeen Ruge Culbertson (jjruge)
2. Jul 22, 2020 by Janeen Ruge Culbertson (jjruge)

Program Inactivation Proposal

Date Submitted: Mon, 27 Jul 2020 16:55:02 GMT

Viewing: CT2-EDPA : Educator: Para-Professional, Certificate

Last approved: Wed, 22 Jul 2020 15:57:32 GMT

Last edit: Mon, 27 Jul 2020 16:55:01 GMT by Bryan Uher

Changes proposed by: bmuher

Final Catalog

2021 - 2022

Rationale for Deletion

program has been suspended since 2013/14 and has no enrolled students."

Supporting Documents for Deactivation

PAR EDPA.xlsx

Please select Major Change if you are changing any courses in the Program Requirement section. Answering the question incorrectly could result in the curriculum being returned to you. Please click the Help bubble for more information.

Faculty Contact(s)

Academic Level

Undergraduate

Effective Catalog

DocuSign Envelope ID: 40994C34-2E62-4DEF-8048-96BEAEE7E045

2021 - 2022

Department
Social and Human Development

College
College of Rural and Community Development

Certificate or Degree Type
Certificate (CT2)

Program Title
Educator: Para-Professional, Certificate

Abbreviated Program Title
Educator:Para-Professional CT2

Program Code
CT2-EDPA

Brief Program Statement

Admissions Requirements

Requirements for the Degree (catalog layout copy of the program)

Sample course of study and a 3-Year Cycle of course offerings

Program Goals

Brief identification of objectives and subsequent means for their evaluation

Relationship of program objectives to "Purposes of the University"

Occupational/other competencies to be achieved

Relationship of courses to the program objectives

Personnel directly involved with program

Enrollment Information

Projected enrollment/present enrollment

How was projected/present enrollment determine? Who was surveyed and how?

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5
Year 1
Year 2
Year 3
Year 4
Year 5

Maximum enrollment which program can accommodate

Are there special restrictions on enrollments?

What are the special restrictions?

Need for Program

Required for other programs?

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In what way is the program required? How has this requirement been met to date?

Employment Market Needs:

Who surveyed? How?

Job opportunities, including how these predictions were determined.

Now

Two years from now

Five years from now

Ten years from now

How have positions been filled to date?

Resource Impact

Budget

Facilities/Space Needs

Credit Hour Production

Faculty

Library/Media Materials, Equipment and Services

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

Does it duplicate/approximate programs anywhere in the system?

What is the justification for the duplication?

How does the program relate to research or service activies? Contributions to research or service. Benefits from research or service activities.

Implementation/Termination

Plans for recruiting students

Plans for phasing out program if it proves unsuccessful

Assessment of the program

Attach SLOA Plan

Regents Guidelines

Upload Program Action Request Form

Prospectus

Upload Prospectus Document(s)

Rationale

Additional Information

Supporting Documents
AAS-CT2-educator-para-pro.pdf

Reviewer Comments

DocuSign Envelope ID: 40994C34-2E62-4DEF-8048-96BEAEE7E045

4 CT2-EDPA: Educator: Para-Professional, Certificate

Key: 345

DocuSign Envelope ID: 43554452-C453-48F7-9A3F-F3473F438FC0

The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

Motion to Revise the Appeal Process for Academic Disqualification Temporarily

MOTION:

The Faculty Senate moves to temporarily simplify the new academic disqualification appeal process for fall 2020 only. Rather than sending the appeal to a committee for approval, it will be sent to the advisor and dean for a two-level approval. The student will still be required to submit the appeal form and to work with their advisor to develop an academic plan for success before approval of the appeal can be granted.

Post in the catalog addendum the following:

Appeal of Academic Disqualification — A student who wishes to appeal an academic disqualification decision and remain in the current baccalaureate-level program may submit an appeal form, available at the Office of the Registrar. Appeals must be initiated no later than the first day of instruction in the semester for which a student wishes to be reinstated. The appeal form with a full academic plan for success will be reviewed by ~~**a committee**~~ **THEIR ACADEMIC ADVISOR** for a first-step approval and will then be approved by the dean of the college or school where readmission is being requested.

RATIONALE:

Faculty Senate adopted a new academic disqualification policy to take effect in the fall 2020 semester. The staff (implementation team) who are responsible for developing and implementing a process to enact the new policy intended to do so during the summer of 2020. However, during the COVID crisis, those same staff engaged full time in implementing new temporary policies and rebuilding the spring, summer, and fall class schedules. Having worked on the new process during the fall semester, the implementation team has completed forms and workflows for most parts of the policy. However, both the Registrar and the Director of the Academic Advising Center have concerns that the new *appeal* process will be unduly burdensome on both students and staff during the short break between the fall and spring semesters. Since it is a new process for students, advisors, and faculty, the Registrar and the Director of the Academic Advising Center propose simplifying the process for fall and implementing the new process at the end of the spring semester of 2021. That will allow the implementation team to design a process that is easy for students and advisors to navigate. Implementing it at the end of spring removes the time crunch component that exists between fall and spring and will make for a smoother roll-out.

EFFECTIVE: Immediately upon Chancellor approval or acknowledgment.

DocuSign Envelope ID: 43554452-C453-48F7-9A3F-F3473F438FC0

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DocuSigned by:
Julie A.K. Maier
BB2640D5E28A4BF...

Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: December 15, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 43554452-C453-48F7-9A3F-F3473F438FC0

The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

Motion to Waive GRE Requirement for Graduate Admission for Fall 2021 and Spring 2022 due to COVID-19

MOTION:

The Faculty Senate waives the GRE admissions requirement (where one is in place) for graduate admissions for Fall 2021 and Spring 2022.

Rationale: Paralleling our waivers of the ACT and SAT at the undergraduate level, in order to address the continuing exam cancellations and lack of proctored testing spaces nationwide due to COVID-19, and lack of access to GRE testing facilities for international students, it is necessary to waive the GRE admissions requirement for graduate admissions, where one is in place, to provide equity to all potential students.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: December 15, 2020

Daniel M. White, UAF Chancellor

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

TO: Daniel M. White, Chancellor

FROM: Julie A.K. Maier, Faculty Senate President DS JAKM

DATE: December 7, 2020

SUBJ: Request extension on the deadline to move CCS, ANLA, ANLD and ANLP from CLA to CRCD and to include shared governance in the process

The Faculty Senate requests that the chancellor extend the December 21, 2020 deadline on the decision to move CCS, ANLA, ANLD, and ANLP from CLA to CRCD. The Faculty Senate also encourages that the decision-making process be all-inclusive, adhering to shared governance principles and involving the faculty, staff, students, tribal entities, and community members who are connected with the affected programs in all decision making processes. The Faculty Senate also recommends that a plan be developed and in place for a transition that clearly identifies elements crucial to a successful transition and that deals with other relevant issues concerning the transition.

cc: Anupma Prakash, Provost
Evon Peter, Vice Chancellor for Rural, Community, and Native Education
Ellen Lopez, CLA Dean
Bryan Uher, CRCD Acting Dean

Naturally Inspiring.
UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

DocuSign Envelope ID: DCF011BD-06A6-4CD2-8701-F33266F27FFB

The following passed at Faculty Senate meeting #251 on November 2, 2020:

Resolution to Revise University Regulations to Allow up to 12 Credits to Apply to Both a Baccalaureate and a Master's Degree in Defined Accelerated Master's Programs

WHEREAS, the University of Alaska Fairbanks Faculty Senate recognizes the need to update and modernize academic program offerings; and

WHEREAS, peer institutions of UAF provide Accelerated Master's Degree programs that allow students to concurrently earn a baccalaureate and master's degree and apply a limited number of upper division and/or graduate credits towards both degrees; and

WHEREAS, UAF currently offers Accelerated Master's Degree programs in Computer Science and Mechanical Engineering, approved by the Board of Regents, whereby students can apply up to nine credits to both a baccalaureate and master's degree; and

WHEREAS, the expansion of Accelerated Master's Degree programs would improve student recruitment and retention and support student success in numerous ways, including providing an opportunity for high performing students to begin graduate level work earlier in their academic career, reducing time to degree completion, applying eligible undergraduate financial aid to graduate courses, and facilitating the ability of undergraduate students to continue their undergraduate education at the graduate level at UAF; and

WHEREAS, the University of Alaska Anchorage is also in support of developing Accelerated Master's Degree programs; and

WHEREAS, University Regulations Part X-Academic Policy Chapter 10.04 Academic Programs Section R10.04.090 Evaluation of Student Performance and Course Level Definitions Subsections F.2.b and F2.c state:

> b. Upper division courses usually taken by juniors and seniors
>
> 400-499: Courses with these numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses. These courses are applicable to baccalaureate degrees, in accordance with degree requirements. These courses may be applied to graduate requirements for some master's degrees with prior approval of the student's graduate study committee. ***However, a student may not apply a course to both a baccalaureate and a master's degree.***

DocuSign Envelope ID: DCF011BD-06A6-4CD2-8701-F33266F27FFB

c. Graduate level courses

600-699: Courses with these numbers demand rigorous analysis, synthesis, and research skills. These courses are applicable to masters and doctoral degrees and to graduate and professional certificates, in accordance with degree requirements. With prior approval of the major department they may be used to meet degree or graduation requirements for some baccalaureate degrees, ***but a student may not apply a course to both a baccalaureate and a graduate degree.***

WHEREAS, University Regulations Part X-Academic Policy Chapter 10.02 - Academic Administrative Organization University Regulations section R10.02.040. Academic Unit Establishment, Major Revision, and Elimination, states:

The president must approve the establishment, elimination or major revision of certain academic units unless such authority has been delegated. Academic units requiring president's approval are those units in which faculty hold tenured or tenure track positions or which deliver one or more degree or certificate programs.

The academic structure of the University of Alaska is designed as described by the list below. The Statewide Office of Academic Affairs will periodically review the list with MAU provost offices and update R10.02.040 as appropriate. Approval of academic units and the elimination and major revision of units listed below require approval of the president. Units designated "BOR" (listed in P10.02.040) also require Board of Regents' approval. ***Authority to eliminate or substantially modify existing units is delegated to the chancellors for units designated with a "C" notwithstanding the foregoing Board of Regents approval required for program elimination, reduction, or addition.***

WHEREAS, to be attractive to students an Accelerated Master's Degree program must allow sufficient dual application of credit to provide students with a meaningful reduction in time and cost,

THEREFORE BE IT RESOLVED, the UAF Faculty Senate requests the Chancellor work with UAA, UAS, and UA President Pitney to revise university regulations to allow the application of up to twelve 400 level and/or graduate credits towards both degrees in an accelerated program by amending University Regulations Part X-Academic Policy Chapter 10.04 Academic Programs Section R10.04.090 Evaluation of Student Performance and Course Level Definitions

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Subsections F.2.b and F2.c to provide for additional Accelerated Master's Degree programs as follows:

b. Upper division courses usually taken by juniors and seniors

400-499: Courses with these numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses. These courses are applicable to baccalaureate degrees, in accordance with degree requirements. These courses may be applied to graduate requirements for some master's degrees with prior approval of the student's graduate study committee. However, ***except as approved for an accelerated master's program***, a student may not apply a course to both a baccalaureate and a master's degree. ***Accelerated master's may apply up to twelve credits of 400-level and/or 600-level coursework to both the baccalaureate and master's degree.***

c. Graduate level courses 600-699: Courses with these numbers demand rigorous analysis, synthesis, and research skills. These courses are applicable to masters and doctoral degrees and to graduate and professional certificates, in accordance with degree requirements. With prior approval of the major department they may be used to meet degree or graduation requirements for some baccalaureate degrees, but, ***except as approved for an accelerated master's program,*** a student may not apply a course to both a baccalaureate and a graduate degree. ***Accelerated master's may apply up to twelve credits of 400-level and/or 600-level coursework to both the baccalaureate and master's degree.***

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Julie A.K. Maier
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Julie A.K, Maier, UAF Faculty Senate President

DocuSign Envelope ID: A4CFAC09-CDC2-4E43-BA90-3B019B00755D

The following motion passed at Faculty Senate meeting #251 on November 2, 2020:

Motion to Approve Revised Graduate Certificate General University Requirements

MOTION:

The Faculty Senate moves to revise the Graduate Certificate General University Requirements to provide additional clarity and specificity around academic requirements.

Rationale: The current Graduate Certificate General University Requirements lack the specificity of requirements detailed for other graduation degree programs, leading to potential confusion for students, programs, and the Registrar's Office. The updated guidelines clearly define catalog, GPA, grade, and transfer credit requirements.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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[strikethrough denotes deletion of existing language; underline denotes inclusion of new language]

Proposed language for the new policy for catalog publication is as follows:

Graduate certificate programs are designed to provide education past the baccalaureate level and/or to meet clearly defined educational needs of students who have already completed a master's degree. Completion of a graduate certificate should prepare students to better accomplish their goals or meet employment criteria.
These programs provide the student with formal recognition of mastery of a clearly defined academic topic. ~~The credit hours may be applied to other graduate programs where applicable. Note that graduate certificates follow the same policies as master's degree programs.~~

~~Requirements for Graduate Certificates~~

~~In order to earn a graduate certificate, students must be admitted to the program and complete the requirements listed in the program section of this chapter. Most graduate certificates are between 12-18 credits. You must have a cumulative GPA of at least 3.0 in all course work and be registered in the semester you plan to graduate.~~
~~Students may elect to complete their program under the requirements of the catalog in effect at the time of formal acceptance to a graduate certificate program or the catalog in effect at the time of graduation. Students may earn more than one graduate certificate by completing all requirements for each additional program.~~
General University Requirements (GURs) for all graduate certificates are as follows:

1. A student must be admitted to the graduate certificate program. Students must fulfill all GURs and graduate certificate program requirements.

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2. A minimum of 12 credits is required for any Graduate Certificate. Courses used to meet requirements for Graduate Certificates may be applied to other graduate programs where applicable.

3. You may elect to graduate under the graduate certificate requirements in effect and published in the UAF catalog in any one of the previous seven years in which you are enrolled as a graduate certificate student.

   All non-academic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your graduate certificate requirements. You must satisfactorily complete all course work and all other graduate certificate requirements within seven years for a graduate certificate.

   Students may earn more than one graduate certificate by completing all requirements for each additional program.

4. A cumulative GPA of at least 3.0 (B) must be earned in courses identified on the GSP.

5. In 400-level courses, a minimum grade of B is required for the course to count toward the graduate certificate program requirements. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.0 (B) in all courses applicable to the graduate certificate program. At least two-thirds of the credits required for the graduate certificate must be taken at the graduate level (600-).

6. You may not use credit by examination, audited courses, F100-, F200-, F300-, and F500-level courses, or courses taken under the credit/no credit option, to fulfill the basic course requirements of any degree program.

7. No more than one- quarter of approved program credits may be transferred from other accredited institutions, including those inside the UA system, unless the graduate certificate is a joint program with another UA university. Transferred credits may not be used from previously earned undergraduate degrees. A minimum B grade (3.0) is required in all graduate courses presented for transfer. A P grade (pass) is not acceptable for transfer credit.

8. If the requirements for a graduate certificate are not met within seven years of formal acceptance into the program, admission expires and the student must reapply for admission.

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Julie A.K. Maier
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Julie A.K, Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: November 5, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: A4CFAC09-CDC2-4E43-BA90-3B019B00755D

The following motion passed at Faculty Senate meeting #251 on November 2, 2020:

Motion to Waive ACT/SAT Requirement for Admission for Fall 2022 and Spring 2022

MOTION:

The Faculty Senate proposes waiving the ACT/SAT admissions requirement (where one is in place) for Spring 2022 and Fall 2022.

Rationale: In order to address the continuing exam cancellations and lack of proctored testing spaces nationwide due to the COVID-19, it is necessary to extend waiving the ACT/SAT admissions requirement to provide equity to all potential students. The alternative methods of placement where ACT/SAT scores are used for placement, e.g. Writing, that were put in place for Fall 2020 will be continued or revised as necessary by the appropriate Faculty Senate Committee.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: November 5, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 7FD99CAE-DEF0-4EB2-B387-58492679AF9A

The following motion passed via an electronic vote on October 28, 2020:

MOTION:
The UAF Faculty Senate moves to re-adopt temporary writing placement guidelines to substitute for Accuplacer or SAT/ACT scores for placement into WRTG 111X.

Rationale: On March 20, 2020, Faculty Senate passed an emergency motion to allow for temporary academic adjustments as a result of the COVID-19 pandemic. In this motion, SAT/ACT scores were waived for Fall 2020 admission requirements. However, to adequately place students in WRTG 111X courses, some measure is required. As Accuplacer testing is suspended and SAT/ACT exams are waived, the Student Academic Development and Achievement committee proposes to continue addressing the above issues by allowing the following multiple measures for placement for the Spring 2021 semester and Summer 2021.

- Cumulative High School GPA of 3.0 or higher, within the past two years
- Successful GED completion within past 12 months

It is recommended that secondary students take placement for dual enrollment.

If students do not meet the above conditions, they will be asked to complete a survey, attach a writing sample, and report on study habits for success. The completed survey and writing sample will be reviewed by the Placement Task Force within two working days.

The Writing Placement Task Force members include: Jennifer Tilbury jltilbury@alaska.edu; CTC Director for Student Success; Sarah Stanley sstanley2@alaska.edu, Director of University Writing; Kate Quick kaquick@alaska.edu, Assistant Professor of Developmental Writing; Katie Lubowicki kmlubowicki@alaska.edu, Assistant Professor of Developmental Writing; and Dana Greci dgreci@alaska.edu, Professor of Developmental Writing. We invite our UAF Faculty colleagues to join us, especially those who may have concerns about student writing at the University.

Placement decisions will be shared with Jessica Skipper and Nanook Navigator to further track student success. The task force commits to collect data and report on this process at the conclusion of Spring 2021. The survey is a collaborative project and draws from best practices.

This policy is temporary and shall end when SAT/ACT exams and Accuplacer testing resume.

EFFECTIVE:
Immediately upon Chancellor approval.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: October 30, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: FAC081FC-45A7-464D-90E1-8481F673DCE9

The following motion passed at Faculty Senate meeting #250 on October 5, 2020:

Motion to Protect Faculty Members' Proprietary Rights Over Course Material and Delivery Modes

MOTION:

In order to ensure that quality teaching is the first priority in every course, UAF Faculty Senate moves to protect faculty's proprietary rights over materials they create for use in their face-to-face and distance delivery classrooms consistent with the terms of the United Academics CBA. The Faculty Senate affirms **Article 14.2.d.** of the CBA, which specifically includes "syllabi and other course materials" as examples of "university supported" items whose creators enjoy intellectual property rights defined in the CBA. The following terms of **CBA Article 14.3.a.2** apply: "the UNAC member shall retain ownership and control of University supported work produced by the UNAC member. Such work shall not be used in a manner which conflicts with the interests of the University. The University and the UNAC member shall share the net proceeds from supported works according to Article 14.3(c). The UNAC member shall not commit any act which would tend to defeat the University's interest in the work and shall take any necessary steps to protect such interests. The University reserves the right to use all supported works on a royalty free basis." Except as may be otherwise consistent with the University's rights under Article 14.3(a)(2), the University may not compel UNAC members to waive intellectual property rights in course materials. IP rights of all University employees outside of UNAC are governed by P10.07 and R10.07.

UAF Faculty Senate further moves to protect faculty's rights to create our own course with no mandates that we teach from pre-developed or third-party coursework except where departments and/or individuals desire to use these pre-developed or third-party programs.

In addition, the Faculty Senate affirms the right of faculty members to determine modes of distance delivery during the Coronavirus pandemic, so long as their choices comply with applicable laws as well as university policies and regulations. Article II of the Faculty Senate Constitution, under "Rights, Responsibilities, and Authority," grants the Faculty Senate not only "academic freedom" but also "primary authority" over "academic criteria, regulation, and policy" over responsibilities such as teaching. On the basis of this authority, the Faculty Senate moves to clarify that individual UAF faculty have full authority over the measures they will take to implement the directive to move their courses into "alternate delivery formats" during the coronavirus pandemic and to use either synchronous, asynchronous, or blended formats to meet their diverse students' needs. Moreover, the Faculty Senate moves that when we return to normal, non-pandemic times, face-to-face delivery must remain a vibrant and well-supported teaching option throughout the university.

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Rationale: We are in the midst of Coronavirus closures and mandated social distancing, requiring that faculty quickly convert face-to-face classes to distance delivery formats. Faculty are to be commended for taking on this herculean task.

Third-party vendors, including textbook publishers, are advertising pre-made course-work to faculty and administrators, and we preemptively assert our right to create our own curriculum. In order to preserve the fundamental professional values and standards of quality higher education during these exceptional circumstances, it is essential to protect all faculty members' ownership of online, distance delivery, and other course content.

Further, faculty should, as producers of their instructional content, control how their course is deployed. All modalities of distance delivery, provided they are compliant with university policies and regulations as well as state and federal laws, must be permissible during the coronavirus pandemic to afford faculty the flexibility to meet the needs of our diverse students; face-to-face instruction must remain a supported and viable course delivery option when social distancing rules are lifted.

EFFECTIVE: Immediately upon Chancellor approval or acknowledgement

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

The Chancellor: _X_ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: October 8, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: FAC081FC-45A7-464D-90E1-8481F673DCE9

The following motion passed at Faculty Senate meeting #250 on October 5, 2020:

MOTION:

The Faculty Senate moves to update Faculty Senate Bylaws in regard to the charge given to the Curricular Affairs Committee.

The Curricular Affairs Committee proposes to update the committee's charge and scope of work by adding the underlined language to the current bylaws under Section H. Standing Committees, paragraph 1:

The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes. This can include but is not limited to grading policies, readmission policies, course designations, syllabi, curriculum partnerships, and any other issue impacting curriculum across UAF. The Committee collaborates with other Faculty Senate Committees to achieve its goals.

RATIONALE: The current charge for the committee is overbroad and vague. The additional language explains some of the tasks Curricular Affairs is asked to address. As academic and curriculum processes become more streamlined, the additional charge language provides more detail to faculty, staff, students and administrators about the scope of work CAC undertakes.

EFFECTIVE: Immediately

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

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: October 8, 2020

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: FAC081FC-45A7-464D-90E1-8481F673DCE9

The following motion passed at Faculty Senate meeting #250 on October 5, 2020:

Motion to update regulations on cross-listed and stacked courses

MOTION:

The UAF Faculty Senate moves to update regulations and guidelines on offering cross-listed and stacked courses with reserved number courses (-92, -93, -94, -95).

Regulation and policy is revised as follows:

- Non-credit (001-049), special topic (-93 or -95) and trial (-94) courses may only be cross-listed with another course ending in the same numeric suffix.
- Seminar courses (-92) may be temporarily cross-listed with different numbered existing courses in other departments. The temporary cross-listed course (-92) and host course may use slightly different titles but subtitles, descriptions, credit hours and prerequisites must be identical. For example, WGS 492 - Seminar - Emily Dickinson may be cross-listed with ENGL 435 - Authors - Emily Dickinson.
- Departments wishing to offer seminars cross-listed with other courses should consult and collaborate with the host department before scheduling cross-listed seminar courses.
- Special Topic (-93 or -95) and Trial (-94) courses may only be stacked with another course ending in the same numeric suffix.
- Special Topic courses (-93 or -95) may only be offered once. If student interest or demand warrants additional offerings, a trial course proposal should be submitted for the curriculum review process. This does not affect special topic courses on "Current Topics" provided the content is different from offering to offering.

Rationale: Regulations on course stacking were approved on May 7, 2018 at Faculty Senate Meeting #232. However, there remains a very large grey area involving requests to cross-list or stack seminar (-92), special topics (-93 and -95) and trial courses (-94) with already existing catalog courses. The policy clarification provided here will resolve the issues that have been identified.

Reserved number courses should not be cross-listed or stacked with any other course for the following reasons:

- By the original design, special topics should only be taught one time as they are exempt from the curriculum review process beyond the College/School level. Future offerings of a special topic course should be proposed as a trial course and go through

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the curriculum review process. The number of times special topics have been offered is now being monitored closely.

- In contrast to special topics courses, trial courses are used to gauge the demand and interest in a new topic area. These, in turn, may be offered up to three times which gives faculty and departments the ability to gauge the demand of the course before starting the process of creating it as a catalog course.
- There have been numerous instances where trial courses and special topics course sections were created in the schedule without a fully approved form, which is against Faculty Senate Policy (see chapter 2 of the UAF Faculty Senate Handbook in regards to Special Topics). It is the Office of the Registrar's policy to at all times have fully approved documentation on file for trial courses or a current submission for special topic courses.

Because of the policy to cross-list courses with identical numeric suffixes, some departments are prevented from offering a one-time or rotating seminar course cross-listed with an existing course of a different course number. This hampers a department's ability to attract students, increase enrollment and develop interdisciplinary collaboration with other departments.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: October 8, 2020

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #250 on October 5, 2020:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Agrometeorology, housed in the Department of Atmospheric Sciences within the College of Natural Science and Mathematics on the Troth Yeddha' campus of the University of Alaska Fairbanks.

EFFECTIVE: Spring 2021, or upon Chancellor approval

RATIONALE: The proposal for the new minor has been reviewed and approved by the Curriculum Review Committee. The full proposal can be found here: https://nextcatalog.uaf.edu/programadmin/?key=325.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor

Date: October 8, 2020

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Overview:
This minor provides an opportunity for upper level undergraduates from Sciences (e.g., Natural Sciences and Agriculture, Geosciences, Geography, Physics), Mathematics and Engineering across the University of Alaska System to pursue a concentration and specialization in AgroMeteorology. The minor is established at the College of Natural Science and Mathematics (CNSM) and fostered by worldwide specialists in the fields of Meteorology and Climate from the Department of Atmospheric Sciences (DAS) and Agriculture from the Department of Natural Resources and Environment (DNRE). This minor aims to provide the student with training in state-of-the-art experimental and computational methodologies and tools as well as with a deep theoretical understanding of transdisciplinary process at the convergence and intersection between Agriculture and Meteorology/Climate. All courses listed for this minor present a module for professional

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practices in the field and in computers so that the student can profile a pathway for workforce development.
With a minor in AgroMeteorology, the student would have a well-rounded and hands-on formation in all aspects involving agricultural systems that influence or are influenced by meteorological and climate processes. The program is fully compliant with the standard practices set at the US-Department of Agriculture, the US-National Weather Service and the World Meteorological Organization objectives in terms of seasonal analysis, forecasting activities and decision making processes. This newly created minor requires no extra resources (i.e. faculty, space, etc.).

Relationship to Purposes of the University:
This program provides a focused specialization to upper-level undergraduate students in the transdisciplinary field of AgroMeteorology. This minor provides the formation and tools to shape student's graduate profile with a specialization that would allow them to produce direct contributions throughout multiple organizations at the state and federal level as well as worldwide and in the private sector. The program prepares students with deep knowledge in the convergent field of agriculture and meteorology/climate and provides training in the ultimate methodologies and technologies of current application in AgroMeteorology. This minor prepares highly competitive professionals that would contribute to Alaska's professional workforce or to the workforce of the student's home state or country. The program is established with a full alignment to sciences programs in the UA system and targets the workforce development in the field matching the UA systems' mission in term of education and competitive workforce development. This minor feels a gap as AgroMeteorology does not exist in the University of Alaska System. As such, the implementation of this minor will not affect other enrollments. In fact, this minor as proposed would help better profile science and engineering careers by adding a specialization in a transdisciplinary area that is central for Alaska and the world as the effects of weather and climate have become more intense and widespread distributed influencing food scarcity, food security and food access to society. Diversifying the offers of science programs is one step forward to increase enrollment and attraction to students wishing to obtain a professional career in sciences or engineering with strong impact in agriculture production and sustainability related to the health of the environmental and our society. The implementation of this program do not anticipate undue pressure on any other programs in the system.

Proposed Catalog Layout:
Courses scheduled for the Minor in Agrometeorology comprises 24 credits + one Internship (Field Practice)

NRM-210 Sustainable Agriculture	3 credits
NRM-380 (*) Soil and Environment	3 credits
NRM-338 Introduction to Geographic Information Systems	3 credits
ATM-401 Introduction to Atmospheric Sciences	3 credits
ATM-473 Micrometeorology with focus on Subarctic and Arctic Ecosystems	3 credits
NRM-435 GIS Analysis	3 credits
ATM-444 Meteorology and Weather Analysis	3 credits
NRM-480 Soil Management	3 credits

(*) Notice that NRM 380 is a prerequisite for NRM-480

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The following motion passed at Faculty Senate meeting #250 on October 5, 2020:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Oceanography.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by Oceanography. The unit has brought the document into compliance with the current UAF Unit Criteria template and has made no other additions to the old Oceanography criteria. The revisions were reviewed and approved by the Unit Criteria Committee on May 5, 2020, and the unit criteria was found to be consistent with the UAF guidelines.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Date: October 8, 2020

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Department of Oceanography

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the Department of Oceanography. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of

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instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development. ***Teaching in Oceanography is predominately conducted through their graduate program. The major teaching activities are classroom/laboratory/field instruction and advising graduate students on thesis and dissertation research. Graduate classroom instruction often requires effort disproportionate to the number of students served. The normal expectation for full-time (9 month) tenure track faculty is 6 credits per year. Faculty may reduce classroom teaching to a minimum of 3 credits with external funding buyout. For faculty with different workloads the expectation is to be adjusted proportionately in accordance with annual workload statements***

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.

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

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

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and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

c. Performance as major advisor is evaluated based on degrees completed under the faculty member's supervision, since each represents a major investment of faculty time. However, it is recognized that demand for graduate degrees is not uniform across disciplines, and limited availability of students may limit a faculty member's activity in graduate advising. Promotion to associate professor requires that at least one M.S. Graduate degree has been completed, or one Ph.D. Student has made substantial progress towards completion under the faculty member's supervision as major advisor if the faculty member's workload includes teaching. Promotion to professor requires that at least two graduate degrees (M.S. or Ph.D.) have been completed under the faculty member's supervision as major advisor if the faculty member's workload includes teaching. Additional evidence of performance quality includes publication of peer-reviewed journal articles or book chapters based on the advised student's thesis or dissertation research; student presentations at national and international meetings; awards to students; and student success in initial employment after graduation.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

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2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. ***The primary evidence of high research quality is publication of research results and interpretations in respected, national or international, peer-reviewed journals or peer-reviewed books or book chapters. In evaluating such publications, quality, as judged by faculty peers, is more important than quantity. Secondary evidence of research substance and quality can include publications that are not peer-reviewed, such as final contract reports, data reports, and websites.***
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval. ***Secondary evidence of research substance and quality can include external funding from sources known for rigorous peer or organizational review of proposals.***
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications.
   h. Published abstracts of research papers.
   i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
   j. Prizes and awards for excellence of scholarship.
   k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
   l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
   m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
   n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations,

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transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

o. Faculty applying for promotion or tenure must present evidence of high-quality contributions in research. For a full-time (9-month) workload, the minimum expectation for award of tenure and promotion to associate professor is a sustained publication record averaging one per year, with a minimum of six. The minimum expectation of peer-reviewed publications for promotion to professor is a sustained publication record averaging one per year, with a minimum of twelve. Typically, at least half of the publications at each promotion level will be first-authored by the candidate or by a graduate student, undergraduate student, or post-doctoral scholar under the candidate's direct supervision. It is the candidate's total publication record, regardless of affiliation, that is considered in determining these counts.

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

To be considered in performance evaluations, public service activities must be related to the faculty member's university position. The proportion of workload assigned to formal administrative duties and to university, professional and public service is outlined in the annual workload statement.

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

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals

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and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. ***Voluntary*** consulting ***in the faculty member's area of expertise consistent with the obligation for public service.***
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring ***junior faculty***.

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j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service
Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

For Oceanography faculty, evidence of high-quality performance may include (1) evaluation letters from peers, administrators, or others with direct knowledge, (2) specific accomplishments as reported in the self-evaluation and/or activity reports, and (3) evidence of repeated requests for the faculty member to perform new or expanded service activities. Such requests are strong evidence for quality performance.
Faculty applying for promotion or tenure must present evidence of quality service contributions. For promotion to associate professor and tenure, service in at least two of the three classes of service (public, university, professional) is normally expected. For promotion to professor, faculty should demonstrate an expanded service contribution, normally including service at the national or international level.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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The following motion passed at Faculty Senate meeting #249 on September 14, 2020:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Special Education, housed in the Department of Education within the School of Education on the Troth Yeddha' campus of the University of Alaska Fairbanks.

EFFECTIVE: Spring 2021, or upon Chancellor approval

RATIONALE: The proposal for the new minor has been reviewed and approved by the Curriculum Review Committee. The full proposal can be found here: https://nextcatalog.uaf.edu/programadmin/?key=322.

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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: __X__ Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: September 15, 2020

Daniel M. White, UAF Chancellor

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Overview:

The purpose of the Minor in Special Education is to provide individuals who are working towards a current Alaska teaching certificate (Elementary or Secondary) with specific training in the areas of special education leading to an additional endorsement in K-12 Special Education. Students will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers, which the Council for the Accreditation of Educator Preparation (CAEP) approved.

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Relationship to Purposes of the University:

There is a well-documented and critical need for well-prepared Special Education Teachers in Alaska, and throughout the United States. The Minor in Special Education provides the option for students in rural areas, as well as those on the Fairbanks (Troth Yeddha') and Anchorage campuses, to pursue a Minor in Special Education concurrently with their teacher certification program in elementary or secondary education. The special education teacher shortage in rural areas, the statewide teacher turnover rate, and the predicted shortage in urban areas is a critical problem to which the university system can respond by increasing the options for pathways to special education endorsement.

As a public institution, and as the State's land-sea- and space-grant institution, the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the State's higher education system are essential for the social and economic well-being of our state. The Minor in Special Education is a direct response to the stated mission of the University of Alaska, which is to "address the needs of the North and its diverse peoples." There most certainly is a need in Alaska for special education teacher – and for special education preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska's diverse people – i.e., with students and families from all ethnic, cultural and linguistic backgrounds. In addition to supporting the mission of the University of Alaska, this preparation program at UAF directly responds to and supports the mission of the University of Alaska by directly addressing workforce development in high need areas in the state.

Proposed Catalog Layout:

Program Requirements

1. Complete the general University requirements (**page XXX**).

2. Complete the following course requirements:

a. Complete all of the following courses:

EDSE F410 Assessment of Students with Disabilities (3 credits)

EDSE F412 Curriculum and Strategies I: Low Incidence (3 credits)

EDSE F425 Teaching Mathematics to Special Learners (3 credits)

EDSE F432 Special Education Law: Principles and Practices (3 credits)

EDSE F477 Reading Assessment, Curriculum, and Strategies (3 credits)

EDSE F478 Initial Clinical Practice (3 credits)*

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Elementary education (BA) students will complete EDSE 316 (3 credits) and EDSE 320 (3 credits)

Secondary education (BA) students will complete EDSE 422 (3 credits) and one Special Education elective (3 credits).

Total credits: 24

: Special Education Minor 3

*Additional fee required. Charges are added to fee statements each semester.

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Addition to syllabus checklist

The UAF Faculty Senate Administrative Committee (AdCom) moves to amend the syllabus checklist to add a required component <https://ou-webserver01.alaska.edu/uafgov/faculty-senate/curriculum/Updated-2019-Syllabus-Checklist.pdf>.

ADDITION:

Students should keep up-to-date on the university's policies, practices, and mandates related to COVID-19 by regularly checking this website:
https://sites.google.com/alaska.edu/coronavirus/uaf/uaf-students?authuser=0

Further, students are expected to adhere to the university's policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

EFFECTIVE DATE: immediately upon Chancellor's approval.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: July 31, 2020

UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

TO: Board of Regents

FROM: Julie A.K. Maier, Faculty Senate President DS JAKM

DATE: 14 July 2020

SUBJ: Critical characteristics of the next UA President

The UAF Faculty Senate believes that the following characteristics and background are crucial qualities of our next President of UA –

- The individual must recognize that it is the faculty that creates the vision of the university. He/she must be willing to empower the faculty to create a vision that will sustain and grow the university to the future. Such a vision should be resilient to shifts in external conditions impacting the trajectory of the university, thus reinvigorating the morale of the employees and trust of the students and external stakeholders.

- The individual must have prior experience of teaching, research and public service, reflecting adequate knowledge in the central role of the university as the engine for economic transformation and prosperity. Must also understand the specific responsibilities and requirements in public service of a Land, Space, and Sea Grant university.

- The individual must have a terminal degree in an academic discipline.

- The individual must have excellent interpersonal skills and significant leadership experience, preferably in an academic institution. The candidate should also be knowledgeable and be willing to apply rules of academic settings such as shared governance across the three parts of the University System (administration, faculty and Board of Regents).

- The individual must recognize the importance of indigenous peoples in the identity of the state and university and ensure that the universities include Alaska Native emphases in their decision-making processes and outcomes, as well as providing systems that support rural Alaska students.

- The individual should recognize that the State of Alaska has the highest percentage of veterans per capita (11.9%) and he/she must, therefore, ensure that the universities have policies, opportunities, and systems that support those students.

- The individual must be adept in balancing between the internal and the external constituents of UA. Must be inclusive of all constituents in the decision making process and must respect diversity.

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MEMORANDUM

TO: Daniel M. White, Chancellor

FROM: Julie A.K. Maier, Faculty Senate President DS JAKM

DATE: July 14, 2020

SUBJ: Statement affirming faculty authority in their workspaces

The UAF Faculty Senate Administrative Committee (AdCom) moves to affirm that individual UAF faculty members have the authority to set additional policies governing the safe health behavior of students who are in faculty workspaces, including their labs, studios, classrooms, faculty offices, greenhouses, research stations and sites, and other spaces in which faculty work. Specifically, individual faculty members may require students to wear masks, to use hand sanitizer, to wash their hands, to physically distance from others, to sign a pledge to adhere to health safety protocols, and/or other safe health practices as determined by the individual faculty member and as included in the course syllabus. These policies may be more restrictive, but not less restrictive, than UAF policies. Further, the AdCom affirms that students who do not comply with their individual faculty members' established health safety policies may be subject to disciplinary procedures pursuant to the student code of conduct.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

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The following motion passed at the Administrative Committee meeting on May 29, 2020:

Motion to Waive ACT/SAT Requirement for Admission for Fall 2021 and Spring 2021

MOTION:

The Faculty Senate proposes waiving the ACT/SAT admissions requirement (where one is in place) for Spring 2021 and Fall 2021.

Rationale: In order to address the continuing exam cancellations and lack of proctored testing spaces nationwide due to the COVID-19, it is necessary to extend waiving the ACT/SAT admissions requirement to provide equity to all potential students. The alternative methods of placement where ACT/SAT scores are used for placement, e.g. Writing, that were put in place for Fall 2020 will be continued or revised as necessary by the appropriate Faculty Senate Committee.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: x Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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June 1, 2020

Date: _____

Daniel M. White, UAF Chancellor

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WHEREAS the Northwest Commission on Colleges and Universities (NWCCU) Standard One is specific to Student Success, and Institutional Mission and Effectiveness. In particular, Standard 1.B.3 states, **"The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies**, allocates necessary resources, and leads to improvement of institutional effectiveness."

WHEREAS the NWCCU's Standard Two is specific to Governance, Resources, and Capacity. In particular, Standard 2.A.4 states, "The institution's decision-making structures and processes, which are documented and publicly available, **must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.**"

WHEREAS the University of Alaska Fairbanks (UAF) Faculty Senate had the opportunity to discuss and vote on most of the program changes and deletions proposed by the UAF Expedited Academic Program Review committee, but was not given the opportunity to discuss and vote on the proposed deletion of the MS and PhD in Atmospheric Sciences,

WHEREAS UAF Faculty are currently off contract and are not available to express their views on the proposed deletion of the MS and PhD in Atmospheric Sciences, as per NWCCU requirements for accreditation and, therefore, the standard required for shared governance is not being upheld in this instance,

WHEREAS the faculty of the Department of Atmospheric Sciences have been exceedingly successful in graduating MS and PhD students and in getting then successfully into the workforce, getting grants from federal agencies including NOAA, NSF, and others, bringing in an average of just under $10 Million per year for the past five years and sustained an excellent level of funding for the last 20 years,

WHEREAS the Department of Atmospheric Sciences recently received funding to be part of a Cooperative Institute funded by NOAA whose purpose is to facilitate and conduct collaborative, multidisciplinary research to support NOAA's mission; educate and prepare the next generation of scientists to be technically skilled, environmentally literate and reflect the national diversity; and engage and educate the citizenry of the Pacific Northwest, Alaska and the nation about human-caused impacts on ecosystem health and socioeconomic sustainability. In particular, from the NOAA official note: "The regional consortium will include affiliated faculty and staff at UW, the University of Alaska Fairbanks and Oregon State University, who will contribute expertise, research capacity, technological development, and **help train the next-generation of NOAA scientists**, and conduct public education and outreach".

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https://research.noaa.gov/article/ArtMID/587/ArticleID/2627/NOAA-names-University-of-Washington-to-host-institute-for-climate-ocean-and-ecosystem-research

WHEREAS Senator Lisa Murkowski pointed out that "This new collaboration will lead to research which will inform community leaders at the federal, state, local levels, as well as Alaska Native Leadership, on mitigation efforts to address our greatest climate and ocean challenges in the Arctic and the High North."

WHEREAS the NOAA grant will bring in an additional $10 Million per year for the next five to ten years, but has an expectation of training graduate students as one of its key requirements,

WHEREAS it will be extremely difficult to execute the NOAA program and retain UAF leadership in training the future high latitude workforce if the Department of Atmospheric Sciences is deleted.

THEREFORE BE IT RESOLVED that the UAF Faculty Senate requests that the MS and PhD in Atmospheric Sciences be taken off of the list of programs to be deleted at the June 4th and 5th meeting of the UA Board of Regents.

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DocuSigned by:
Julie A.K. Maier
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Date: May 29, 2020

Julie A.K. Maier, UAF Faculty Senate President

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MEMORANDUM

TO: Board of Regents
President James Johnsen

FROM: Julie A.K. Maier, Faculty Senate President DS JAKM

DATE: 2 June 2020

SUBJ: UAF Faculty Senate endorses UA Faculty Alliance resolution 2020-06

UAF Faculty Senate voted to support the University of Alaska Faculty Alliance Resolution 2020-06, which supports Shared Governance principles and processes and supports the establishment of a governance team with the Student Coalition, Staff Alliance, and Faculty Alliance participation from inception to conclusion of a process to review university structure.

UAF Faculty Senate also has some other specific concerns with the transition options being provided to the Board of Regents.

The first major concern UAF Faculty Senate has is the lack of meaningful data and adequate time to address the transformation options provided to the Statewide Councils (Academic Council, Business Council and Executive Council). Options for Transforming the University Alaska were developed by the statewide administration (SW) and shared with the three Statewide Councils for review on May 20, 2020. The councils were required to give feedback on their respective assignments to SW by 5 pm on Friday, May 22. The Academic Council met for one hour on May 21, 2020 to discuss the three items assigned to them and the Business Council also had a short meeting to address their assignment. No substantial financial data was provided to the Councils to guide their work and help them come to meaningful conclusions, including no budgetary data with which to estimate UGF cost savings, as required. Members of the Academic Council entered their opinions into each category in the blank Google document in the one hour that was allotted. VP Layer later summarized and sometimes modified the comments.

A second major concern of UAF Faculty Senate is the lack of shared governance in the recommendations made by the Statewide Councils to the Board of Regents on the Transformation Options. Specifically, there are three faculty members on the Academic Council, one faculty member on the Business Council, and no faculty on the Executive Council. There are no students and no staff on any of the three Statewide Councils. The dearth of faculty and lack of students and staff on the Councils tasked with addressing the options for major university transformation demonstrate a clear lack of shared governance and, therefore, an abridgement of the standards of the NWCCU (Standards 1.B.3 and 2.A.4).

A third major concern of the UAF Faculty Senate is that many of the changes proposed in the Transition Options are not likely to save significant amounts of money overall, and certainly will not save significant amounts of money in the short-term; moreover, the proposed changes

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demonstrate a lack of awareness of the amount and extent of the collaborative work that has been accomplished by the faculty across the UA system.

As an example, one of the proposed changes concerns aligning the General Education Requirements (GERs). However, this ignores the significant alignment the UA system has already achieved and threatens student retention and academic standards for the following reasons:

- GERs are completely aligned across the entire UA.
- All three of the separately accredited universities have been accepted into the Interstate Passport System (IPS). Membership in the IPS enables students from any one of the participating universities, including all of the WICHE universities, to transfer their GERs as a block when they transfer to any other university in the IPS.
- Large, online GER courses, the model used by Western Governors University (WGU), is pedagogically unsound, threatens student retention, and could lead to ineligibility for Title IV funds (Pell Grants) as happened to WGU when the U.S. Department of Education (DOE) Inspector General concluded that WGU violated the DOE's standard for faculty-student interaction and must repay $712,670,616 in Title IV funds that the school received beginning July 1, 2014.

It is especially important for first- and second-year students to connect with their university, its faculty, and fellow students in order to build the college students' culture and feel like they belong, while they learn to be a college student. Moreover, curriculum is explicitly the purview of faculty, and faculty are the only ones who should be developing curriculum, including GERs, and programs: note that curriculum development encompasses not only the content of courses, but also aspects such as the mode of delivery and the enrollment caps on the course. In addition, according to the DOE, faculty with continuing appointments (not adjuncts or teaching assistants) should be the primary persons delivering those courses and programs to students. This standard is in place to maintain the academic rigor and excellence that students deserve as they work toward a post-secondary, university education.

In conclusion, as the Board of Regents considers the Transition Options for the University of Alaska System and its three component universities, the UAF Faculty Senate strongly encourages that Faculty, Staff and Student Governance be involved in the decision making in a deep and meaningful way, rather than just having one or two faculty members consulted for one or two hours so that Statewide can pretend to incorporate shared governance; that there is separation between decisions that need to be made to deal with the short-term financial crisis and ones that may only have financial effects on a significantly longer-term time horizon; that decisions be made using actual financial projections, rather than unsubstantiated guesses about what money might be saved; and that we encourage the Board of Regents to be skeptical of summary data presented to them, ask hard questions, and investigate the assumptions being used in models.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

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MOTION:

The UAF Faculty Senate moves to authorize the 2019-20 Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2020. Senators will be kept informed of the Administrative Committee meetings and will be encouraged to attend and participate in these meetings.

Effective: May 4, 2020

Rationale: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

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MOTION:

The UAF Faculty Senate moves to continue Donie Bret-Harte's past president term by one year.

EFFECTIVE: Immediately

RATIONALE: Due to president turnover, the Faculty Senate needs a past president for the 2020-2021 academic year. Donie Bret-Harte has been the past president for the 2019-2020 academic year and has agreed to extend her term as past president to maintain continuity.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

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MOTION:

The UAF Faculty Senate moves to endorse the 2020-2021 committee membership as attached.

Effective: Immediately

Rationale: New Senate members' preferences for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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

2020-21 Faculty Senate Committees

Standing Committees

CURRICULAR AFFAIRS COMMITTEE	
Deana Waters, CTC (21)	Mike Hatfield, CEM (21)
Jeremy Speight, CLA (21)	Veronica Plumb, CRCD (22)
Chanda Meek, CLA (21)	Javier Fochesatto, CNSM (22)
Amanda White, SOM (21)	Mark Young, CTC (22)
Latrice Bowman, CNSM (21)	Eileen Harney, CLA (22)
Chris Maio, CNSM (21)	

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FACULTY AFFAIRS COMMITTEE	
Ataur Chowdhury, CNSM (21)	Doug Cost, SOE (22)
Yelena Matusevich, CLA (21)	Leslie Shallcross, CFOS (22)
Josh Greenberg, CNSM (21)	Milo Adkison, CFOS (22)
Tyson Rinio, Libraries (21)	Jon Nachtigal, SOM (22)
Obadare Awoleke, CEM (21)	Donie Bret-Harte - ex officio if past president next year
Art Nash, AFES-CES (21)	

UNIT CRITERIA COMMITTEE	
Chris Coffman, CLA (21)	Jennifer Carroll, CRCD (21)
Obadare Awoleke, CEM (21)	Sunny Rice, CFOS (21)
Eugenie Euskirchen, CNSM (21)	Katherine Arndt, Libraries (22)
Art Nash, AFES-CES (21)	Charlie Sparks, SOM (22)

Permanent Committees

GER & CORE COMMITTEE	
English: Sarah Stanley (21)	Natural Science: Larry Duffy (22)
Humanities: Seth Jones (21)	Communications: Kevin Sager (22)
Mathematics: Latrice Bowman (21)	Social Sciences: Jeremy Speight (22)
Library: Ilana Kingsley (21)	CRCD/DANSRD: Deb Mekiana (22)
Arts: Zoë Marie Jones (21)	CLA/Ethics: Alex Hirsch (22)
CRCD: Kelechukwu Alu (21)	At-Large: Andres Lopez (21)

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CURRICULUM REVIEW COMMITTEE	
CAC Rep/Chair - TBD	CRCD: Robyn Henry
CTC: Galen Johnson	SOE: Diane Kardash
CNSM: Pat Doak	SOM: Ken Abramowicz
CLA: Brian Hemphill	CEM: Sun Kim
CFOS: TBD	SADA reps: TBD
GERC reps: Zoë Marie Jones (21) and Seth Jones (21)	

FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT COMMITTEE	
Laura Conner, GI (21)	Sean Regan, CNSM (21)
Marina Cuzovic-Severn, CLA (21)	Chris Arp, CEM (21)
Rorik Peterson, CEM (21)	Megan McPhee, CFOS (22)
Bryan Hall, CLA (21)	Benjamin Barst, CEM (22)
AnneMarie Mattacchione, CTC (21)	Ryan Ford, CRCD (22)

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GRADUATE ACADEMIC & ADVISORY COMMITTEE	
Jennifer Carroll, CRCD (21)	Javier Fochesatto, CNSM (22)
Elaine Drew, CLA (21)	Tathagata Ghosh, CEM (22)
Bill Simpson, CNSM (21)	Leah Berman, CNSM (22)
Sean Regan, CNSM (21)	1 faculty member: TBD
Brandon Boylan, CLA (21)	2 grad students: TBD
Maureen Hogan, SOE (22)	

COMMITTEE ON THE STATUS OF WOMEN	
Daisy Huang, CEM (21)	Carrie Stevens, CRCD (22)
Derek Sikes, Museum (21)	Cathy Brooks, CRCD (21)
Sunny Rice, CFOS (21)	3 faculty members: TBD
Michael West, GI (21)	

STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT COMMITTEE	
Bristol Bay: Jorden Lisac (21)	CNSM Science: Larry Duffy (21)
Chukchi: TBD	CTC Writing: Dana Greci (22)
Interior Alaska: Robin Brooks (21)	CTC Math: Sandra Wildfeuer (22)
Kuskokwim: Kelechukwu Alu (21)	CTC: TJ Barry (22)
Northwest: Kacey Miller (21)	CLA English: Daryl Farmer (22)
CNSM Math: TBD	CLA: Brandon Boylan (21)

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RESEARCH ADVISORY COMMITTEE	
Go Iwahana, GI (21)	Maya Salganek, CLA (21)
Casey Matney, AFES-CES (21)	Claudine Hauri, GI (21)
Franz Meyer, CNSM (21)	Taryn Lopez, GI (22)
Seth Danielson, CFOS (21)	Andy Aschwanden, GI (22)
Peter Bieniek, IARC (21)	Hyunju Connor, CNSM (22)

INFORMATION TECHNOLOGY COMMITTEE	
Orion Lawlor, CEM (21)	Lara Horstmann, CFOS (22)
Lily Dong, SOM (21)	Melvin Denning, CTC (22)
Margaret Short, CNSM (22)	

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Outstanding Senate Service of the Year Award
Academic Year 2020

WHEREAS, Kate Quick has been a key member of the Administrative Committee, working inside and outside of meetings to formulate proposals that protect and advance faculty members' rights and freedoms as members of the academic community;

WHEREAS, Kate Quick has consistently contributed to constructive dialogue and language in negotiating Faculty Senate motions and resolutions;

WHEREAS, Kate Quick has advocated for faculty not only in the Faculty Senate but also as a faculty advocate in United Academics and tireless bridge-builder between UNAC and Faculty Senate;

WHEREAS, Kate Quick has been a leader on the Faculty Affairs Committee, taking a leading role in creating key motions that benefit faculty and students;

WHEREAS, Kate Quick took initiative in critically assessing the Expedited Academic Program Review documents even though she was not a member of the Expedited Academic Program Review committee, lending good insight into the need to protect academic choice for students, current and future;

WHEREAS, even though Kate Quick is an untenured professor, she bravely and effectively participates as a member of the Representative Assembly of the faculty union. Prior to becoming tenure-track, she participated on the union for adjuncts;

WHEREAS, Kate Quick works closely with colleagues in the Department of Developmental Education to develop curriculum that improves student success in their college classes;

WHEREAS, Kate Quick is judicious in her actions while being a tireless advocate for shared governance besides being an outstanding team player in Faculty Senate matters.

THEREFORE BE IT RESOLVED that the UAF Faculty Senate acknowledges these valuable contributions of Kate Quick, and bestows upon her the 2019-2020 Outstanding Senate Service of the Year Award.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

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Outstanding Senate Service of the Year Award
Academic Year 2020

WHEREAS, Jennifer Carroll has served on the Administrative Committee, Curricular Affairs Committee, Unit Criteria Committee, Graduate Academic & Advisory Committee, GER & Core Committee, Blue Book Revision Editors Ad Hoc Committee, and COVID-19 Ad Hoc Committee during her service on the Faculty Senate;

WHEREAS, Jennifer Carroll chaired the Curricular Affairs Committee in 2015-2016;

WHEREAS, Jennifer Carroll has been a key contributor to the work of the Unit Criteria Committee; she served as as co-chair of the committee in 2018-2019 and was a key contributor to the updated Unit Criteria template finalized in February 2020 because of her knowledge of the new Blue Book;

WHEREAS, Jennifer Carroll was one of the instrumental members in shaping the Blue Book revisions and had significant yet judicious revisions included in the Blue Book;

WHEREAS, Jennifer Carroll has been a key contributor to the work of the Graduate Academic & Advisory Committee as a co-chair in 2019-2020, by exhibiting extraordinary leadership and organizational skills in keeping a large committee on track through both program/course approval and policy-making processes, and by allowing space for healthy collegial dialogue surrounding difficult structural issues embedded in curricular ones;

WHEREAS, Jennifer Carroll is chairing the COVID-19 Ad Hoc Committee in Spring and Summer 2020;

WHEREAS, though Jennifer Carroll is an untenured assistant professor, she exhibits the courage, strength and resolve of a senior faculty member dedicated to shared governance;

THEREFORE BE IT RESOLVED that the UAF Faculty Senate acknowledges these valuable contributions of Jennifer Carroll, and bestows upon her the 2019-2020 Outstanding Senate Service of the Year Award.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

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MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list will be available in the UAF Governance Office, 327 Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2020-2021 meetings.

Effective: Fall 2020

Rationale: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

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2020-2021 Faculty Senate Meetings
Wood Center Carol Brown Ballroom

Meeting	Date	Day	Time
#249	September 14, 2020	Monday	1:00-3:00 PM
#250	October 5, 2020	Monday	1:00-3:00 PM
#251	November 2, 2020	Monday	1:00-3:00 PM
#252	December 7, 2020	Monday	1:00-3:00 PM
#253	February 1, 2021	Monday	1:00-3:00 PM
#254	March 1, 2021	Monday	1:00-3:00 PM
#255	April 5, 2021	Monday	1:00-3:00 PM
#256	May 3, 2021	Monday	1:00-3:00 PM

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Julie A.K. Maier, UAF Faculty Senate President

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Motion to Endorse IDEA Task Force Final Report

MOTION:

The Faculty Senate moves to endorse the Final Report from the Chancellor's Task Force on Inclusivity, Diversity, Equity, and Accessibility (IDEA).

RATIONALE:

The Faculty Senate believes that it is important that the University of Alaska Fairbanks be proactive in addressing the issues raised in the Report.

EFFECTIVE:

Immediately.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: May 8, 2020

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Motion to Delete MS in Resources and Economics

MOTION:

The UAF Faculty Senate accepts the Chancellor's recommendation to proceed to deletion of the Master of Science degree in Resources and Economics.

Rationale: The program has been in suspension and the teach-out is complete.

EFFECTIVE: Immediately upon Chancellor approval.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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MOTION:

The UAF Faculty Senate accepts the Chancellor's recommendation to proceed to deletion of the Associate of Applied Science (AAS) degree in Educator Para-Professional.

Effective: Fall 2020 upon all required approvals

Rationale: Program has been in suspended status since academic year 13-14. No current students.

See the program proposal in CourseLeaf.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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MOTION:

The UAF Faculty Senate moves to amend the Alaska Native Theme catalog description as follows:

EFFECTIVE: Fall 2020

RATIONALE: To better convey the importance of the Alaska Native Theme requirement to UAF undergraduate students by explaining its history, purpose, and relationship to UAF's mission.

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BOLD CAPS = Addition

[[ ]] = Deletion

The Alaska Native-themed requirement is a degree requirement for all baccalaureate, associate of arts and associate of science degrees. [[The requirement may be met by completing 3 credits of designated Alaska Native-themed courses anywhere in the student's course of study, including General Education Requirements, major requirements, minor requirements and electives.]]

STUDENTS MAY CHOOSE FROM A NUMBER OF COURSES TO MEET THE TOTAL THREE-CREDIT-HOUR ALASKA NATIVE THEMED DEGREE REQUIREMENT. THESE COURSES EXPLORE ALASKA NATIVE PEOPLES AND CULTURES THROUGH AT LEAST ONE OF THE FOLLOWING: VALUES, LANGUAGE, ART, KNOWLEDGE, GOVERNANCE, SUBSISTENCE, EXPERIENCE, AND/OR WAYS OF LIFE. THIS REQUIREMENT DOES NOT ADD TO THE TOTAL NUMBER OF CREDITS REQUIRED FOR GENERAL EDUCATION REQUIREMENT (GER) OR DEGREE COMPLETION. ALTHOUGH THE ALASKA NATIVE THEMED COURSE REQUIREMENT IS SEPARATE FROM GERS, SOME ANT COURSES ARE ALSO GERS. THESE COURSES ARE MARKED WITH AN X, AND CAN COUNT TOWARDS BOTH A GER AND ANT.

THE UNIVERSITY OF ALASKA FAIRBANKS IS PROUD TO ACKNOWLEDGE THE ALASKA NATIVE NATIONS UPON WHOSE TRADITIONAL LANDS OUR SIX CAMPUSES RESIDE. IN FAIRBANKS, OUR TROTH YEDDHA' CAMPUS IS LOCATED ON THE TRADITIONAL LANDS OF THE CH'ENO' XWUT'ANA (DENA) PEOPLE OF THE LOWER TANANA RIVER AND OUR BRANCH CAMPUSES AND EXTENSION OFFICES ARE HOSTED ON INDIGENOUS LANDS THROUGHOUT THE STATE. WE ARE FEDERALLY DESIGNATED AS AN ALASKA NATIVE SERVING INSTITUTION WITH OVER 20 PERCENT OF OUR STUDENT BODY BEING ALASKA NATIVE AND/OR AMERICAN INDIAN.

IN ORDER TO FULFILL UAF'S MISSION AND HONOR THE FIRST PEOPLES OF ALASKA WE MANDATE THAT ALL INCOMING UNDERGRADUATE STUDENTS LEARN ABOUT ALASKA NATIVE PEOPLES AND BE EXPOSED TO ALASKA NATIVE PERSPECTIVES AND WORLDVIEWS THROUGH THE ALASKA NATIVE THEMED (ANT) COURSE REQUIREMENT. THIS REQUIREMENT WAS

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DEVELOPED THROUGH THE EFFORTS OF THE STATEWIDE ALASKA NATIVE STUDIES COUNCIL AND WAS SUPPORTED BY THE UAF STUDENT GOVERNMENT AND THE UAF FACULTY SENATE.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor

Date: May 8, 2020

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Motion to amend the undergraduate Academic Disqualification Policy

MOTION:

The UAF Faculty Senate moves to amend the undergraduate Academic Disqualification Policy as follows:

Effective: Immediately upon chancellor approval.

Rationale: The current Academic Disqualification policy was approved at Meeting #240 on May 6, 2019 and was intended to be a temporary policy for 2019-20, after which time the Curricular Affairs Committee will explore options for a less problematic disqualification and appeal policy beginning 2020-21.

Looking to the academic standing policies and processes surrounding readmission at a number of institutions, the following common themes apply:

- Students are generally required to stop attending the institution for at least one term.
- After a period of separation, students may apply for readmission.
- Readmission applications include statements regarding tools which will be in place to ensure future success, require advising as a condition of return, and may limit the number of credits a student may take upon their return.
- After readmission, previously disqualified students who again fall below a 2.0 cumulative GPA are again removed from the institution for a longer period of time.
- Students who are not readmitted within 2 years of their removal need to reapply for admission with the university.

In recognizing the level of support and student resources available at the Community and Technical College (CTC) and the College of Rural and Community Development (CRCD), the readmission policy includes an opportunity for students to attend CTC or CRCD through admission to an associate-level degree, certificate or occupational endorsement with Dean approval.

Current policies for academic disqualification and readmission are complicated, cumbersome, inconsistent from one student to another, and not in line with best practices. There is no mechanism to appeal an academic disqualification. This motion is intended to clarify policy and procedures for readmission after academic disqualification, and create a disqualification appeal policy.

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Proposed Policy:

Undergraduate Academic Disqualification

Academic Disqualification is the status assigned to those undergraduate students who begin a semester on academic probation (including students admitted on probation for that term) or are continuing on probation and fail to earn a semester GPA of 2.0 or higher. Academically disqualified students are ineligible for most types of financial aid.

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The student's program will be changed to inactive and the student will not be allowed to attend UAF for one academic (fall or spring) semester. After non-attendance for either fall or spring semester, the student may complete a form for readmission. A student may appeal the academic disqualification immediately.

Readmission

An academically disqualified student who desires to continue admittance to the same program or other Baccalaureate program may submit a request for readmission after not attending the University of Alaska Fairbanks for one academic semester. The student should complete a form for readmission which includes a plan for academic success. This form must be reviewed and approved by an academic advisor. Completed readmission forms must be submitted to the Office of the Registrar no later than the first day of instruction in the semester for which a student wishes to be reinstated. An academically disqualified student must successfully be readmitted within two years of disqualification or will need to reapply for admission.

If readmission is granted, the student will remain on probation and be required to meet with an advisor prior to registration for classes until their cumulative GPA is 2.0 or above. Students must achieve a term GPA of 2.0 or above for each term. Readmitted students who achieve a term GPA of below 2.0 will again be disqualified and will not be allowed to attend UAF for one academic year.

Baccalaureate students who wish to continue attending may apply to the UAF Community and Technical College (CTC) or College of Rural and Community Development (CRCD) for admission into an Associates level degree, Certificate or Occupational Endorsement with dean approval. This process can be completed with a full plan for academic success that has been developed with an academic advisor.

Readmitted students will have a maximum semester course load limit of thirteen credits.

Appeal of Academic Disqualification

A student who wishes to appeal an academic disqualification decision and remain in the current Baccalaureate level program may submit an appeal form, available at the Office of the Registrar. Appeals must be initiated no later than the first day of instruction in the semester for which a student wishes to be reinstated. The appeal form with full academic plan for success will be reviewed by a committee for a first step approval and will then be approved by the Dean of College where readmission is being requested.

Should a 2nd Academic Disqualification be received the student will be required to sit out 1-year before being readmitted to UAF, CTC, or CRCD.

Should a 3rd Academic Disqualification be received the student will be required to sit out 2-years before being readmitted to UAF, CTC, or CRCD.

Current Policy (from current catalog):

Undergraduate students — Undergraduate students on probation whose semester and cumulative GPA fall below a 2.0 for two consecutive semesters will be placed on academic disqualification. Academically disqualified students may continue their enrollment at UAF only as non-degree students, are limited to 10 credits per semester and are ineligible for most types of financial aid.

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To be eligible for readmission to an academic degree program, the student must:

1. Achieve a 2.0 cumulative grade point average by repeating courses previously failed at UAF and reapply for admission, or
2. Complete 9 credits for a baccalaureate or associate program, or 6 credits for a certificate program, with a GPA of 2.0 or higher. The courses may be completed at UAF and/or another regionally accredited institution and must be letter-graded. Grades of P or CR will not be considered. In considering students for readmission, deans will look for course work taken that relates to the student's intended program.
3. Students seeking readmission into an occupational endorsement program must have a minimum of a 2.0 cumulative GPA.

The student must reapply and the application must be approved by the dean. The student may apply to the same program from which they were disqualified, or to a different program or level (e.g. baccalaureate, associate or certificate). Readmission may be granted with a status of probation or with other conditions as specified by the dean. It is vitally important for academically disqualified students to work closely with their academic advisor in developing a realistic and timely educational plan.

A student may be continued on probation, rather than be disqualified, at the discretion of their dean.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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Motion for Interstate Passport Program

MOTION:

The Curricular Affairs Committee of the UAF Faculty Senate moves to approve the following course review for learning outcomes for the Interstate Passport Program.

EFFECTIVE: Fall 2020

RATIONALE: To streamline transfer opportunities for students to and from University of Alaska Fairbanks to other Interstate Passport Program member institutions.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor

Date: May 8, 2020

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Oral Communication	Written Communication	Quantitative Literacy	Creative Expression	Natural Sciences	Human Society	Human Culture	Critical Thinking	Teamwork
COJO F121X	WRTG F111X	MATH F113X	ANS/FLPA F161X	ATM F101X	ACCT F261X	ANL F141X	ANL F141X	ANL F141X
COJO F131X	WRTG F211X	MATH F114X	ANS F202X	BIOL F100X	ANS F111X	ANL F142X	ANL F142X	ANL F142X
COJO F141X	WRTG F212X	MATH F122X	ANS/MUS/ACNS F223X	BIOL F103X	ANS F242X	ANL F251X	ANL F251X	ANL F251X
	WRGT F213X	MATH F151X	ART F105X	BIOL F104X	ANTH F100X	ANL F255X	ANL F255X	ANL F255X
	WRTG F214X	MATH F152X	ART F200X	BIOL F111X	ANTH F101X	ASLG F101X	ASLG F101X	ASLG F101X
		MATH F156X	ART F261X	BIOL F112X	ANTH F111X	ASLG F202X	ASLG F202X	ASLG F202X
		MATH F230X	ART F262X	BIOL F115X	ANTH F211X	CHNS F101X	WRTG F111X	
		MATH F251X	ENGL/FLPA/COJO F217X	BIOL F116X	BA F151X	CHNS F102X	WRTG F211W	WRTG F111X
		MATH F252X	FLPA/COJO F105X	BIOL F120X	BA F254X	COJO F101X	WRTG F212X	ANS/MUS/ACNS F223X
		MATH F253X	FLPA F121X	CHEM F100X	BA/SPRT F281X	COJO F102X	WRTG F213X	FLPA F121X
		STAT F200X	FLPA F200X	CHEM F103X	ECE F104X	ENGL/FL F200X	WRTG F214X	FLPA F200X
			FLPA F215X	CHEM F104X	ECON F100X	ENGL F270X	COJO F121X	FLPA F215X
			HUM F201X	CHEM F105X	ECON F111X	FREN F101X	COJO F131X	HUM F201X
			MUS F103X	CHEM F106X	ECON F201X	FREN F102X	COJO F141X	MUS F103X
			MUS F125X	CHEM F111X	ECON F202X	GER F101X	ANS F202X	MUS F125X
			MUS F200X	GEOG F111X	ECON F235X	GER F102X	ANS/MUS/ACNS F223X	MUS F200X
				GEOS F101X	GEOG F101X	INU F111X	ART F105X	FREN F101X
				GEOS F106X	HIST F100X	INU F112X	ART F200X	FREN F102X
				GEOS F112X	HIST F102X	JPN F101X	ART F261X	GER F101X
				GEOS F120X	HIST F110X	JPN F102X	ART F262X	GER F102X
				MSL F111X	HIST F122X	LAT F101X	FLPA F121X	JPN F101X
				PHYS F102X	HIST F132X	LAT F102X	FLPA F200X	JPN F102X
				PHYS F115X	HUMS/JUST F125X	LING F101X	LING F101X	LAT F101X
				PHYS F123X	JUST F110X	LING F216X	FLPA F215X	LAT F102X
				PHYS F124X	JUST F251X	PHIL F102X	PHIL F102X	PHIL F102X
				PHYS F165X	PS F100X	PHIL F104X	PHIL F104X	PHIL F104X

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				PHYS F211X	PS F101X	RELG F221X	RELG F221X	RUSS F101X
				PHYS F212X	PS F201X	RUSS F101X	HUM F201X	RUSS F102X
				PHYS F213X	PS F221X	RUSS F102X	MUS F103X	SPAN F101X
					PSY F101X	SPAN F101X	MUS F125X	SPAN F102X
					RD F200X	SPAN F102X	MUS F200X	INU F111X
					SOC F101X	YUP F101X	MATH F113X	INU F112X
					SOC F201X	YUP F102X	MATH F114X	YUP F101X
					SWK F103X		MATH F122X	YUP F102X
					WGS F201X		MATH F151X	ATM F101X
							MATH F152X	BIOL F100X
							MATH F156X	BIOL F104X
							MATH F230X	BIOL F111X
							MATH F251X	BIOL F112X
							MATH F252X	BIOL F115X
							MATH F253X	BIOL F116X
							STAT F200X	BIOL F120X
							COJO F105X	CHEM F100X
							INU F111X	CHEM F103X
							INU F112X	CHEM F104X
							YUP F101X	CHEM F105X
							YUP F102X	CHEM F106X
							ATM F101X	CHEM F111X
							BIOL F100X	GEOG F111X
							BIOL F103X	GEOS F106X
							BIOL F104X	GEOS F112X
							BIOL F111X	GEOS F120X
							BIOL F112X	MSL F111X
							BIOL F115X	PHYS F102X
							BIOL F116X	PHYS F115X
							BIOL F120X	PHYS F123X
							CHEM F100X	PHYS F124X
							CHEM F103X	PHYS F165X
							CHEM F104X	PHYS F211X
							CHEM F105X	PHYS F212X
							CHEM F106X	PHYS F213X
							CHEM F111X	FLPA F217X

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							GEOG F111X	
							GEOS F101X	
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							PHYS F115X	
							PHYS F123X	
							PHYS F124X	
							PHYS F165X	
							PHYS F211X	
							PHYS F212X	
							PHYS F213X	
							FLPA F217X	

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Motion to create a "syllabus addendum" for all non-academic information

MOTION:

The UAF Faculty Senate moves to replace the current syllabus checklist with 1) a syllabus checklist for course specific academic information, and 2) a "syllabus addendum" for all non-academic information. The syllabus addendum will be updated prior to each semester and faculty will include the most recent addendum in their course syllabus.

Rationale: There is a growing list of non-academic, non-course related items that need to be communicated to students and the course syllabus has been considered an efficient vehicle for providing that information. However, the number of non-academic items is increasing and changes frequently, making delivery through the syllabus less effective.

Problems with including non-academic information in the syllabus checklist include:

- Information may not be updated regularly in older syllabi.
- Information is not presented uniformly across syllabi.
- Volume of information is overwhelming course related information and vice versa, making both less clear for students.
- A significant amount of time is spent by faculty revising courses and the Graduate Academic & Advising Committee and the Curriculum Review Committee reviewing courses ensuring that each piece of information in the syllabi is the most current version.

Creating a syllabus addendum will:

- Ensure that all information is the most current.
- Ensure that the information is presented in the same manner in all syllabi.
- Clearly identify course related material and non-course related information.
- Reduce the amount of effort in both updating, revising, and reviewing syllabi.

Process for Changing the Syllabus Checklist and Addendum:

- The Curricular Affairs Committee and the Graduate Academic & Advisory Committee will develop and submit a new syllabus checklist and syllabus addendum to the Faculty Senate in the fall of 2020 to go into effect for the spring semester of 2021.
- The process for making substantive changes to the syllabus checklist and addendum will follow the usual Faculty Senate processes through the appropriate Faculty Senate Committees.
- Non-substantive changes such as links and numbers will be reviewed and updated by the Curricular Affairs Committee and the Provost's Office.

EFFECTIVE:

Spring Semester 2021.

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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Daniel M. White, UAF Chancellor

Date: May 8, 2020

DocuSign Envelope ID: C3011CC8-B3A6-45D9-B465-D55E6EA47578

MOTION:

The UAF Faculty Senate moves to approve a new undergraduate level Local Knowledge Educator Certificate, to be housed in the School of Education.

Effective: Fall 2020 upon all required approvals

Rationale: This undergraduate certificate provides a guided pathway for Alaskans to mark a significant milestone on their work towards becoming a certified teacher. All, or almost all, courses that make up this certificate fulfill degree requirements required for a bachelor's degree in Elementary education.

See the program proposal in CourseLeaf.

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Julie A.K. Maier, UAF Faculty Senate President

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Brief Program Statement:

The Local Knowledge Educator is a 30 credit undergraduate certificate program intended to provide individuals interested in the teaching profession with a benchmark credential that will set them on a path to a Bachelors in Elementary or Secondary Education. 27-30 of the credits in the certificate program will apply to the Elementary BA degree, or 18 of the credits will apply to a Secondary BA degree.

The coursework in the Local Knowledge Educator certificate program represents a collection of courses that have low barriers to entry (no pre-requisites), fulfill the General University Requirements for a certificate program, and provide an individual interested in working in a non-certificated K-12 based position (e.g. as a substitute teacher or a paraprofessional) with a strong introduction to the teaching profession and content knowledge relevant to work in a school context. The collection of classes can both enhance individual knowledge of Alaska and Alaska's Indigenous cultures, as well as equip future educators with tools that will help them incorporate their own local knowledge into K-12 classrooms now and in the future.

Admission Requirements:

For admission to certificate programs, official documentation must be provided showing that the applicant:

1. is at least 18 years old, or
2. has a high school diploma, or
3. has a General Educational Development (GED) diploma.

Applicants under the age of 18 who will not have a high school diploma or GED before the start of their first semester are not admissible but may take courses as a nondegree student. Please note that in order to qualify for federal financial aid, students must have either a high school diploma or a GED.

TRANSFER STUDENTS

Transfer students are eligible for admission if they left their previous accredited institution(s) in good standing. Admission status will be determined on an individual basis if a student attended an unaccredited/nonregionally accredited postsecondary institution.

HIGH SCHOOL STUDENTS

High school students may take classes at UAF. There are two enrollment options for students interested in certificate or associate degree programs: Secondary Student Enrollment and TECH PREP. Both have specific registration requirements but do not require admission to UAF.

HOME-SCHOOLED STUDENTS

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Home-schooled students may be admitted to an associate or certificate program if the student is at least 18 years old, holds a GED, graduated from a state-sponsored correspondence program with a high school diploma, or with the approval of the director of admissions.

Catalog Layout

Minimum Requirements for Degree: 30 credits

CODE	TITLE	CREDITS
General University Requirements		
Complete the general university requirements.		
Certificate Requirements		
Complete the certificate requirements.		
As part of the certificate requirements, complete:		
Communication		
COJO F121X	Introduction to Interpersonal Communication (WRTG 111 (preferred))	3
or COJO F131X	Fundamentals of Oral Communication: Group Context	

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or COJO F141X	Fundamentals of Oral Communication: Public Context	
or WRTG F111X	Writing Across Contexts	
Computation		
ECE F117	Practical Math Skills (MATH 151 preferred)	3
or MATH F105	Intermediate Algebra	
or MATH F151X	College Algebra for Calculus	
or MATH F122X	Essential Precalculus with Applications	
Human Relations		
ED F245	Child Development	3
BA General Education Requirements		
Complete the following BA general education requirements:		
ANS F161X	Introduction to Alaska Native Performance	3
or ANS F223X	Alaska Native Music	

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ANL F141X	Beginning Dene / Athabascan I (or another 3-5 credit Alaska Native language course ending in X)	3-5
ANL F287	Teaching Methods for Alaska Native Languages (or RAHI Local Language Preservation class) can substitute for ED 486 Media Literacy	3
ANS F242X	Indigenous Cultures of Alaska	3
or HIST F115	Alaska, Land and Its People	
BAE Requirements		
ED F100	Language, Education, Linguistics	3
ED F204	Literature for Children (Can substitute ED 293 Core Practices in Arts and Place Based Teaching)	3
ED F111	Teaching for Alaska's Future (New course, three credit	3

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alternative to ED F110)	
Total Credits	**30-32**

Program Goals

Brief identification of objectives and subsequent means for their evaluation

MISSION STATEMENT:

The purpose of this certificate program is to incentivize early program coursework completion that will count towards a Bachelors degree in an initial teaching licensure area at UAF (elementary or secondary)

GOAL STATEMENT:

Students completing this 30 credit introductory certificate program will acquire a credential that provides a strong foundation for non-certificated employment in K12 schools and an introduction to teaching through local knowledge, language and culture

The mission and goals will be evaluated through the measures articulated in the attached SLOA for the program.

Relationship of program objectives to "Purposes of the University"

Two of UAF's Strategic Planning Goals (2019-2025) are to Revitalize key academic programs and to Solidify our global leadership in Alaska Native and Indigenous programs. This program relates to both goals. Pre-service teacher preparation is a key academic program at UAF, and has been so for nearly 100 years. This program is intended to support student credit attainment towards a teacher certification BA. Additionally, the target audience for this program is Alaska Native students in rural communities, who are working towards a BA in elementary or secondary education so that they can eventually become teachers in their home communities. This certificate program not only provides those students with coursework that leads to a BA in teacher certification, but also provides them with a complement of coursework that focuses on Indigenous knowledge, and strategies to tie Indigenous knowledge to academic content in Alaska's schools.

The program aligns with UAF's core themes of Educate, Prepare and Connect. It particularly aligns with and supports workforce development for Alaska.

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Occupational/other competencies to be achieved

The purpose of this certificate program is to incentivize early program coursework completion that will count towards a Bachelors degree in an initial teaching licensure area at UAF (elementary or secondary).

Students completing this 30 credit introductory certificate program will acquire a credential that provides a strong foundation for non-certificated employment in K12 schools and an introduction to teaching through local knowledge, language and culture. This credential would benefit any non-certificated employee in K12 schools including aides, paraprofessionals and substitute teachers.

Relationship of courses to the program objectives

Backwards mapping from early sequence courses required for the BA in Elementary and BA in Secondary degree programs at UAF. The certificate program is designed to give students pursuing a teaching BA program an intermediate credential on their way to a Bachelor's degree, and in doing so, speed up credit attainment in the BA programs, particularly in the first two years of course completion. The 30 credit course sequence was designed to include courses with a low or no bar to entry, courses that would provide a solid foundation for non-certificated work in a K12 classroom (e.g. as a substitute teacher or as a paraprofessional or aide), and courses that would count towards a BA degree in elementary or secondary education. The final set of courses would provide 27-30 credits towards a BA in elementary education, or 18 credits towards a BA in secondary education.

Personnel directly involved with program

Name	Staff classification	Duties	Qualifications
Olga Skinner	Faculty	Alaska Indigenous Teacher Corps Faculty member. UAF School of Education elementary and secondary teacher preparation programs.	M.Ed in Language and Literacy and current PhD Candidate in Indigenous Studies. Currently teaching ED 201 and ED 412. Taught ED 201 to rural cohort in the summer. AITC works to promote more Indigenous teachers. This certificate offers a scaffold for place-based and language education that leads to a bachelor's degree.

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Julie Griswold	Admin/Coordinating Personnel	Provide advising for undergraduate students pursuing elementary and secondary certificatioin	4 years serving as a rural student advisor for the UAF School of Education. Program coordination and support for Sustaining Indigenous and Local Knowledge, Arts and Teaching partnership program.

Enrollment Information

Projected enrollment/present enrollment

A projected enrollment for Fall 2020 is about 15 students and will increase the following semesters.

How was projected/present enrollment determine? Who was surveyed and how?

To make this projection, we took Fall 2018 (34 students) and Fall 2019 (37 students) enrollments of students with less than 60 credits from rural communities. This was reduced, acknowledging that all of these students may not decide to pursue this degree option. Another consideration is that the Rural Alaska Honors Institute has many applicants with high interest in the teaching field along with language revitalization. Those interests align with this certificate.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 13

Year 26

Year 39

Year 412

Year 512

Maximum enrollment which program can accommodate

75

Are there special restrictions on enrollments?

No

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Need for Program

Required for other programs?

Yes

In what way is the program required? How has this requirement been met to date?

This certificate program is intended to be a stepping stone credential that can fold into the UAF Bachelors in Elementary Education or Bachelors in Secondary Education. 27-30 of the credits in the certificate count towards the BAE, and 18 credits count towards the BA in Secondary.

Currently, there is no certificate or AA program that exists that closely maps on to either program.

Employment Market Needs:

Who surveyed? How?

We have worked with stakeholders in the Bering Strait School District, at the Northwest Campus, and with advisors from Rural Student Services to identify the areas where students slow down in their progress through the Bachelors in Elementary program. It is primarily in the first two years of coursework. Additionally, we frequently encounter paraprofessionals in rural school districts who come to UAF asking for a transcript analysis to start the BAE program, and we find that they have many credits but very few that count towards a BAE degree. We want students to be able to accrue credits that are both relevant to teaching, lead to a certificate credential, and that count towards a bachelor's degree program. An analysis of 50+ transcripts from paraprofessionals in the BSSD contributed to our knowledge base, as did conversations with the school district, who asked for a credential that would help substitute teachers in the district learn basic information about teaching.

Job opportunities, including how these predictions were determined.

Now

As mentioned, this credential will be of value to anyone working in a K12 school setting, with enhanced relevance to Indigenous students in rural communities. It provides a solid foundation for work as a substitute teacher, paraprofessional or aide.

Two years from now

As long as we have schools, there will continue to be a need for both certificated and non-certificated staff members. This credential is a stepping stone for non-certificated school employees who are interested in working towards certification eventually.

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Five years from now

See above. There will always be a need for teachers and non-certificated staff in schools.

Ten years from now

See above. There will always be a need for teachers and non-certificated staff in schools.

How have positions been filled to date?

Paraprofessionals and substitute teachers typically are not required to have a four year degree. However, most district pay scales for "classified" (i.e. non certificated) staff offer additional compensation for credit accrual. Parapros are sometimes offered financial incentives to work towards a degree in teaching. This credential could provide an intermediate opportunity for movement on a classified pay scale, while also helping students get credits that count towards a degree.

Resource Impact

Budget

SOE LKE Cert FS-Resource-Commitment-Form.docx

Facilities/Space Needs

There are no additional facility or space needs. However, the UAF School of Education is in the process of constructing an Alaska Future Teacher Space, which will be an 1800sf multi use space for our initial licensure programs. This project is grant funded and scheduled for completion in Summer 2021, and will serve as a complementary facility to this certificate program as it is designed for our certificate program's target audience.

Credit Hour Production

This certificate is intended to increase both enrollment and retention in our initial licensure BA programs. If the program brings in even one new student, or speeds a student along the pathway to degree completion, it will have paid for itself.

The below revenue and expenditures are associated with an increase of 3, 6, and 9 students in each of the first 3 years.

Year 1 – 3 new students Year 2 – 6 new students Year 3 – 9 new students

Expenditures 6300 6300 6300

Revenue 20,070 40,140 60,210

Faculty

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No additional resources are necessary to implement this program, as it relies on existing course offerings and existing personnel. The only new course required in this 30 credit certificate program is a 3 credit version of an existing 1 credit class. This equates to a .07 FTE workload, or approximately $6300 of a regular faculty salary. Alternately, the course can be taught by a trained adjunct (we have created a training plan for course instructors).

Library/Media Materials, Equipment and Services

There are adequate library resources for this certificate program as it is a segment of the existing degree requirements for the BA in Elementary Education.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system

The program is intended to boost enrollment, retention and degree completion in our BA in elementary and secondary programs. It should not reduce enrollment anywhere, and will only add enrollment in the courses identified in the course sequence.

Does it duplicate/approximate programs anywhere in the system?

No

How does the program relate to research or service activities? Contributions to research or service. Benefits from research or service activities.

As a entry-level certificate program, there is very little research association with the program. However, the program's (hopeful) success will contribute to our evolving knowledge base on how best to recruit, support, retain and graduate people in teacher preparation programs, and specifically how to recruit, support, retain and graduate Alaska Native teachers who are statistically more likely to stay in Alaska as teachers.

Implementation/Termination

Plans for recruiting students

There are multiple populations who are potential recruitment audiences for this program. They include students in the teaching track of the Rural Alaska Honors Institute, currently enrolled BAE and BA in Secondary students in their first or second years of the program, our partner rural school districts who have paraprofessionals enrolled in our teacher ed programs (e.g. BSSD, LKSD), the rural campuses, Rural Student Services advisors, and high school students in rural communities or at regional boarding schools such as Mount Edgecumbe.

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Plans for phasing out program if it proves unsuccessful

Phasing out would require hitting the "deactivate program" button on courseleaf :). The courses are going to continue to be offered because they are already part of the existing BAE degree sequence.

Assessment of the program

A SLOA plan focusing on the following objectives has been developed and attached:

Students acquire introductory communication and math skills to support working in a K12 environment

Students are exposed to introductory core teaching practices

Students acquire Alaska specific Indigenous content knowledge

Students encounter initial exposure to teaching through local knowledge, language and culture

Students are motivated to continue on to 4 year Bachelor's degree with initial teaching licensure

Capstone assignments or assessments are not a part of this certificate program, as it is an entry level credential meant to lead to a 4 year degree program

Attach SLOA Plan

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Regents Guidelines

Upload Program Action Request Form

UAF SOE LKE Cert BOR-Program-Action-Request.docx

Prospectus

Upload Prospectus Document(s)

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SOE LKE program FS-ProspectusTemplate-WORD.docx

Rationale

The need for this programmatic addition of the Local Knowledge Educator Certificate is twofold. One, it acknowledges that not all paraprofessionals want to complete a bachelor's degree yet rural paraprofessionals often possess valuable local knowledge that is underutilized in schools. This certificate equips paraprofessionals and their schools with stronger skills in collaboration to bring about greater opportunity to incorporate local and Indigenous knowledge into practice. Two, this certificate provides a guided pathway for paraprofessionals to mark a significant milestone on their work towards becoming a certified teacher. All, or almost all, courses that make up this certificate fulfill degree requirements required for a bachelor's degree in Elementary education. Rural Alaska's high teacher turnover rate and the fact that Alaska Natives make up only 5% of our state's teaching workforce really highlights the need for rural and Alaska Native recruitment and retention in the teacher education field.

Additional Information

Within the planning process for our grant, Sustaining Indigenous and Local Knowledge, Arts and Teaching (SILKAT), a top articulated need by stakeholders within the Bering Straits School District was "Continued/better structured support for paraprofessional to teacher pipeline."

Supporting Documents

Proposed course sequence for Local Knowledge Educator Certificate .docx

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Motion to Create a Certificate in Strategic Leadership

MOTION:

The UAF Faculty Senate moves to approve a new graduate certificate in Strategic Leadership, housed in the School of Management.

Rationale: Despite there being several leadership concentrations and minors in the UA system, there isn't currently a graduate-level strategic leadership certificate available. Students have expressed an interest in a program of this type, as developing strategic leadership skills is an ongoing demand and can prove to be helpful in attempts to obtain promotion. This is consistent with an increase in the need for organizations to have individuals who are capable of growing into positions of greater authority and responsibility. This certificate specifically targets those who wish to either transition into or currently serve at the senior/ executive level in the public/private sector, within non-profits and need to better understand the context in which they will be required to develop, collaborate on and consider strategic level decisions.

EFFECTIVE:

Immediately upon Chancellor approval.

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Motion to Amend the Implementation of Expedited Review Committee Recommendations

MOTION:

The UAF Faculty Senate moves to clarify the recommendations of the expedited review committee in terms of the timescale needed for recommended implementations in the respective programs/department to make it clear that the one- and two-year timelines recommended for review do not refer to results, but to creating plans for improvement and/or restructuring.

Rationale: On March 09, 2020, results from the Expedited Review Committees were announced across campus. A special session of the UAF-Senate was held on Monday 16, 2020 to provide a motion to endorse, reject, or other. After a careful analysis of the ensemble recommendation by faculty/departments/senators representatives it was found that in several cases such recommendations will require more than one year for proper evaluation. Therefore GAAC proposes to address this issue on this motion to echo the analysis of the expedited review by faculty on different departments and propose that departments affected by the expedited review process be allowed to submit a plan for restructuring to the President and Board of Regents in order to make such academic program modifications sound and appropriate to the rigorous level of evaluation required by the accreditation process.

EFFECTIVE:

Immediately upon Chancellor approval.

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Motion to Protect Faculty Members' Proprietary Rights Over Course Material and Delivery Modes

Motion:

In order to ensure that quality teaching is the first priority in every classroom, the UAF Faculty Senate moves to protect all UAF instructors' proprietary rights over all materials they create for use in their face-to-face and distance delivery classrooms. The Faculty Senate affirms that course materials--including syllabi, assignment sheets, discussion questions, handouts, PowerPoints, videos, and other content--may not be used by others without the express written permission of their creators. Moreover, the university may not compel instructors to waive intellectual property rights in their course materials. Instructors can, however, agree to provide ownership of the course or any part of the course material to their unit. The UAF Faculty Senate affirms these rights for each person providing instruction at UAF, whether in face-to-face, hybrid, distance, or online courses.

UAF Faculty Senate further moves to protect faculty's rights to create our own course material in all circumstances, with no mandates that we teach from pre-developed or third-party coursework except where departments and/or individuals desire to use these pre-developed or third-party programs.

In addition, the Faculty Senate affirms the right of faculty members to determine modes of distance delivery during and after the Coronavirus pandemic. Article II of the Faculty Senate Constitution, under "Rights, Responsibilities, and Authority," grants the Faculty Senate not only "academic freedom" but also "primary authority" over "academic criteria, regulation, and policy" over responsibilities such as teaching. On the basis of this authority, the Faculty Senate moves to clarify that individual UAF faculty have full authority over the measures they will take to move their courses into "alternate delivery formats" during the coronavirus pandemic and to use either synchronous, asynchronous, or blended formats to meet their diverse students' needs, so long as their choices comply with applicable laws as well as university policies and regulations. Moreover, the Faculty Senate moves that when we return to normal, non-pandemic times, face-to-face delivery must remain a vibrant and well-supported teaching option throughout the university.

Rationale: We are in the midst of Covid-19 closures and mandated social distancing, which required that faculty quickly convert face-to-face classes to distance delivery formats. Faculty are to be commended for taking on this herculean task. In order to preserve the fundamental professional values and standards of quality higher education during these exceptional circumstances, it is essential to protect all faculty members' ownership of online, distance delivery, and other course content. It is essential that faculty, with our expertise in content

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delivery and curriculum development, continue to lead in shared governance processes as decisions about curriculum and delivery formats are made now and in the long-term.

Further, third-party vendors, including textbook publishers, are advertising pre-made course-work to faculty and administrators during this Covid-19 crisis, and we preemptively assert our right to continue creating and controlling our own curriculum.

Finally, faculty should, as producers of their instructional content, control how their course is deployed. All modalities of delivery, provided they are compliant with university policies and regulations as well as state and federal laws, must be permissible during the coronavirus pandemic to afford faculty the flexibility to meet the needs of our diverse students. When social distancing rules are lifted, face-to-face instruction must remain a central, well-supported, viable, and vibrant course delivery option for faculty. Ultimately, the decision of course delivery methods, including face-to-face, must be faculty driven and supported by the university.

EFFECTIVE: Immediately upon Chancellor approval

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

The Chancellor: _____ Approves _X_ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Marine Advisory Program.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Marine Advisory Program (MAP). The Unit proposed revisions in their criteria and the document formatting was brought into compliance with the current UAF Unit Criteria template. The revisions were proposed during the normal review cycle and unanimously approved by MAP faculty. The revisions were reviewed and approved by the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Marine Advisory Program

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **Marine Advisory Program**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

MAP agents and specialists typically have bipartite appointments. Bipartite responsibilities are to be clearly stated at the time of hire and can be any combination of two of the three tripartite missions, i.e., teaching, research, or service. A MAP faculty member can request a tripartite appointment in their employment contract if such a status is consistent with the goals of the Marine Advisory Program. MAP faculty include tenure-track and non-tenure track faculty and will be evaluated equally based on this Unit criteria.

MAP faculty members are designated at the time of hiring as either agents or specialists. An agent is a generalist that does not require concentration of their workload to a specific academic, research, or service discipline. Specialists concentrate their workload toward a specific academic, research, or service discipline as designated in their letter of appointment (examples are: Business Specialist and Fisheries Specialist). Workloads and evaluations are to be based on which of those two assignments the individual holds. A MAP faculty member may be granted a change of assignment based on his/her request and the needs of the program.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

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Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

- mastery of subject matter;
- effectiveness in teaching;
- achievement in research, scholarly, and creative activity;
- effectiveness of public service;
- effectiveness of university service;
- demonstration of professional development; and
- quality of total contribution to the university.

In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

MAP faculty may participate in formal and informal teaching. While standard credit classes are a component of some faculty workloads, non-standard academic teaching is the most common form of information delivery in the Marine Advisory Program. Instruction often includes contact with clientele through distance delivery methods, workshops, seminars, training, public presentation events, and invited classroom teaching. In accordance with the UAF credit hour calculator, a 1 unit teaching activity in MAP is considered 13 to 14 hours of instructional contact time (52 hours total contact time and development and preparation of instructional materials).

Curriculum and content developed for public education, including educational videos and/or other media, are included as teaching.

Marine Advisory Program agents usually function as generalists by contributing breadth and diversity in their teaching efforts. Rurally located agents usually respond to requests to develop and/or teach discrete sessions, workshops, or short-term courses on subjects not typically available to rural Alaskans.

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Specialists have a depth of topical knowledge and primarily focus on teaching technical information in their specialty area to clientele.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. ***Teaching in the context of a MAP activity is generally defined as proactively planned and delivered instruction. MAP education activities are designed to deliver information relevant to specific clientele and public needs. Clientele may range from kindergarten to adults, and the general public to professionals.*** Effective teachers ***will demonstrate some, but not necessarily all, of the following characteristics in an individual year***:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students ***and clientele***;
   b. express positive regard for students, ***become familiar with their public***, develop good rapport with students ***and clientele***, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student ***and clientele*** participation for student learning and teacher effectiveness, are supportive of student ***and clientele*** diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars ***addressing clientele and public needs*** and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation
   Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, ***instructional publications***, academic advising, training/guiding graduate students, etc., provided by:

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

   and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:
   - peer classroom ***or other professionals'*** observation(s) and evaluation of lecture(s),
   - peer ***or other professionals'*** evaluation of course and compiled materials,
   - pedagogical organization as evidenced through peer evaluation of course syllabi,
   - documented use of best practices in teaching through external or peer review,

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- evidence of meeting course-level student learning outcomes, which may include student pre/post tests, ***and/or classroom evaluations, post-instruction surveys and/or student or clientele testimonials***
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

Systematic university approved student evaluations are not usually available or appropriately designed to evaluate MAP teaching activities. In addition, instruction by MAP faculty is often conducted in rural locations where evaluation by peers or department chair is not available. However, a means of evaluation appropriate to the instructional content should be administered by the principal instructor whenever possible.

Additional indices for documenting effective teaching for MAP faculty seeking promotion and/or tenure to <u>Associate Professor</u> may include:

a. Evidence that teaching addresses client-centered needs, as expressed by requests for courses and by client/student participation in those courses;

b. Evidence that the teaching is meeting specific, quantifiable instructional objectives through student evaluations or follow-up surveys;

c. Demonstration of changes in knowledge, skills and/or attitudes/behavior resulting from MAP information transfer through post instructional evaluations, surveys, and testimonials<u>;</u>

d. Clientele evaluations of both the instructional program and the instructor competence and effectiveness;

e. Testimonials and/or repeated invitations to teach;

f. Documentation of contact hours with clientele as an assessment of response effort;

g. Successful application of distance delivery of educational programming;

h. Evidence of successful teaching by development and application of innovative original teaching methods.

i. Successful mentoring of undergraduate and/or graduate students and participation, as member, in graduate student committees;

Additional indices for documenting effective teaching for MAP faculty seeking promotion to the rank of <u>Professor</u> include:

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a. Clientele/student reviews and/or evaluations that show continued quality performance as a teacher,

and at least one of the following:

b. Development and/or adaptation of new methods and approaches in the discipline, such as:

i. Creative use of media and/or distance- delivery methods of instruction which extends the bounds of the discipline and improves educational outreach;

ii. New curriculum or program development that improves the information transfer in the faculty member's area of expertise;

c. Regional, statewide, national and/or international recognition as an expert as illustrated through invitations to and presentations at conferences, meetings, workshops, and trainings;

d. Receipt of state or national awards in recognition of outstanding teaching;

e. Recognition through invitational teaching opportunities;

f. Significant contribution in mentoring of undergraduate and/or graduate students and participation, as member, in graduate student committees.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

Many MAP faculty have limited opportunities to conduct traditional research and limited or no access to laboratories and graduate students. Additionally, bipartite faculty may or may not have a research obligation. Faculty without research obligation may conduct research in response to public needs, in this case these activities will be evaluated under service.

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Marine Advisory faculty with research responsibilities in their bipartite or tripartite appointments are expected to conduct applied research or engage in other scholarly and creative pursuits that help solve issues facing the people of Alaska.

For MAP faculty, research, scholarly, and creative activities may consist of:

a. Applied research designed to address specific client needs;

b. Production of peer reviewed informational media; and

c. Publication of peer reviewed publications.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum, ***with results and impacts disseminated to appropriate academic and community audiences.***.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution ***and be relevant to Alaskan issues***.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications.
   h. Published abstracts of research papers.

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i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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

Additional indices for documenting effective research, scholarly and creative activity for MAP faculty seeking promotion and/or tenure to <u>Associate Professor</u> include:

a. If research composed greater than 60% of a faculty members workload, authorship or co-authorship of a minimum of four (4) refereed publications are expected. These expectations are based on a workload of 60% effort in research and should be interpreted in the context of actual workload and adjusted accordingly,

and at least one of the following:

b. edit or referee articles or proposals for professional journals or organizations and MAP or Sea Grant publications,

c. adapt existing research-based technology or knowledge in order to solve problems relevant to Alaska,

d. participate in extramurally funded research projects.

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Additional indices for documenting effective research, scholarly and creative activity for MAP faculty at the rank of Associate Professor and seeking promotion to the rank of <u>Professor</u> include:

a. If research composed greater than 60% of a faculty members workload, authorship or co-authorship of a minimum of eight (8) refereed publications are expected. The candidate must demonstrate sustained performance in research. These expectations are based on a workload of 60% effort in research and should be interpreted in the context of actual workload and adjusted accordingly,

and at least one of the following:

b. authorship, co-authorship, editor or co-editor of a book or major reference in the faculty member's area of scholarly activity,

c. recipient of a regional, national or international research fellowship or award,

d. participate in extramurally funded research projects in a leadership role (e.g. principal investigator or co-principal investigator),

e. introduce new technology, product, or idea which demonstrably improves the quality of life for Alaskans, and is a clear result of a MAP faculty member's activity.

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

A significant portion of the workload of MAP faculty will consist of service. In general, this will be higher than that found in traditional UAF faculty workloads and reflect the community or specific client needs approach of Marine Advisory Program educational activities.

1. <u>Public Service</u>

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Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c*. *Collaborations and partnerships with agencies, regional advisory boards, task forces, focus groups or public special interest groups to identify relevant issues and regional concerns
d. Service on accrediting bodies.
e. Active participation in professional organizations.
f*. *Active participation in constituency organizations.
g. Active participation in discipline-oriented service organizations.
h. Consulting ***in the faculty member's area of expertise and the discipline consistent with the obligation for public service.***.
i. Prizes and awards for excellence in public service.
j. Leadership of or presentations at workshops, conferences, or public meetings.
k. Training and facilitating ***at public fora, group meetings and public events***.
l. Radio and TV programs, newspaper articles and columns, ***MAP*** publications, newsletters, films, computer applications, teleconferences and other educational media ***including website designed and/or managed by faculty.***.
m. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
n. Providing support for K-12 educational programs developed by partnering organizations.
o. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.
p. Assessing and/or responding to research needs of clientele and communicating those needs to the research community.
q. Conducting research in response to public needs.

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r. Developing and managing effective community and agency partnerships, which extend MAP resources and/ or develop leadership skills.

s. Representing and answering questions at public events.

t. Site visits for problem solving and consultation.

u. Rapidly responding to urgent client needs in a timely, flexible, and appropriate manner.

v. Other service activities consistent with University of Alaska programs that contribute to Alaska's coastal economy.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean ***or other leadership role*** in a college/school ***or program.***
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.
l. Representing the University and/or MAP at public events including education displays, tradeshows, booths and exhibits.
m. Act as an outreach consultant on research projects conducted by other University faculty

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

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a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a ***regional, statewide,*** national or international review panel or committee.

Additional indices for documenting effective service activity for MAP faculty seeking promotion and/or tenure to <u>Associate Professor</u> includes:

a. ***If service composed greater than 60% of a faculty members workload, creation or co-creation of at least twelve (12) individual service activities, including outreach publications, workshops, conferences, trainings, website development or other service activities. These expectations are based on a workload of 60% effort in service and should be interpreted in the context of actual workload and adjusted accordingly,***

and at least two of the following:

b. Presentation of applied research results to user groups such as public agencies, governmental bodies, private businesses, constituent groups, and lay public, both in published and oral forms.

c. Quality and distribution of media presentations and public interviews, e.g., TV, radio, film, newspapers and videotapes.

d. Evidence of response to new knowledge and developments in the discipline by rapidly raising public understanding and awareness through available educational media and methods.

e. Results of individual consultations.

f. Role and effort involved in the development and planning of conferences and workshops.

g. Writing and distribution of MAP and Sea Grant publications.

h. Documentation of service activities conducted on a continuing basis.

i. Testimonials and letters demonstrating outcomes and/or effectiveness of service activities or other documentation which demonstrates the impacts of MAP faculty service activities.

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j. Documentation of public needs and response.

k. Appropriateness of the response effort toward urgent clientele issues.

l. Development and maintenance of partnership relationships.

m. Appointments to public, university, and professional committees and any leadership role in committee assignments.

n. Evidence of support provided to university faculty in their teaching, research, and/or service activities.

o. Evidence of application of project results by the public.

Additional indices for documenting effective service activity for MAP faculty at the rank of Associate Professor and seeking promotion to the rank of <u>Professor</u> includes:

a. If service composed greater than 60% of a faculty members workload, creation or co-creation of at least twenty-four (24) individual service activities, including outreach publications, workshops, conferences, trainings, website development or other service activities. The candidate must demonstrate sustained performance in service. These expectations are based on a workload of 60% effort in service and should be interpreted in the context of actual workload and adjusted accordingly,

and at least two of the following:

b. Invitation to serve on national or international boards, review committees, award commissions or scholarship commissions.

c. Appointment or election to a leadership position on local, state, national, and international public service committees or organizations.

d. Engaged in profession and scholarly service activities on statewide, national or international level.

e. National leadership in a professional organization.

f. Recognition through invitational speaking engagements on topics that constitute public service.

g. Evidence of effective application of professional expertise to professional or public processes and organizations.

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h. Service as committee chair. Session organizer, or officer of professional organizations.

i. Evidence of important contributions to the development of school, departmental, and/or university programs.

j. Recognition through receipt of public service awards, or awards for service to the university.

k. Receipt of a national association, government, or professional society service award.

l. Participation in a voluntary mentoring relationship with junior faculty to facilitate their progress toward promotion and tenure.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Music Department.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Music Department. The unit has brought the document formatting into compliance with the current UAF Unit Criteria template and has transferred their additions over to the new template from the previous version. The revisions were proposed during the normal review cycle and approved by Music Department faculty. The revisions were reviewed and approved by the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
for
Department Of Music

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the Department Of Music. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

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A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

Teaching components of music performance faculty may include studio teaching, chamber music coaching, large ensemble directing, and classroom courses.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.
   i. Invitations to give lectures or master classes at other institutions of higher education.

2. Components of Evaluation

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

a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

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Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

Music faculty are expected to consistently perform in their areas of expertise. The stature of the performance venue or the level of review in attaining the performance will be considered.

a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals, ***competitions, conferences***, or productions, selection for these performances being based on stringent auditions and approval by appropriate judges ***or invitations. Solo, chamber, or large ensemble performances are all acceptable research components***.
f. Scholarly reviews of publications, art works and performance of the candidate. ***The lack of formal press reviews should not reflect negatively on the record of the faculty candidate.***
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship ***or creative artistry.***
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

Research criteria for promotion to the rank of associate professor will include significant performances/creative activities at the state or national level.

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Research criteria for promotion to the rank of full professor will include significant performances/creative activities at the national or international level.

m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. <u>Public Service</u>
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's

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discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth, ***including outreach with local schools, school performances, participation in UAF outreach events and masterclasses for pre-college students.***
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in discipline-oriented service organizations.
f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. <u>University Service</u>

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.

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g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.
g. Adjudications at music contests or festivals at local, state, national, or international levels.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Cooperative Extension Service.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Cooperative Extension Service. Last year the committee reviewed an earlier version of revisions to the CES criteria and put them on hold at the end of spring 2019 while awaiting a new template based on the new version of the UAF Blue Book passed at the end of spring semester 2019 and further amended in February 2020. The current version of the document has been brought into compliance with the new template for all UAF criteria and also includes further amendments to CES special criteria that were made in spring 2020. These revisions were reviewed and approved by Cooperative Extension faculty and the Unit Criteria Committee in April 2020; the unit criteria were found to be consistent with the UAF guidelines.

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Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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Daniel M. White
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Date: May 8, 2020

Daniel M. White, UAF Chancellor

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UAF Unit Criteria
For
Cooperative Extension Service

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **Cooperative Extension Service**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

Cooperative Extension Faculty represent many different disciplines and they may participate in teaching, research and service, but they are all considered part of a single department sharing in the mission of the university with an emphasis on service and public outreach.

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Chapter III: Faculty Evaluation

A. Purpose

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It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

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A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, paraprofessional/volunteer advising and training, graduate students and serving on their graduate committees, and particularly as their major advisor, curriculum development and academic recruiting and retention activities.

Formal classroom academic teaching is not a common form of information delivery in the Cooperative Extension Service. Instruction often includes contact with clientele through distance delivery methods, workshops, seminars and training programs. A 10% (4 Unit) teaching load in Extension is considered 45 to 50 hours of teaching in front of a group.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students and ***class/workshop/educational program participants;***
   b. express positive regard for students, ***become familiar with their communities/community members***, develop good rapport with students, ***and class/workshop/educational program participants and*** show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student ***and class/workshop/educational program participant*** participation for student learning and teacher effectiveness, are supportive of student ***and clientele*** diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars ***addressing public needs by delivering information relevant to those needs*** and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
b. summaries of teaching evaluations***, which for CES can be aggregations of end of workshop learner assessments created by instructors particularly for the learning objectives of each workshop topic and audience;***

at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s).
- peer evaluation of course and compiled materials.
- pedagogical organization as evidenced through peer evaluation of course syllabi.
- documented use of best practices in teaching through external or peer review.
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests.
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom.
- ***letters of support from students or other professionals.***
- ***documentation of the impacts resulting from teaching activities such as knowledge gained or changes in behavior or attitudes of students through post-instructional evaluations, surveys and testimonials.***
- ***invitations or repeated invitations to teach in a community or for an organization which reflect appropriate, valued engagement and effectiveness in teaching.***

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

Cooperative Extension Service faculty have limited opportunities to conduct traditional research and very limited access to laboratories and graduate students. Additionally, bipartite Cooperative Extension Service faculty usually do not have a research obligation. Most grants pursued by

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bipartite faculty in the Cooperative Extension Service relate to service or teaching and are not research oriented.

Cooperative Extension Faculty with tripartite responsibilities are expected to conduct research (generally applied) or engage in other scholarly pursuits that challenge and may help solve issues facing the people of Alaska or contribute to national Extension efforts.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum ***with results and impacts disseminated to appropriate academic and community audiences***.
   b. They must be evaluated ***reviewed and validated*** by appropriate peers ***including members of the community.***
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution ***and are typically relevant to current Alaskan issues.***

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline , ***authorship of CES publications or articles selected for publication in CES journals.***.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs ***including applied projects responsive to community needs,*** these grants and contracts being subject to rigorous peer review and approval.
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
   f. Scholarly reviews of publications, art works and performance of the candidate.
   g. Citations of research in scholarly publications.
   h. Published abstracts of research papers.
   i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

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j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

CES faculty activities are counted as public service even though the University may charge a fee for some activities. These fees are necessary to recover costs such as those for room rent, printed materials provided to participants, equipment or other program supplies and are not payment for faculty time nor are these fees ever retained by individual faculty.

Non-tenure track faculty, primarily funded by restricted funds (i.e. grants and contracts) may be unable to participate in typical university service to the same degree and extent as tenure-track and tenured faculty. This should be considered when evaluating the service component of non-

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tenure track faculty. As noted under research, bipartite faculty with no research responsibilities may apply for funding and conduct funded projects as service.

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth ***including representing CES and answering questions at CES educational displays, booths and exhibits at public events.***
   b. Service on or to government or public committees; ***collaborations and partnerships established with agencies and groups; and utilization of district or regional advisory boards, task forces, focus groups or public special interest groups to identify relevant issues and problems.***
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting ***as appropriate to the unit including face-to-face in the office or off-site, by telephone or email (i.e. pressure canner gauge testing; interpretation of soil test results, or identification of insect, disease, or weed specimens).***
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.
   i. Training and facilitating ***at public forums, group meetings and public events.***
   j. Radio and TV programs, newspaper articles and columns, ***CES*** publications, newsletters, films, computer applications, teleconferences and other educational media ***including social media, blogs and web sites designed and/or managed by faculty with faculty derived/vetted content and may be responsive to community interests and issues.***
   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
   l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline

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to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

m. Engage the public in assessing research needs – and communicate those needs to the appropriate research units.

n Managing an effective paraprofessional and/or volunteer program to help extend CES resources and or develop leadership skills.

o Exemplary response in emergency situations rendered in an Extension role to clientele who faced the emergency.

p Demonstration projects or field trials.

q. Development of new Extension programs and projects specifically designed to meet community needs, that are successfully supported by external grants and contracts. Non-tenure track faculty often make contributions in this manner and this may be considered as fulfilling requirements for public, university and unit service.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

****For bipartite Cooperative Extension Service faculty with no research assignment, applying for external funds or participating in applied research related activities is considered service (university, district or unit)***

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair, ***program chair or office coordinator*** or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

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3. Professional Service

   Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

   a. Editing or refereeing articles or proposals for professional journals or organizations.
   b. Active participation in professional organizations.
   c. Active participation in discipline-oriented service organizations.
   d. Committee chair or officer of professional organizations.
   e. Organizer, session organizer, or moderator for professional meetings.
   f. Service on a national or international review panel or committee.

Specific indices for Cooperative Extension Service activity and for promotion and tenure.

Since service is the majority of the workload of CES faculty, in addition to University regulations on evaluation of public and university service additional indices for documenting effective service for CES faculty may include the following:

Associate Professor: ***Evidence of department, public, and university service may include some or all, but is not limited the following:***

1. Authorship of CES publications with documented internal peer review. Additional review outside of CES is encouraged.

2. Documentation of service activities planned in an engaged, two-way continuing programmatic basis.

3. Testimonials and letters demonstrating outcomes and/or effectiveness of service activities.

4. Documenting public needs and engaging the resources of the University and other entities in meeting those needs.

5. Documenting impacts which result from engaged public service activities.

Professor: ***Evidence of leadership in the service area is expected. Significant contributions may include***:

1. Invitational service on national or international boards, publication and grant review committees, award commissions or scholarship commissions.

2. National leadership in a professional organization, including editorial roles.

3. Recognition though invitational speaking engagements which constitute public service such as keynote addresses at conferences, meetings and events not sponsored by the

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Cooperative Extension Service.

4. Outstanding university service such as service as a faculty senate officer, faculty senate committee chair, chair of a faculty search committee or member of a major administrative search committee.

5. Recognition through receipt of public service awards or awards for service to the University.

6. Receipt of a national association, USDA or professional society service award.

7. Participation in a voluntary mentoring relationship with a junior faculty to facilitate their progress toward promotion and tenure.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Anthropology.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Department of Anthropology after working with this unit since the 18-19 academic year. The current version of the document has been brought into compliance with the new template for all UAF criteria and also includes further amendments to ANTH special criteria that were made in spring 2020. These revisions were reviewed and approved by all Anthropology faculty and the Unit Criteria Committee in April 2020; the unit criteria were found to be consistent with the UAF guidelines.

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

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: May 8, 2020

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UAF Unit Criteria
for
Anthropology

Criteria for UAF Faculty Evaluation are outlined in the document "University Policies and Procedures (The Faculty Blue Book)" Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the "University Policies and Procedures (The Faculty Blue Book)" Chapter III for use in evaluating the faculty of the **Department of Anthropology**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline's faculty, and because they are additions to the University Policies and Procedures.

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Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

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

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

   Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

   - mastery of subject matter;
   - effectiveness in teaching;
   - achievement in research, scholarly, and creative activity;
   - effectiveness of public service;
   - effectiveness of university service;
   - demonstration of professional development; and
   - quality of total contribution to the university.

   In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

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D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, ***particularly as their major advisor***, and curriculum development.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching***;***
   i. Curators at the University of Alaska Museum with a faculty appointment in Anthropology typically have a portion of their workload assigned to the department. The Department of Anthropology will evaluate the curator's teaching record.

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

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

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and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom observation(s) and evaluation of lecture(s),
- peer evaluation of course and compiled materials,
- pedagogical organization as evidenced through peer evaluation of course syllabi,
- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.

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c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with community partners and collaborators, rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.
o. Research, scholarly, and creative activity work products from community-based participatory research and/or community-engaged research, scholarly and creative activity, as reviewed by appropriate peers (community partners and collaborators). This includes but is not limited to: books, monographs, reviews, programs, bulletins, articles, proceedings, reports, performances, exhibitions, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, documentary and entertainment-education films, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, workshops, websites, data collections, and professional, industry, or government publications.
p. All scholarly publications shall be considered significant. This includes not only the writing of journal articles but also book chapters.

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q. Contributions as editor or guest editor of books and journal volumes that substantially advance research in the discipline shall be evaluated in terms of the editor's contribution, to be delineated in the narrative portion of the tenure/promotion file.

r. Multiple-authored, peer-reviewed publications shall be evaluated in terms of the author's contribution, to be delineated in the narrative statement of the promotion and tenure file.

s. Curators at the University of Alaska Museum with a faculty appointment in Anthropology typically have a portion of their workload assigned to the department. The department will evaluate the curator's record of research.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

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

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.

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f. Consulting.
g. Prizes and awards for excellence in public service.
h. Leadership of or presentations at workshops, conferences, or public meetings.
i. Training and facilitating.
j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.
m. The provision of scholarly expertise in service to community partners and collaborators, including urban, rural, Native and non-Native communities and organizations.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
i. Mentoring.
j. Prizes and awards for excellence in university service.
k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service

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Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.
b. Active participation in professional organizations.
c. Active participation in discipline-oriented service organizations.
d. Committee chair or officer of professional organizations.
e. Organizer, session organizer, or moderator for professional meetings.
f. Service on a national or international review panel or committee.

In addition to the service listed above, evaluation of the record of service of curators at the University of Alaska Museum, with a faculty appointment in Anthropology and a portion of their time assigned to the department, shall take into consideration the recommendation of the University of Alaska Museum Committee (see below "Curation").

Curation

Curators at the University of Alaska Museum (UAM) can hold a tenure-track faculty position. Rank and tenure are held within departments at UAF, and curators are thus treated as joint appointments between a department and UAM. As is the case for all tenure-track faculty in the department of Anthropology, curator's performances are evaluated on the basis of their activities in teaching, research, and service.

1. ***Curation involves the management and development of a formally recognized university collection that exists to serve as a research resource for students and researchers at university, state, national, and international levels. Examples of curatorial activities include, but are not limited to:***

    a. ***Maintaining, enhancing, and enlarging the collection (includes computerization and database development, archival upgrades, specimen conservation and identification, and adding specimens or objects to existing collection);***

    b. ***interacting with state and federal agencies and with the public on collections-related issues;***

    c. ***facilitating collections use through loans, exchanges, and visiting researchers;***

    d. ***maintaining appropriate permits (as needed for the collections);***

    e. ***supervising collections managers, student employees, and volunteers;***

    f. ***working with public program staff to create exhibits and educational activities appropriate to the collection;***

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g. pursuing funding for collections growth and maintenance; and

h. producing curatorial or collections-related publications, reports, and/or manuals.

i. Ensuring university compliance with state and federal laws that pertain to the collection.

2. Specific criteria for curatorial performance:

<u>Assistant Professor and Curator</u>

Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:

a. Curators will develop the collections as permanent record of the natural and/or cultural diversity of Alaska and the circumpolar north and as a research resource for studies of biological and/or cultural diversity.

Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.

b. Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professionally accepted within their respective disciplines.

c. Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.

d. Curators will maintain current accession files, deaccession files, and catalogues of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAM.

e. Curators will develop, maintain, and revise written policies and procedures for caution of objects or specimens in their collections.

f. Curators will take part in interpretive activities of the museum in order to fulfill the museum's mission to interpret the natural and cultural history of Alaska. In this regard, preparation of small exhibit is approximately the equivalents of publication of a professional article; Project direction of a large complex exhibit

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that includes preparation of a serious catalogue is approximately the equivalent of publication of a scholarly book.

g. Curators will actively prepare grant applications for external support for their curatorial activities and collection-based research.

<u>Associate Professor and Curator</u>

Consistent contributions to interpretive (education and exhibition) activities of the museum, response to collection-related inquiries (from other professionals, the public, and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident. Active solicitation for external funds to support curatorial activities and collection-based research must be evident.

<u>Professor and Curator</u>

Significant development of the collections under the curator's care is expected. This development includes sustained growth of the collections as research sources and as a means of fulfilling the museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and or cultural history of Alaska and the circumpolar north. Significance of collections will be measured in terms of research significance, value to University of Alaska research and instructional programs, and value to national and international research programs. The curator should be a recognized authority in his/her field, locally and nationally. They must have a record of success in acquiring external funds for their curatorial activities and collection-based research.

3. Evaluation of Curation

A committee composed of the tenured curators at the museum will provide an evaluation to the unit peer committee. In formulating criteria, standards and indices for evaluation, promotion, and tenure, the museum should include examples of curatorial activities and measures for evaluation appropriate for that unit. Excellence in curation may be demonstrated through, e.g., appropriate letter of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty

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performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

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The following motion passed at Faculty Senate meeting #247 on April 6, 2020:

Motion to create and to appoint members to an ad hoc committee on COVID-related academic policies

MOTION:
In accordance with senate governing documents that allow the president to create an ad hoc committee that is later confirmed by the Faculty Senate, the senate moves to approve the creation of an ad hoc committee on COVID-related academic policies and to confirm its membership.

RATIONALE:
The COVID-19 pandemic requires UAF to adapt its current academic policies to maximize the success of its students and faculty. The committee is formed to accomplish those objectives.

The ad hoc committee was created in an emergency meeting with Faculty Senate leadership, the provost, vice provost, other members of the administration, and faculty members appointed at the beginning of the meeting following senate processes. The ad hoc committee approved the academic adjustments recommended by the Office of the Provost at that meeting. The recommendations were then sent to Senators who voted electronically to approve the adjustments.

The ad hoc committee shall be called upon for further adaptations to academic policy, and additional members shall be appointed as necessary. The convener of the next meeting shall be the senate president, and a chair shall be elected before further business is conducted.

EFFECTIVE:

Immediately upon Chancellor approval.

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MEMBERS:
Voting members: Jak Maier; Deana Waters; Javier Fochesatto; Chanda Meek; Nicole Misarti; Jennie Carroll; and Diane McEachern.

Sine Anahita is a non-voting member and was a co-convener of the original meeting with Provost Anupma Prakash.

Non-voting members may include administrators from the units affected by the policy adaptations. At the initial meeting, these included the provost, vice provost, the registrar, and the director of eCampus.

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Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
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Date: April 10, 2020

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #247 on April 6, 2020:

Motion to adopt temporary writing placement guidelines

MOTION:

The UAF Faculty Senate moves to adopt temporary writing placement guidelines to substitute for Accuplacer or SAT/ACT scores for placement into WRTG 111X.

Rationale: On March 20, 2020, Faculty Senate passed an emergency motion to allow for temporary academic adjustments as a result of the COVID-19 pandemic. In this motion, SAT/ACT scores were waived for Fall 2020 admission requirements. However, to adequately place students in WRTG 111X courses, some measure is required. As Accuplacer testing is suspended and SAT/ACT exams are waived, Curricular Affairs proposes to address the above issues by allowing the following multiple measures for placement:

- High School GPA of 3.0 or higher
- Successful GED completion within past 6 months

If students do not meet the above conditions, they will be asked to complete a survey, attach a writing sample, and report on study habits for success. The completed survey and writing sample will be reviewed by the Placement Task Force within two working days.

The Placement Task Force members include: Jennifer Tilbury jltilbury@alaska.edu; CTC Director for Student Success; Sarah Stanley sstanley2@alaska.edu, Director of University Writing; Kate Quick kaquick@alaska.edu, Coordinator for Developmental Writing. We invite our UAF Faculty colleagues to join us, especially those who may have concerns about student writing at the University.

Placement decisions will be shared with Jessica Skipper and Nanook Navigator to further track student success. The task force commits to report on this process at the conclusion of Fall 2020. *The survey is a collaborative project and draws from best practices.*

This policy is temporary and shall end when SAT/ACT exams and Accuplacer testing resume.

EFFECTIVE:

Immediately upon Chancellor approval.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: _X_ Approves _____ Vetoes _____ Acknowledges

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

Date: April 10, 2020

DocuSign Envelope ID: 5E17EB77-1D92-4B35-9B40-B0D9C0AD9E8F

The following motion passed at Faculty Senate meeting #247 on April 6, 2020:

MOTION:

The UAF Faculty Senate accepts the Chancellor's recommendation to proceed to deletion of the Associate of Applied Science (AAS) degree in Renewable Resources.

Effective: Immediately

Rationale: Program has been in suspended status since academic year 14-15. No current students enrolled.

See the program proposal in CourseLeaf.

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Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

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

Date: April 10, 2020

DocuSign Envelope ID: 5E17EB77-1D92-4B35-9B40-B0D9C0AD9E8F

The following motion passed at Faculty Senate meeting #247 on April 6, 2020:

MOTION:

The UAF Faculty Senate accepts the Chancellor's recommendation to proceed to deletion of Veterinary Medicine Certificate.

Effective: Immediately

Rationale: Program has been in suspended status since academic year 14-15. The program has no current students.

See the program proposal in CourseLeaf.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: April 10, 2020

DocuSign Envelope ID: 5E17EB77-1D92-4B35-9B40-B0D9C0AD9E8F

The following motion passed at Faculty Senate meeting #247 on April 6, 2020:

MOTION:

The UAF Faculty Senate accepts the Chancellor's recommendation to proceed to deletion of the Bachelor of Arts degree in Sociology.

Effective: Immediately

Rationale:
The program has been in suspension and the teach-out is complete.

See the program proposal in CourseLeaf.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...
Daniel M. White, UAF Chancellor

Date: April 10, 2020

DocuSign Envelope ID: 5E17EB77-1D92-4B35-9B40-B0D9C0AD9E8F

The following motion passed at Faculty Senate meeting #247 on April 6, 2020:

MOTION:

The UAF Faculty Senate accepts the Chancellor's recommendation to proceed to deletion of the Bachelor of Science degree in Sociology.

Effective: Immediately

Rationale:
The program has been in suspension since 2016, and the teach-out is complete.

See the program proposal in CourseLeaf.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: April 10, 2020

DocuSign Envelope ID: AFF720BF-4034-4334-A1B5-65C3F3FBE8BD

Motion to amend the policy to adopt temporary writing placement guidelines

MOTION:
The Faculty Senate moves to amend the academic policy to adopt temporary writing placement guidelines that passed at Faculty Senate meeting #247 on April 6, 2020 and was approved by the Chancellor on April 10.

RATIONALE:
The Faculty Senate wishes to minimize the disruptions to academics caused by the COVID crisis, such as the closure of testing centers across the US and UAF's resulting decision to waive the requirement for SAT/ACT scores for Fall 2020. The COVID-Related Academic Policy ad hoc committee (C-RAP) recommended that the recently passed academic policy be amended to reduce a barrier to student success.

Deletions are marked as ~~strikeouts~~. Additions are highlighted.

Because the motion was passed only a few days ago, and was signed by the Chancellor on April 10, the policy is still in motion form.

Motion to adopt temporary writing placement guidelines

MOTION:

The UAF Faculty Senate moves to adopt temporary writing placement guidelines to substitute for Accuplacer or SAT/ACT scores for placement into WRTG 111X.

Rationale: (for the original April 6 motion)

On March 20, 2020, Faculty Senate passed an emergency motion to allow for temporary academic adjustments as a result of the COVID-19 pandemic. In this motion, SAT/ACT scores were waived for Fall 2020 admission requirements. However, to adequately place students in WRTG 111X courses, some measure is required. As Accuplacer testing is suspended and SAT/ACT exams are waived, Curricular Affairs proposes to address the above issues by allowing the following multiple measures for placement:

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- High School GPA of 3.0 or higher
- Successful GED completion ~~within past 6 months~~

If students do not meet the above conditions, they will be asked to complete a survey, attach a writing sample, and report on study habits for success. The completed survey and writing sample will be reviewed by the Placement Task Force within two working days.

The Placement Task Force members include: Jennifer Tilbury jltilbury@alaska.edu; CTC Director for Student Success; Sarah Stanley sstanley2@alaska.edu, Director of University Writing; Kate Quick kaquick@alaska.edu, Coordinator for Developmental Writing. We invite our UAF Faculty colleagues to join us, especially those who may have concerns about student writing at the University.

Placement decisions will be shared with Jessica Skipper and Nanook Navigator to further track student success. The task force commits to report on this process at the conclusion of Fall 2020. *The survey is a collaborative project and draws from best practices.*

This policy is temporary and shall end when SAT/ACT exams and Accuplacer testing resume.

EFFECTIVE: Immediately upon Chancellor approval.

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Signatures for the new motion to amend the policy:

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: April 17, 2020

DocuSign Envelope ID: AFF720BF-4034-4334-A1B5-65C3F3FBE8BD

Motion to clarify minimum grade for students who choose the Credit/No Credit option for a graduate level course during Spring 2020

MOTION:

The Faculty Senate moves to clarify the minimum grade students must earn in order to receive credit for a graduate-level class for which they chose the Credit/No Credit option. This change is temporary and will apply to the Spring 2020 semester only unless Faculty Senate extends it further.

RATIONALE:

Students are not normally allowed to select Credit/ No Credit (CR/NC) as a grading option in graduate-level classes. Because that option was extended to them for the Spring 2020 semester, a minimum grade needs to be set for students to earn credit in 600-level courses. Because a grade of B (or 3.0) is currently required for graduate students in a 600-level course, that shall be the minimum grade to receive credit (CR). Any grade below that will count as NC and not impact the student's GPA.

Current catalog:

- **Grades and Grade Point Average**
  You must have a cumulative GPA of 3.0 in the courses identified on your Advancement to Candidacy form to remain in good standing and to graduate. In addition, for the purpose of satisfying degree requirements, you must earn a B (3.0) or better (no P grades) in each F400-level course and a C grade (2.0) or better in each F600-level course. NOTE: A B- is less than a 3.0 and, if obtained in a F400-level course, will not count for meeting degree requirements; likewise, a C- is less than a 2.0 and, if obtained in a F600-level course, will not count for meeting degree requirements.

EFFECTIVE: immediately upon the Chancellor's approval.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: X Approves _____ Vetoes _____ Acknowledges

DocuSigned by:
Daniel M. White
AE6BD6A19CA648C...

Daniel M. White, UAF Chancellor

Date: April 17, 2020

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-01

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Alaska Native Studies and Rural Development, BA Alaska Native Studies

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Alaska Native Studies and Rural Development, BA Alaska Native Studies.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-02

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Alaska Native Studies and Rural Development, BA Rural Development

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Alaska Native Studies and Rural Development, BA Rural Development.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-03

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Alaska Native Studies and Rural Development, MA Rural Development

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Alaska Native Studies and Rural Development, MA Rural Development.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-04

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Civil and Environmental Engineering, Civil Engineering BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Civil and Environmental Engineering, Civil Engineering BS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-05

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Civil and Environmental Engineering, Civil Engineering MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Civil and Environmental Engineering, Civil Engineering MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-06

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Drafting Technology Certificate

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Drafting Technology Certificate.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-07

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, Special Education MEd

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for School of Education, Special Education MEd.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-08

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Electrical and Computer Engineering, Electrical Engineering MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Electrical and Computer Engineering, Electrical Engineering MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-09

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Fisheries and Ocean Science BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Fisheries and Ocean Science BS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-10

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Fisheries MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Fisheries MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-11

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Fisheries PhD

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Fisheries PhD.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-12

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Geoscience BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Geosciences, Geoscience BS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-13

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Geoscience PhD

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Geosciences, Geoscience PhD.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-14

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Geophysics MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Geosciences, Geophysics MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-15

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Geophysics PhD

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Geosciences, Geophysics PhD.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-16

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Geoscience MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Geosciences, Geoscience MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-17

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Linguistics, Applied Linguistics MA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for the Linguistics, Applied Linguistics MA.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-18

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Marine Biology MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Marine Biology MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-19

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Marine Biology PhD

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Marine Biology PhD.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-20

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Department of Music, Music Education BM

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for the Department of Music, Music Education BM.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-21

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Department of Music, Music Performance BM

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for the Department of Music, Music Performance BM.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-22

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Paralegal Studies AAS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Paralegal Studies AAS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-23

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Social Work BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Social Work BA.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 9FD89243-6B17-463F-BF2E-7B1EE3350153

Motion #2020-24

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Theatre and Film, Film and Performing Arts BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Theater and Film, Film and Performing Arts BA.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-25

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Alaska Native Languages, BA Inupiaq

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Alaska Native Languages, BA Inupiaq, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-26

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Alaska Native Languages, BA Yup'ik

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Alaska Native Languages, BA Yup'ik, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-27

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Anthropology BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Anthropology BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-28

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Anthropology BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Anthropology BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-29

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Anthropology MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Anthropology MS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-30

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Anthropology PhD

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Anthropology PhD, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-31

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Arctic and Northern Studies MA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Arctic and Northern Studies MA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-32

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Automotive Technology Certificate

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Automotive Technology Certificate, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-33

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Childhood Development and Family Studies BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Childhood Development and Family Studies BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-34

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Computer Science BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Computer Science BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-35

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Computer Science MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Computer Science MS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-36

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Cross-Cultural Studies, MA Indigenous Studies

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Cross-Cultural Studies, MA Indigenous Studies, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-37

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Cross-Cultural Studies, PhD Indigenous Studies

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Cross-Cultural Studies, PhD Indigenous Studies, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-38

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, Elementary Education BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for School of Education, Elementary Education BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-39

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, Secondary Education MEd

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for School of Education, Secondary Education MEd, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-40

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, Online Innovation and Design MEd

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for School of Education, Online Innovation and Design MEd, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-41

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Electrical and Computer Engineering, Electrical Engineering BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Electrical and Computer Engineering, Electrical Engineering BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-42

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Electrical and Computer Engineering, Computer Engineering BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Electrical and Computer Engineering, Computer Engineering BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-43

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Ethnobotany Certificate

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Ethnobotany Certificate, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-44

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Fisheries BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Fisheries BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-45

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Earth Science BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Geosciences, Earth Science BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-46

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Human Services AAS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Human Services AAS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves ____Vetoes ___✓_Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-47

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Linguistics BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for the Linguistics BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-48

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Marine Biology, Marine Studies MMS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Marine Biology, Marine Studies MMS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-49

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Music BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for the Department of Music, Music BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-50

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Oceanography MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Oceanography MS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-51

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Oceanography PhD

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Oceanography PhD, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-52

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Petroleum Engineering BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Petroleum Engineering BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DDECD5C5-629E-43DD-B765-CCC4869BDF9B

Motion #2020-53

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Petroleum Engineering MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Petroleum Engineering MS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-54

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Atmospheric Science MS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Atmospheric Science MS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-55

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Atmospheric Science PhD

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Atmospheric Science PhD, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-56

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, Secondary Education BA

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for School of Education, Secondary Education BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-57

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, MEd Elementary Education

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for School of Education, MEd Elementary Education, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-58

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Environmental Studies Certificate

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Environmental Studies Certificate, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-59

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Geography BA

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for Geosciences, Geography BA, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-60

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Geosciences, Geography BS

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for Geosciences, Geography BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-61

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

High Latitude Range Management Certificate

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for High Latitude Range Management Certificate, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8C590F57-29B5-48F0-B231-DA3452529A74

Motion #2020-62

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Mining and Geological Engineering, Geological Engineering BS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for the Department of Mining and Geological Engineering, Geological Engineering BS, with an amendment requesting that departments are given flexibility and the ability to adjust the proposed improvement plan.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 2D5FD271-58B9-400A-A71E-11EB39768698

Motion #2020-63

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Drafting Technology AAS

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Drafting Technology AAS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 2D5FD271-58B9-400A-A71E-11EB39768698

Motion #2020-64

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Mining and Geological Engineering, Mining Engineering BS

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for the Department of Mining and Geological Engineering, Mining Engineering BS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8805FB95-C211-4B8D-8D98-34A4559326C6

Motion #2020-65

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Arctic and Northern Studies BA

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for Arctic and Northern Studies BA.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8805FB95-C211-4B8D-8D98-34A4559326C6

Motion #2020-66

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Civil and Environmental Engineering, Water and Environmental Science MS

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for Civil and Environmental Engineering, Water and Environmental Science MSE.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8805FB95-C211-4B8D-8D98-34A4559326C6

Motion #2020-67

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, MEd People, Place, and Pedagogy

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for School of Education, People, Place, and Pedagogy.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8805FB95-C211-4B8D-8D98-34A4559326C6

Motion #2020-68

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

School of Education, Second Language Acquisition, Bilingual MEd

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for School of Education, Second Language Acquisition, Bilingual MEd.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8805FB95-C211-4B8D-8D98-34A4559326C6

Motion #2020-69

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Mining and Geological Engineering, Mining Engineering MS

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for the Department of Mining and Geological Engineering, Mining Engineering MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ___✓___Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8805FB95-C211-4B8D-8D98-34A4559326C6

Motion #2020-70

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Mining and Geological Engineering, Geological Engineering MS

MOTION:

The Faculty Senate moves to reject the recommendations from the Expedited Program Review Committee for the Department of Mining and Geological Engineering, Geological Engineering MS.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 8805FB95-C211-4B8D-8D98-34A4559326C6

Motion #2020-71

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Process Technology—Safety, Health, and Environmental Awareness

Technology Certificate

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for Process Technology—Safety, Health, and Environmental Awareness Technology Certificate.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: 50E0F423-6420-4412-AAC2-8454C0A01134

Motion #2020-72

The following motion passed at the Special Faculty Senate meeting on March 16, 2020:

Motion on Expedited Program Review:

Department of Music, Music Performance MM

MOTION:

The Faculty Senate moves to accept the recommendations from the Expedited Program Review Committee for the Department of Music, Music Performance MM.

RATIONALE:

From the UAF Faculty Senate Constitution:
"Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service."

EFFECTIVE:

Immediately.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____Approves _____Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor Date: 3/23/20

DocuSign Envelope ID: DA76F7AF-836D-468F-B634-F8D587F6766D

Motion #2020-03

Establish ad hoc joint committee on Concur

MOTION:

The UAF Faculty Senate moves to establish an ad hoc committee on the UAF travel software, Concur. The purpose of the ad hoc committee shall be:

- to identify and to document the problems with Concur
- to determine the extent of the problems
- to work collaboratively across governance organizations and the administration to brainstorm solutions to the problems identified

Rationale:
Some Faculty, staff, and administrators alike have expressed dissatisfaction with Concur, software that was designed to streamline travel processes but which has proved to have many problems as documented here and here. We wish to work together to find solutions to the problems.

Membership: The Ad Hoc Committee on Concur shall be comprised of UAF faculty, students, and staff. There shall be at least one ex officio member who is an administrator. Members may be nominated or self-nominated by sending an email to their respective governance leaders. The membership of the Committee shall be confirmed by the Faculty Senate at its April meeting. Laura Conner will convene the first meeting.

Effective: Immediately upon Chancellor approval.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___✓___ Acknowledges

_____ Date: 3/5/20
Daniel M. White, UAF Chancellor

DocuSign Envelope ID: DA76F7AF-836D-468F-B634-F8D587F6766D

Motion #2020-02

Revision of Bylaws for the Administrative Committee (AdCom)

MOTION:

The Faculty Senate moves to revise the bylaws of the Administrative Committee (AdCom). This revision replaces the one approved by the Faculty Senate at its meeting on February 3, 2020.

RATIONALE:

To improve the process by which proposed legislation and information/discussion items move from the AdCom to the Faculty Senate agenda.

EFFECTIVE:

Immediately upon Chancellor approval or acknowledgement.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 3/5/20

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: DA76F7AF-836D-468F-B634-F8D587F6766D

Motion #2020-02

page 22: Faculty Senate Directory and Handbook https://www.uaf.edu/uafgov/faculty-senate/

Additions in bold face and highlighted in yellow
~~Strikeouts~~ highlighted in green

Sect. 3 (ART V: Committees)

A. An Administrative Committee will be composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF shall be an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

2. Accept and review the motions**, resolutions, memos, information and discussion items, and other items** ~~of~~ presented by standing and permanent committees, and from members of the Administrative Committee; **items approved for the senate agenda shall not be substantively changed without Administrative Committee approval before the senate meeting in which they are scheduled to be discussed;**

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;

4. Move the motions to the Senate's agenda;

5. Review and approve other items of the Senate's agenda, as deemed necessary;

6. Review reports of all committee work in progress; and

7. Discuss other issues, which may or should lead to later committee and senate actions.

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In addition,

8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee will represent the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and

9. At the first meeting in the fall semester make a report of all actions carried out in the name of the Senate since the last meeting in the spring semester.

10. The Administrative Committee shall oversee the process of evaluation of academic administrators.

11. The committee chair will provide committee meeting minutes to the Faculty Senate.

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UNIVERSITY OF ALASKA FAIRBANKS
UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

Dear Chancellor White,

The UAF Faculty Senate endorses the Faculty Affairs Committee report on expedited program reviews. The faculty urges you to explore all possible avenues for cost saving before cutting any programs. This university is recognized for the quality of its programs and research, and we should not do anything more to compromise that. Given the economic constraints, we should invest in what we do best. We, the faculty, sincerely believe instruction and research is what we do better than anything else at UAF.

Highlights from the committee's report are the following:

- Academics are the backbone of UAF and the purpose for the university's existence.
- Cuts to academics should be made only after the administrative-structure reviews are completed, and those reviews should not be used to cut support staff. Instead, those reviews should be used to trim upper-administration, which has ballooned in size in the past decade.
- Faulty PAIR data inaccurately captured program costs and revenue.
- Programs had already reorganized for efficiency in the period of time after the data used in the Delaware Cost Project.
- The programs under threat are essential to UAF's mission statement and to the Chancellor's strategic goals for 2019-2025.
- All programs listed budget cuts and lack of support from the state and from UAF as the most serious threats against their programs.
- It's time to be honest about our budget and urge the legislature to provide us more funding in next year's budget; we cannot handle the budget cuts proposed in the Governor's compact without serious harm to UAF and Alaskan communities.
- It is vital that faculty are the leaders in the reorganization of any departments or programs. Faculty know their programs best, provide the education for our students, and
- are the experts in delivering the content.

During this process of expedited academic and administrative reviews, Faculty Senate urges the administration to acknowledge the fact that faculty positions account for only 17% of the total budget. Academic programs, from OEs to PhDs, *are* the university; it is, first of all, an institution of higher learning. Academics should be the last to be cut.

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Naturally Inspiring.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

FAC REPORT ON EXPEDITED PROGRAM REVIEWS

The UAF Senate's Faculty Affairs Committee took it upon ourselves to read and examine all of the expedited program review SWOT statements for Troth Yeddha' campus and CTC/CRCD. We recognize that the current budget situation is dire, and our administration is faced with making drastic decisions because of the current lack of state support.

Upon reflection, though, we have determined that all of these programs, in some form, are essential to the mission of UAF as "an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples." Further, all of these programs contribute to UAF's Strategic Goals for 2019-2025, from solidifying our global leadership in Alaska Native and indigenous programs to achieving tier 1 research status; embracing and growing a culture of respect, diversity, inclusion, and caring; and revitalizing our key academic programs, from OE to PhD. UAF and Alaska will be worse off if any of these programs cease to exist.

With faculty taking the lead in decision making, some departments and programs could be reorganized for better efficiency. For example, Theater and Film suggested creating a "department of fine arts" within CLA to house all fine arts, excluding the creative writing minor and creative writing MFA. Oceanography suggested that all oceanographers be consolidated into a single unit. Geosciences is working on an MOU with UAA to increase the number of PhD students at UAF. Electrical and Computer Engineering would like to restructure their degrees to create a total of 3 degree options. Petroleum Engineering would like to move to UAA. Other departments listed ideas for increasing their efficiencies, too, but every SWOT analysis noted that the programs have already seen several years of reduced funding. Programs cannot continue to get more efficient with every passing year. We cannot do more with less forever.

If UAF cuts any of these programs, it will be a loss to our students and our communities. At least a dozen of the programs under expedited review bring in grant revenue--some of them in the tens of millions of dollars-- and contribute to the research and arts mission of UAF. Over half a dozen programs--DANSRD, Environmental Studies Certificate/OE, KuC Ethnobotany, High Latitude Range Management, Alaska Native Language Center and Program, Arctic and Northern Studies, and Cross-Cultural Studies/Indigenous Studies--directly contribute to our mission of emphasizing the circumpolar north and its diverse peoples. All of the programs under special review also contribute to UAF's mission of "educat(ing) students for active citizenship and prepar(ing) them for lifelong learning and careers."

In all cases, programs listed a plethora of achievements, including attaining large grants and major publications/productions, and graduating dozens of UAF students. The primary purpose of UAF, and essential to our renewed accreditation with NWCCU, is to successfully educate our students. All of the programs under this special review are doing that. Without these programs, fewer Alaskans will attain degrees, and fewer Alaskans will be prepared for active citizenship in

our great state. Furthermore, fewer out-of-state and international students will be attracted to UAF if these programs are cut.

In the 'threat' section of these SWOT analysis, every program listed budget cuts and lack of state and institutional support as their main threat. Many of these programs stated that they have undergone reviews and special reviews every single year for four, five, or more years. They also stated that it is difficult to retain good faculty under this budget situation, and whenever a faculty or staff member leaves, their position remains unfilled. Further, the lack of staff support is increasing across all programs; many of them listed this as a cause of concern that is prohibiting departments and programs from reaching their full potential.

Another threat listed by nearly all programs under expedited review was faulty data from the Delaware Cost Project and from PAIR. In some cases, the departments under expedited review have already been reorganized or combined with other departments, and/or they have revised their degree offerings after 2014, which is the last year included in the Delaware Cost Project. Some programs also noted that the data from PAIR did not correctly capture their real student headcounts, course offerings, or number of graduates. In some cases, the data excluded large chunks of a program's revenue, making the department seem more expensive and less productive than it actually is.

While we recognize that the UAF administration did not create our budget situation, the administration needs to resist cutting academic programs that have contributed to the well-being and livelihoods of our UAF students and Alaskan communities for decades. It is very easy to cut a program. However, it will take years, and in some cases will be impossible, to rebuild whatever is lost in this process.

Before any academic programs are cut, cuts should be made to upper-administration, focused especially on administrators in 'vice' and 'assistant' positions. Perhaps some upper-administrative positions could be consolidated, as well. For example, the Dean of CTC could also be the Dean of CRCD. Other opportunities for consolidation likely exist. We acknowledge that these upper-administrative positions are important to UAF, but our academic programs are our backbone. Without our academic programs, we'll have no need for administrators at any level.

Ultimately, we urge the administration of UAF, as well as the systemwide administration, to passionately lobby the legislature for increased funding, such as they tried to give us last year. This is the only real fix to our current budget problems. We cannot continue this cycle of budget cuts, which began nearly a decade ago. It's time for our administrators to quit saying we can take more cuts. Our academic programs are the backbone of UAF, and our faculty are struggling under increasing workloads and decreasing staff and financial support. Our students and our Alaskan communities will pay the ultimate price if these budget and program cuts continue.

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Motion #2020-01

Motion to revise graduate assistantship policy

MOTION:

The UAF Faculty Senate moves to revise the Graduate Assistantship policy from "Tuition payments must be used for courses directly related to the student's degree program" to "Tuition payments SHOULD be used for courses related to the student's degree program."

RATIONALE: This change is to decrease unnecessary administrative oversight of student course enrollment. Students and their faculty advisors should discuss and decide the courses the students should take to successfully complete their degree in a timely manner.

EFFECTIVE: Immediately upon Chancellor approval or acknowledgement

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 3/5/20

DocuSign Envelope ID: CEB589EB-182A-46EA-A590-97C0DE7D563F

ORIGINAL

Motion #2020—01

The following motion passed at Faculty Senate meeting #245 on February 3, 2020:

To appoint nominees to the Faculty Senate Distance Education Ad Hoc Committee

MOTION:

The UAF Faculty Senate moves to approve the list of nominees to serve on the Distance Education Ad Hoc Committee and to confirm their appointment. Nominees include:

Jak Maier (convener of first meeting)
Cam Carlson
Andreas Anger
Javier Fochesatto
Claudia Ihl
Sunny Rice
Casey Matney
Sean Walklin
Miho Aoki
Veronica Plumb
Amanda White
Miranda Musich
Retchenda George Bettisworth
Yelena Mazour-Matusevich
Judy Atkinson
Sandra Wildfeuer
Jody Drew
Mike Hatfield
Wendy Martel
Jennifer Carroll
Owen Guthrie, ex-officio
student representative, TBD
Staff Council representative, TBD

Rationale:

At its December meeting, the Faculty Senate approved the creation of an ad hoc committee on Distance Education. The list above includes persons who were nominated to serve.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 2/7/20
Daniel M. White, UAF Chancellor

DocuSign Envelope ID: CEB589EB-182A-46EA-A590-97C0DE7D563F

ORIGINAL

Motion #2020—02

The following motion passed at Faculty Senate meeting #245 on February 3, 2020:

To appoint nominees to the Faculty Senate OER Ad Hoc Committee

MOTION:

The UAF Faculty Senate moves to approve the list of nominees to serve on the OER Ad Hoc Committee and to confirm their appointment. Nominees include:

Karen Taylor, convener of first meeting
Orion Lawlor
Sine Anahita
Polly Hyslop
Scott Goddard
TBD, Staff Council
Owen Guthrie, ex-officio
Karen Jensen, ex-officio
Audrey Kirby ASUAF Representative

Rationale:

At its December meeting, Faculty Senate approved the creation of an ad hoc committee on Open Educational Resources (OER). The list above includes the persons who were nominated by themselves or others to serve on the committee.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___✓___ Acknowledges

Daniel M. White, UAF Chancellor

Date: 2/7/20

DocuSign Envelope ID: CEB589EB-182A-46EA-A590-97C0DE7D563F

ORIGINAL

Motion #2020—03

The following passed at Faculty Senate meeting #245 on February 3, 2020:

Regular Program Review Faculty Committee:

SCHOOL OR COLLEGE	FACULTY MEMBER	POSITION
CEM	Chuen-Sen Lin	Professor, Mechanical Engineering
CFOS	Jennifer Reynolds	Associate Professor, Oceanography
CLA	Brian O'Donoghue	Professor, Communication & Journalism
CNSM	Mark Conde	Associate Professor, Physics
CRCD	Todd Radenbaugh	Professor, BBC Environmental Science
CTC	Jean Heusinkveld	Associate Professor, Applied Business
SOM	Lily Dong	Associate Professor, Business Administration

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 2/7/20

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: CEB589EB-182A-46EA-A590-97C0DE7D563F

Motion #2020—04

The following motion passed at Faculty Senate meeting #245 on February 3, 2020:

To approve revisions to the Blue Book

MOTION:

The UAF Faculty Senate moves to approve the revisions to the UAF Policies and Procedure: the Blue Book, to bring it into compliance with the extant CBA between UNAC and the University of Alaska.

RATIONALE:

There are several instances in the newly revised (2019) Blue Book that conflict with the CBA. Although the CBA always trumps the Blue Book, the conflicting language has caused confusion for faculty and administrators alike.

EFFECTIVE:

Immediately upon the approval of the Chancellor.

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

with additions to language – see attached.

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 2/7/20

UNIVERSITY POLICIES AND PROCEDURE

The Faculty Blue Book

Approved by Faculty Senate February 3, 2020

Table of Contents

Administrator Caveat **2**

Chapter I: Definitions **3**

Chapter II: Appointment of Faculty **6**

A. Appointment Categories 6
B. Process for Appointment of Faculty 8
C. Evaluation of Faculty for Initial Appointment 8
D. Following the Selection Process 9
E. Letter of Appointment 9
F. Appointment Year and Appointment Obligation 10
G. Faculty Obligation 10
H. Method of Appointment 10

Chapter III: Faculty Evaluation **11**

A. Purpose 11
B. Types of Evaluation for Different Faculty 11
C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review 16
D. Criteria for Instruction 31
E. Criteria for Research, Scholarly, and Creative Activity 33
F. Criteria for Public, University and Professional Service 34
G. Unit Criteria 36

Chapter IV: Termination of Faculty Appointment **38**

A. Non-Retention of Tenure Track Faculty 38
B. Non-Renewal of Non-Tenure Track Faculty 38
C. End of Special Academic Rank Appointment 39
D. Failure to Receive Tenure 39
E. Termination of Employment of Faculty 39
F. Exclusive Process for Reconsideration for Termination of Tenured Faculty 42
G. Retirement 42
H. Resignation 43

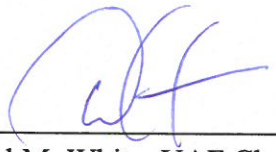
Chapter V: Sabbatical Leave **44**

A. Sabbatical Leave 44

Index **46**

Administrator Caveat

I am approving this revised document to achieve greater alignment between the Collective Bargaining Agreement with UNAC and the guidance provided to faculty by the UAF Faculty Handbook. My intent in doing so is to limit confusion rather than to bind the university or faculty to any provisions affecting terms and conditions of employment. I emphasize, consistent with Article 8 of the CBA, that the CBA supersedes any other policy, rule, regulation, or practice of the University which is contrary to, duplicative of, or inconsistent with its terms, and that faculty and the university must consult and comply with the terms of the CBA.



Date: 2/14/20

Daniel M. White, UAF Chancellor

Chapter I: Definitions

As used in these procedures, unless otherwise specified, the following terms shall mean:

1. "University system, University of Alaska, University of Alaska system" The public universities and community colleges of the State of Alaska referenced collectively as a system of higher education.

2. "University" University of Alaska Fairbanks.

3. "Board of Regents" The Board of Regents (BOR) of the University of Alaska System.

4. "President" The chief executive officer of the University of Alaska System and of the BOR.

5. "Chancellor" The chief executive officer of the University of Alaska Fairbanks.

6. "Campus Director" The chief executive officer of one of the community colleges within the University of Alaska system. At UAF, "Campus Director" means Director as used in AS 14.40.590 and reports to the Vice Chancellor of Rural, Community and Native Education.

7. "Faculty" Those persons who have accepted and hold appointment to academic rank or special academic rank.

8. "Academic Ranks" Ranks held by persons having the title of professor, associate professor, and assistant professor. These titles denote academic rank exclusively. The title of instructor may also be a title of academic rank at the discretion of the policies and procedures approved for each university, or when included in the description of membership in the relevant Article of a collective bargaining agreement. Faculty holding academic rank are eligible for promotion and tenure. Non-tenure track faculty also hold academic rank, and are eligible for promotion.

9. "Special academic ranks" Ranks held by persons having the following title and the qualification specified: instructor, lecturer, post-doctoral researcher, and research associate academic.

    a. "Lecturer" Employed to teach full- or part-time.

    b. "Instructor" A person employed to teach and perform other faculty functions as assigned.

c. "Post-Doctoral Researcher" A person holding a terminal degree who is engaged in a temporary period of mentored research and/or scholarly training for the purpose of acquiring professional skills and possibly being the Principal Investigator on proposals.

d. "Research Associate Academic" A person in a temporary Research Faculty position with possible Principal Investigator restrictions on external proposals.

These titles denote special academic rank exclusively. The title of instructor may also be a title of special academic rank at the discretion of the policies and procedures approved for each university, or when included in the description of membership in the relevant Article of a collective bargaining agreement.

10. Academic titles may be preceded by the following terms:

Adjunct: employed to teach one or more courses up to 15 credit hours per regular academic year, or other academic assignment at less than 50 percent of a full-time appointment;

Affiliate: voluntary faculty service, not employed by the university;

Associated: a UAF faculty member who has an association with a unit or department that is not their primary unit or department;

Clinical: special category reserved for practitioners in the health care delivery professions or other relevant professions;

Extension: employed to perform the faculty functions expected of members of cooperative extension

Research: employed primarily to conduct research and implement research programs;

Term: employed for a specified period of time up to five years and may be renewed;

Visiting: employed to perform the faculty functions expected of academic rank for a specific period;

11. "Policies and procedures approved for each university." Policies and procedures designed by each university for its own use and approved by the Board of Regents.

12. "Tenure." The status of holding a faculty appointment on a continuing basis following evaluation and award according to the terms of Chapter IV herein and BOR Policy 04.04.04.B.

13. "Tenure track position." A tenure track position is one which may lead to consideration for appointment to tenure as described in the policies and procedures for each university. A tenure track position requires the performance of faculty function at least 50% of full-time.

14. "Non-tenure track position." A non-tenure track position is one which does not provide a faculty member guaranteed rights to consideration for appointment to tenure.

Chapter II: Appointment of Faculty

A. Appointment Categories

The following categories of appointment shall be used to fully specify the type of appointment and associated rights:

a. Type of Position

(1) Tenure track position. Faculty appointed to tenure track positions either hold tenure or may become eligible for consideration for appointment to tenure under the conditions stated in Chapter III and BOR Policy 04.04.04.B. Time spent in these positions shall be counted towards the maximum time by which a tenure track appointee must be considered for tenure for continuation of employment. Faculty appointed to tenure track positions shall have titles of academic rank. (See also Chapter I, 10 and BOR Policy 04.04.030 A.)

(2) Non-tenure track position. Faculty appointed to non-tenure track positions have no rights to consideration for appointment to tenure. Part-time or full-time appointment in a non-tenure track position shall not count as part of the probationary period of a tenure-track appointment at the university except by agreement between the faculty member and the hiring authority at the time of hire. Credited time so agreed upon shall not reduce the normal time in rank for the mandatory tenure and promotion review unless specified in the initial letter of appointment to a tenure track position. Faculty appointment to these positions shall have titles of special academic rank. (see also Chapter I, 9).

b. Tenure Status

A faculty member appointed to a tenure track position may receive tenure only under the conditions specified in Chapter III herein and BOR Policies 04.04.040 (B) and 4.04.050 (B).

c. Faculty Rank and Title

(1) Academic rank. Titles of academic rank shall be the same throughout the university. Titles designating academic rank exclusively are: assistant professor, associate professor, and professor. Titles of academic rank may be preceded by the terms adjunct, affiliate, associated, term, visiting, research, or clinical.

(2) Special academic rank. Titles of special academic rank shall be the same throughout the university. Titles designating special academic rank exclusively are: instructor, lecturer, post-doctoral researcher, and research associate academic.

d. Continuing, Term, and Terminal Appointments

(1) Continuing appointment. A continuing appointment is one which is expected to continue unless a faculty member is terminated in accordance with policies defined in Chapter IV of this document, BOR Policy 04.04.04(C) and in compliance with the Collective Bargaining Agreements. Continuing appointments shall be given with appointment to academic rank and tenure track positions, with or without tenure. A continuing appointment may be appropriate for an appointment to non-tenure track faculty, in which case continuing appointments may be made for up to five years in duration. Appointment may be renewed in the manner specified in Chapter V of this document and BOR Policy 04.04.04, and in compliance with the extant Collective Bargaining Agreement.

(2) Terminal appointment. A terminal appointment is a term appointment used when a decision has been made to terminate a faculty member at the end of the next appointment period, in accordance with the policies in Chapter V of this document.

(3) Term appointment. A term appointment is one that is expected to expire at the end of a specified period of up to five years unless renewed or terminated early in accordance with P04.04.047, and in compliance with extant Collective Bargaining Agreement. Such appointments may not be made for periods longer than five years, but may be renewed.

e. Appointments of Distinction for Faculty

(1) Distinguished and University Professors. Tenured appointment as Distinguished Teaching Professor; Distinguished Research Professor, Distinguished Service Professor, or University Professor may be given by action of the Board of Regents on recommendation of the appropriate academic unit peer review committee and concurrence of the chancellor and the president.

(2) Distinguished Visiting Professors. Appointment as Distinguished Visiting Professor shall be made by the chancellor, following consideration of recommendations of the appropriate academic unit peer review committee. Such appointment shall be reported to the president and shall be a non-tenure track appointment for a period of time not to exceed three years. These appointments may be renewed, following the consideration of the faculty.

(3) Professor Emeritus or Emerita. Appointment as Professor Emeritus or Emerita is an honor conferred by the chancellor, following consideration of recommendations by the faculty, upon an outstanding retiree of the university as described in this document, the document "UAF Regulations for the

Appointment and Evaluation of Faculty, and Regents' Policy and Regulation 04.04.070 – Emeritus Status.

B. Process for Appointment of Faculty

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

C. Evaluation of Faculty for Initial Appointment

The appropriate rank for initial appointment shall be determined based upon the criteria and minimum eligibility requirements identified below for that rank. Years of equivalent service in a comparable institution of higher education shall also be a consideration in determining appropriate initial rank.

a. Minimum Degree Requirements:

Earned doctorate or a disciplinary terminal degree
OR
For appointments for which the doctoral degree is not the appropriate degree, academic preparation as evidenced by advanced degree(s) and experiences sufficient to fulfill the requirements of faculty obligation as defined in Chapter III.C.1 of this document.
OR
Bachelor's degree for faculty in vocational/technical fields for which there is no recognized academic degree, and/or appropriate licenses and certifications and appropriate experience as reflected in unit criteria.

b. Minimum Experience Requirements:

Assistant Professor. Demonstrated capability to perform effectively in the areas of teaching, in research/scholarly/creative activity, and in service to the extent consistent with the position's areas of emphasis.

Associate Professor. Service at the rank of assistant professor, associate professor or equivalent professional experience; and a record of excellence in teaching, in research/scholarly/creative activity, and in service, to the extent consistent with the position's areas of emphasis and the criteria for promotion to this rank.

Professor. Service at the rank of associate professor, professor or equivalent professional experience; and recognized excellence in teaching, in research/scholarly/creative activity, and in service, to the extent consistent with the position's areas of emphasis and the criteria for promotion to this rank.

Exceptions: Exceptional people not meeting the above criteria may be considered for appointment on a case-by-case basis and must be approved by the chancellor or chancellor's designee.

c. Special Academic Ranks:

Qualified Academic Rank Appointments. Degree requirements for these specially focused appointments are the same as those identified for initial placement of regular academic rank faculty (Chapter II.C.a. above).

Experience/performance requirements for appointment in a special academic rank position shall be determined based on performance standards of a quality equivalent to those required for academic rank, except that they shall apply normally to only one area of performance.

Other Special Rank Titles: Instructor or Lecturer. Demonstration of effective teaching performance OR record of appropriate educational and work experience of sufficient length and quality to demonstrate breadth of knowledge in the discipline and indicate high potential for effective teaching.

In order to acknowledge continuing, outstanding quality instruction in certain disciplines, it is intended that the university will provide a mechanism by which faculty having such specialties may be recognized and compensated in a manner which reflects their extended experience, breadth of professional development, and curricular leadership.

D. Following the Selection Process

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

E. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the Classification of Instructional Program (CIP) Code assigned to the faculty member, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and if applicable any special conditions relating to the appointment.

Initial letters of appointment for UNAC tenure track faculty as Assistant Professor shall also specify the year of 4th Year Comprehensive and Diagnostic Review. The percentage of emphasis for each part of the faculty responsibility may vary with each workload distribution as specified in the annual workload agreement document.

F. Appointment Year and Appointment Obligation

Unless the terms of appointment otherwise provide, the normal appointment year shall be from July 1 to June 30 or a portion thereof, regardless of payroll mode. The duration of appointment obligation may be for a full year or less as described below:

1. Fiscal year obligation
An obligation of service for the full fiscal year, i.e., twelve months.

2. Academic year obligation
An obligation of service for the academic year as set by the university for the Fairbanks campus and/or the community campuses.

3. Institutional year obligation
An obligation of service for any period less than a full year, other than the academic year.

Academic year and institution year faculty may be required to serve at dates necessitated by a unit's operating requirements.

G. Faculty Obligation

1. Duties
Faculty obligation may include teaching, research/scholarly/creative activity, service, and other duties and responsibilities required of a faculty member during the appointment year, and shall be consistent with academic rank and professional or disciplinary field, as agreed to in the faculty workload agreement.

2. Non-University Activities
A faculty member shall not engage in outside activities which interfere with or are inconsistent with the performance of faculty obligation or are determined to run counter to the provisions of the Alaska Executive Branch Ethics Act (AS 39.52) or Board of Regents Policy 04.10.030 or University Regulation 04.10.030 governing conflict of interest.

H. Method of Appointment

All appointments shall be made by the chancellor or the chancellor's designee in accordance with BOR Policy and policy and procedures approved for the University of Alaska Fairbanks.

Chapter III: Faculty Evaluation

A. Purpose

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

Coordination of the evaluation processes for annual evaluation, reappointment, promotion, tenure, 4th-year comprehensive and diagnostic review, and post-tenure review shall be the responsibility of the provost, who shall establish and distribute guidelines and schedules for the evaluation processes. Written documentation of the evaluation summary shall be made available to the faculty member being evaluated.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined below will be defined by demonstrated competence from the following areas: 1) effectiveness in teaching; and/or 2) achievement in research, scholarly and creative activity; and/or 3) effectiveness of service. It is the responsibility of the dean or director of each school and college, in concert with the overall mission of the university, to define the proportion of faculty effort which is to be directed toward meeting the responsibility in each of the workload areas. Each individual faculty member's proportionate professional responsibility shall be reflected in annual workload agreements and performance evaluations.

B. Types of Evaluation for Different Faculty

1. Annual Evaluation of Tenured, Tenure-Track, and Non-tenure Track Faculty with Academic Rank

   There will be annual evaluations of all tenured and untenured faculty members holding academic rank. Each faculty member shall submit an Annual Activities Report to the dean, director or designee according to a schedule announced by the provost and as described by the extant bargaining agreement applicable to the faculty member. The Annual Activities Report will be accompanied by a current curriculum vita and a brief self-evaluation narrative. The faculty member may submit additional documentation at their discretion. The dean, director, or designee may consider additional information contained within the faculty member's academic record file and other files as defined in the extant bargaining agreement. The dean, director or designee shall provide a copy of a written evaluation to the faculty member as described in the extant bargaining agreement.

For non-tenure-track faculty members the evaluations performed by the dean, director or designee shall include explicit statements on progress toward meeting criteria for promotion in their written evaluations and shall reference the faculty member's workload agreement in commenting on progress.

For tenure-track faculty members, the evaluations performed by the dean, director or designee shall include explicit statements on progress toward meeting criteria for tenure and promotion in their written evaluations. The dean's/director's evaluation shall reference the faculty member's workload agreement in commenting on progress. Based upon review of the faculty member's performance record, the dean, director or designee shall approve reappointment or issue notification of termination, including non-retention and non-renewal, in the manner and by the deadlines set forth in the extant collective bargaining agreement applicable to the faculty member.

For faculty members with joint appointments, the dean, director or designee of the school or college of the faculty member's primary academic appointment or locus of tenure will arrange a review that assures that the dean, director or designee of the unit of joint appointment of the faculty member provides a written evaluation of the faculty member, as appropriate.

2. Fourth Year Comprehensive Review of Tenure-track Assistant Professors

Faculty members who are appointed at the tenure-track assistant professor rank shall receive a comprehensive and diagnostic review in the fourth year of their appointment. This review will be conducted by the appropriate academic unit peer review committee, the dean, director or designee, and the university-wide peer review committee in accordance with the procedures for evaluation provided by the extant bargaining agreement. The purpose of the comprehensive review is to assess progress toward tenure and promotion. The review shall proceed to the provost; it may proceed to the chancellor at the written request of the faculty member.

The faculty member shall submit a file including the following documents:

a) Current CV;
b) Annual workload assignments for the period under review;
c) A cumulative activity report for the period under review;
d) Feedback from the dean, director, or designee in response to the Annual Activity Reports for the period under review;
e) Evidence of teaching, research and service effectiveness for the years under review, including summarized teaching evaluations, where applicable;
f) Self-evaluation that summarizes the faculty member's scholarly contributions and accomplishments in other areas included in their workload agreements for the period

under review. If the feedback to previous evaluations noted areas for improvement, then the self- evaluation shall include a summary of the progress made to address those areas;

g) Other materials as specified in the unit peer criteria;
h) Other materials at the discretion of the faculty member.
i) Unit criteria of the faculty member's unit.

For faculty members with joint appointments, the dean, director or designee of the school or college of the faculty member's primary academic appointment or locus of tenure will arrange a review that assures that the dean, director or designee of the unit of joint appointment of the faculty member provides a written evaluation of the faculty member. The dean, director or designee of the faculty member's primary academic unit will inform the faculty member of these arrangements.

3. Evaluation of Tenure Track, Tenured, and Non-tenure Track Faculty Members for Promotion

Tenure track, tenured, and non-tenure track faculty members shall receive a comprehensive and diagnostic review for promotion by the appropriate academic unit peer review committee, the dean, director or designee, and the university-wide peer review committee in accordance with the procedures for evaluation provided by the extant bargaining agreement. The review will proceed to the provost and then to the chancellor, who may promote qualified faculty members when promotion would be consistent with institutional need, mission, and resources. The quality of performance expected for CBA eligible non-tenure track faculty is equivalent to that described for tenure-track faculty and is based on the workload. The composition of the file for non-tenure track faculty shall be the same as described below, EXCEPT that each of the three areas, teaching, research, and service should only be included if they are part of the faculty's negotiated workload during the period of review.

The faculty member shall submit a file including the following documents:

a) Current CV;
b) Annual workload assignments for the period under review;
c) A cumulative activity report for the period under review;
d) Feedback from the dean, director, or designee in response to the Annual Activity Reports for the period under review;
e) Evidence of teaching, research and service effectiveness for the years under review, including summarized teaching evaluations, where applicable;
f) Self-evaluation that summarizes the faculty member's scholarly contributions and accomplishments in other areas included in their workload agreements for the period under review. If the feedback to previous evaluations noted areas for improvement, then the self- evaluation shall include a summary of progress made to address those areas;

g) External review letters;
h) Other materials as specified in the unit peer criteria;
i) Other materials at the discretion of the faculty member;
j) Unit criteria of the faculty member's unit.

For faculty members with joint appointments, the dean, director or designee of the school or college of the faculty member's primary academic appointment or locus of tenure will arrange a review that assures that the dean, director or designee of the unit of joint appointment of the faculty member provides a written evaluation of the faculty member. The dean, director or designee of the faculty member's primary academic unit will inform the faculty member of these arrangements.

4. Evaluation of Tenure Track Faculty Members for Tenure

Untenured faculty members shall be evaluated for tenure in accordance with the terms and conditions of appointment and the procedures for evaluation provided by the extant bargaining agreement. The chancellor may award tenure to faculty members whom the chancellor judges to be qualified, when tenure would be consistent with the need, mission, and resources of the university and the unit in which the faculty member would be tenured. The chancellor's decision shall be based upon the recommendations of the appropriate academic unit peer review committee, the dean, director or designee, the university-wide peer review committee, and the provost.

The faculty member shall submit a file including the following documents:

a) Current CV;
b) Annual workload assignments for the period under review;
c) A cumulative activity report for the period under review;
d) Feedback from the dean, director, or designee in response to the Annual Activity Reports for the period under review;
e) Evidence of teaching, research and service effectiveness for the years under review, including summarized teaching evaluations, where applicable;
f) Self-evaluation that summarizes the faculty member's scholarly contributions and accomplishments in other areas included in their workload agreements for the period under review. If the feedback to previous evaluations noted areas for improvement, then the self- evaluation shall include a summary of progress made to address those areas;
g) External review letters;
h) Other materials as specified in academic unit peer criteria;
i) Other materials at the discretion of the faculty member;
j) Unit criteria of the faculty member's unit.

For faculty members with joint appointments, the dean, director or designee of the school or college of the faculty member's primary academic appointment or locus of tenure will arrange a review that assures that the dean, director or designee of the unit of joint appointment of the faculty member provides a written evaluation of the faculty member. The dean, director or designee of the faculty member's primary academic unit will inform the faculty member of these arrangements.

5. Post-Tenure Review

Tenured faculty members shall be evaluated comprehensively every six years in accordance with the procedures set forth by the extant collective bargaining agreement applicable to the faculty member.

The post-tenure review process is generally intended to be a formative rather than a summative process of faculty evaluation, focused on faculty development. The process should review and encourage ongoing development, scholarship, and productivity, including feedback concerning progress toward promotion where applicable. A scheduled review will occur six years from the date that the faculty member's most recent post-tenure review or successful promotion review was initiated. The faculty member shall submit a file including the following documents:

a) Current CV;
b) Annual workload assignments for the period under review;
c) A cumulative activity report for the period under review;
d) Feedback from the dean, director, or designee in response to the Annual Activity Reports for the period under review;
e) Evidence of teaching, research and service effectiveness for the years under review, including summarized teaching evaluations, where applicable;
f) Self-evaluation that summarizes the faculty member's scholarly contributions and accomplishments in other areas included in their workload agreements for the period under review. If the feedback to previous evaluations noted areas for improvement, then the self-evaluation shall include a summary of progress made to address those areas;
g) Other materials as specified in academic unit peer criteria;
h) Other materials at the discretion of the faculty member;
i) Unit criteria of the faculty member's unit.

For faculty members with joint appointments, the dean, director or designee of the school or college of the faculty member's primary academic appointment or locus of tenure will arrange a review that assures that the dean, director or designee of the unit of joint appointment of the faculty member provides a written evaluation of the

faculty member. The dean, director or designee of the faculty member's primary academic unit will inform the faculty member of these arrangements.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

1. General Evaluation Criteria

Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

- mastery of subject matter;
- effectiveness in teaching;
- achievement in research, scholarly, and creative activity;
- effectiveness of public service;
- effectiveness of university service;
- demonstration of professional development; and
- quality of total contribution to the university.

In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

2. Notification. Before the end of the academic year, the Deans/Directors' offices will announce the deadline for submission of files for tenure, promotion, 4th year comprehensive and diagnostic review and post-tenure review for review during the next academic year, in accordance with the extant bargaining agreement.

The Provost's Office, in consultation with the dean of each college or school and/or the institute or campus director will compile a list of faculty members who are required to stand for tenure and/or promotion review during the next academic year and send written notification to each of these faculty members advising them that they must stand for review and should begin compiling their file. The dean, in consultation with the institute or campus director, will also distribute an announcement to all faculty requesting that the dean be notified if anyone wishes to stand for tenure evaluation prior to the mandatory year of review, or wishes to apply for promotion during the next academic year. This notification of intent should be submitted to the dean in accordance with the date and procedure outlined in the extant CBA. This will help assure that any problems in minimum eligibility are resolved before the review begins.

In accordance with the CBA, the provost shall prepare and distribute guidelines for preparation of a candidate's file, a schedule of review levels and deadlines, and the

unit criteria, standards and indices as appropriate. Refer to the Provost's website for specific formatting details and mode of submission.

3. Composition of the file. It is the responsibility of tenured, tenure track and promotion-eligible non-tenure track faculty members to prepare a file of materials documenting how the criteria for relevant type of review has been met.

   The file shall be comprised of:

   - Promotion/Tenure Materials Checklist. This form not only lists the materials to be included; it also sets forth the sequence in which the materials are to be assembled in the file. Please note that the form, itself, is the first item in the file. The unit member should fill in the information requested at the top of the form and check off those items included at the time the file is submitted. The checklist resides on the Provost's website.

   - Eligibility and Summary of Recommendations Form. Faculty members standing only for tenure or for promotion need to include only the eligibility form for that particular process. If applying for both awards concurrently however, both forms must be included in the file.

   - Special Unit Criteria. If the discipline, department, institute, or college/school has formally prepared unit criteria, which have been officially accepted and approved by the UAF Faculty Senate, a copy should be included in the faculty file.

   - Promotion/Tenure Cumulative Activities Report. Listed below are the general topics for which faculty are asked to provide information. To aid the evaluators in their review of the file, the form should be used to prepare the Activities Report. Unit members undergoing promotion review should include material that covers the period since initial hire (or since the last promotion review if seeking promotion to Full Professor). Unit members undergoing tenure review should include material from the past six (6) academic years, unless individuals have a different stated time interval or are going up early.

     Example Organization and Content of Activities Report

     1. Personal Information
     2. Workload Summary
     3. Teaching
        a. Instructional Activities
        b. Committee Chair
        c. Student Advising - Graduate and/or Undergraduate
     4. Research, Creative and Other Scholarly Activities

a. Publications
b. Publications In Press
c. Professional Creative Activities
d. Sponsored research or projects
e. Other Scholarly Work
f. Conference Participation

5. Public, University and Professional Service
   a. Public service
   b. University service
   c. Professional service
6. Professional Development
7. Honors and Awards

- Self-Evaluation. It is the faculty member's responsibility to prepare and include a summary self-evaluation of contributions and achievements within each of the areas of responsibility required for the position. It provides an opportunity to describe the assignments and expectations placed upon the faculty member and their success in meeting them, from their own perspective. In this self-evaluation, it is appropriate to note any special assignment or responsibilities and identify the nature of the position as defined by their workloads. If the member's duties are strongly weighted in one area of responsibility, the reasons for this assignment can be explained here. It is also the appropriate place to note and adequately justify any exceptions to eligibility or procedural requirements reflected in the application. Note that the emphasis for this part of the application is "evaluation."

- Evidence of Effectiveness. The following items should be included.
  - Previous Evaluations.
  - For unit members undergoing promotion review, include copies of past evaluations since the date of initial hire or the last promotion, as applicable.
  - For unit members undergoing tenure review, include copies of past annual evaluations since initial hire.
  - Evidence of teaching effectiveness, including summarized teaching evaluations; other items which may be included are: peer evaluation of teaching including teaching materials, pedagogical organization as evidenced through peer evaluation of course syllabi, documented use of best practices in teaching, evidence of pedagogical training, and/or evidence that their students meet course learning outcomes.
  - Examples/Evidence of research, scholarly, or creative activities.
  - External comments about service activities.
  - External Reviews, Honors, and Citations.

- Curriculum Vitae and Letters of Support
    - It is strongly recommended that the faculty member write a tenure/promotion-specific version of the vita. Consistent with the nature of the position, activities in the appropriate areas of teaching, research, and service need to be spelled out in greater detail than one's resume might normally contain. The well-developed vita will cover each of the criteria relevant to the position.
    - Letters of support, whether internal or external, should be placed in this section. Group them so that letters which support the same element are together.

- Levels of Review. Please refer to the Checklist. Items 8 through 12, along with "Unit Member's Comments" from each level of review will be placed in the file by the Provost's Office.

4. Access to the candidate's file. Access to the candidate's file will be limited to the candidate and, during the official review periods established by the provost, the appropriate personnel at each review level (unit peer committee, dean and/or director or designee, university-wide promotion and tenure committees, provost, chancellor, and staff as designated at the level of review). No written or electronic copies may be distributed to anyone who is not tasked with reviewing the files.

   Candidates may not add supporting documents, such as letters of acceptance of a manuscript or grant proposal awarded to their original file. Once the file has been submitted for review, candidates may only add supporting documents to the file as attachments to the candidate response at each stage of the review. These documents may include letters of acceptance of a manuscript or grant proposal awarded.

5. Review Process.

a. Definition of the unit. For purposes of faculty evaluation, promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure reviews, a unit is defined either as an academic discipline or a department/cluster/group/unit as determined by the college/school dean or institute/campus director as appropriate, with the consent of the faculty members of that department/cluster/group/unit.

b. Unit peer review. The tenured faculty in a unit will constitute the unit peer review committee for faculty in that unit participating in promotion, tenure, 4th

year comprehensive and diagnostic review, and post-tenure review. The unit peer review committee must include all tenured faculty members from the discipline in which the candidate is being evaluated, unless said members are on leave of absence or sabbatical.

The unit peer review committees shall be composed of at least five (5) tenured faculty at the same or higher rank as the unit member being reviewed, with at least three (3) at the rank of full professor. In the case in which there are not the requisite number of senior tenured faculty, the Dean, Director, or designee will appoint a faculty member at the appropriate rank from another unit, with the consent of the members of the discipline, department, cluster, or academic unit. Absent such consent, the Provost shall resolve issues around the composition of the peer committee.

Unit peer review committees shall develop operational procedures that will be made available to all unit peer members and (re)approved at the first meeting of each annual (if held) unit peer review committee. Each unit peer review committee shall develop written operating procedures in advance of any review of files. A copy of these procedures shall be submitted to the candidate and the provost prior to review of any files. Each unit peer review committee must elect a chair at least annually.

Non-tenure track faculty shall have on their peer review committee at least 5 non-tenure track faculty who hold the ranks of either Associate Professor or Professor within the candidate's unit will normally constitute the peer review committee for non-tenure track faculty applying for promotion. At least 3 of the committee must be at the rank of Professor. In the case in which there are not the requisite number of senior non-tenure track faculty, the provost may augment a peer review committee by adding tenured faculty to achieve the minimum number required if procedures to add additional senior faculty members are not outlined in the standing unit peer committee operating procedures. Norms for development of unit criteria, process, and composition of the unit peer committee shall follow the same rules as those for tenure-track faculty, described below in section 5c.

The unit peer review committee may determine whether discussions shall be open or closed to the public and the candidate. The vote of the peer review committee, however, shall be closed to the public and the candidate. The unit peer review committee vote and written substantive rationale that includes the majority recommendation and minority opinion, without individual attribution, shall be provided to the dean, director or designee. A copy of the written statement shall be provided to the faculty member being reviewed.

A faculty member serving on a university-wide peer committee and the unit peer review committee may participate in the review of a unit peer faculty member's file at both levels of review, but shall vote at only one level.

When evaluating candidates for promotion and/or tenure, unit peer committees shall use the ratings of unsatisfactory, satisfactory, good, very good, and excellent. When evaluating candidates for 4th year comprehensive and diagnostic review, unit peer committees may use the same ratings to evaluate the candidate's performance in each of the areas of the candidate's responsibility, but the unit peer committee shall also provide an overall rating of either "satisfactory progress toward tenure," or "unsatisfactory progress toward tenure." When evaluating candidates for comprehensive post-tenure review, the same ratings shall apply with the exception of the overall ratings being either "satisfactory post-tenure performance" or "unsatisfactory post-tenure performance."

c. Levels of review. The candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review shall prepare and submit a file according to the schedule published by the provost. All members of the unit peer committee shall review all files for promotion, tenure, 4th year comprehensive and diagnostic review and post tenure review from that unit. The review process for non tenure-track faculty shall be essentially the same as and concurrent with the procedures outlined for tenure-track faculty. The completed file will be reviewed by the unit peer review committee (see procedures in section 5b). The candidate's file and written recommendations will be forwarded to the cognizant directors or deans. The cognizant directors or deans will forward the candidate's file, along with written recommendations, to the university-wide promotion and tenure committee. The university-wide promotion and tenure committee will review all files concurrently with promotion applications for non tenure track-faculty. As with all candidate files, the university- wide promotion and tenure committee shall review the non-tenure track faculty member's file in accordance with their negotiated workload. All areas that are part of a candidate's workload (teaching, research, and/or service) should be evaluated.

The levels of review for promotion, tenure, 4th year comprehensive and diagnostic review* and comprehensive post-tenure review* are in this order.

- unit peer review committee;
- dean, in coordination with the director in the case of joint appointments;
- university-wide review committee;
- provost; and
- chancellor who will make the final decision.

Note*: 4th year comprehensive and diagnostic review files and comprehensive post tenure review files proceed to the level of the chancellor only at the request of the candidate.

Dean/Director Level - The dean of the school/college, or the director if the candidate is in an institute only, in consultation with the joint-appointment dean/director when appropriate, shall evaluate the file and prepare a written recommendation or a written summary of the combined dean/director recommendation for or against tenure and/or promotion of the candidate. In the case of 4th year comprehensive and diagnostic review files the dean, and director, where appropriate, shall determine if the candidate is making satisfactory progress toward promotion and tenure and shall provide a written summary, including recommendations if the progress is not satisfactory. In the case of post-tenure review the dean and/or director, where appropriate, shall review the file and provide written comments evaluating evidence of sustained performance according to the relevant criteria for rank. The dean will forward the file to the Office of the Provost. The Office of the Provost collects and maintains all candidate files and provides the university-wide promotion and tenure review committees access to the files for their review and recommendation.

University-wide Committee Level - The university-wide promotion and tenure review committee shall provide a recommendation, along with the record of the committee's vote and a substantive rationale that includes the majority recommendation and minority opinion (if applicable), to the provost.

Provost Level - The provost shall review and evaluate all files and make a recommendation to the chancellor.

Chancellor Level - The chancellor shall evaluate the files and make a decision to promote or not; and notify the candidate of the decision. The chancellor may promote qualified faculty members for whom promotion would be consistent with institutional need, mission, and resources. If the decision of the chancellor is to deny promotion, the faculty member shall retain current academic rank. Tenure, once granted, shall not be affected by a change in bipartite or tripartite workload responsibility.

Candidate Review - The candidate shall have an opportunity to review the recommendations made at each level and may submit comments regarding recommendations. Additional materials may be added to the file by the candidate only as an attachment to the candidate's response.

d. <u>Constitution and operation of the university-wide peer review committees</u>

All University-wide review committees should strive to have members that reflect the diversity of our faculty community.

(1) Tenure and promotion review committee composition
For the purpose of evaluation for tenure and/or promotion of faculty members, the Faculty Senate will present a list of the names of seven (7) tenured and at least (3) non-tenure track faculty unit members holding the rank of associate professor or professor to the provost who will select the committee. Each unit peer review committee may nominate one of its members to serve. The list will be determined from those nominees by vote of all faculty who serve on unit peer review committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No specific unit peer review committee can have more than one representative on the tenure and promotion review committee. A faculty member shall not serve as a member of the university-wide promotion and tenure committee in the year in which they are a candidate for promotion.

At least one, but not limited to one, member of the university wide committee will be a non-tenure track faculty member with a rank of associate professor or higher.

(2) 4th year review committee composition
For the purpose of 4th year comprehensive and diagnostic review of faculty members, the Faculty Senate will present a list of names of seven (7) tenured faculty members to the provost who will select the committee. Each unit peer review committee may nominate one of its members to serve. The list will be determined from those nominees by vote of all faculty who serve on unit peer review committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No specific unit peer review committee can have more than one representative on the 4th year review committee.

(3) Post-tenure review committee composition
For the purpose of post-tenure review of faculty members, the Faculty Senate will present a list of names of seven (7) tenured faculty members to the provost who will select the committee. Each unit peer review committee may nominate one of its members to serve. The list will be determined from those nominees by vote of all faculty who serve on unit peer review committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No specific unit peer review committee can have more than one representative on the post-tenure review committee. No more than one faculty member on the list can be a member of any specific peer review committee. A faculty member shall not serve as a member of the university-wide committee reviewing post-tenure files in the year in which

they are undergoing post-tenure review. During the years when the number of post tenure reviews needed are small, the provost may decide to conduct the post tenure reviews by the university-wide promotion and tenure review committee.

(4) Operating procedures for all university-wide peer reviews

The committee shall elect a chair from its membership. The committee shall establish operating rules and procedures in advance of review of any files and submit these to the Office of the Provost.

The chair of the unit peer review committee or their designee will present the file to the university-wide committee and shall participate in the discussion of the candidate's application.

A faculty member serving on a university-wide peer committee and the unit peer review committee may participate in the review of a unit peer faculty member's file at both levels of review, but they shall vote at only one level.

The university-wide peer review discussions shall be open unless a candidate requests the meeting be closed. The operating rules and procedures must not override the candidate's choice of open or closed discussions and the peer review letter discussion must only reflect the aforementioned information. The vote of the committees shall be closed to the public and the candidate. The vote of the committees and written substantive rationale that includes the majority recommendation and minority opinion, without individual attribution, shall be provided to the provost and the candidate.

6. Evaluation for Tenure.

Section 6 does not apply to non-tenure track faculty.

Tenure assures the academic community an environment that will nurture academic freedom by providing employment security. An appointment with tenure shall be an appointment to academic rank which shall not be affected by changes in such rank and shall be continued until resignation, retirement, or termination. The award of tenure normally guarantees continuing appointment for at least nine months per year, with allowance for exceptional cases as identified in Chapter I, 13 above. Any change in fraction of full-time appointment as a tenured faculty member must be by mutual consent of the university and the faculty member. The award of tenure does not exempt a faculty member from changes in policies and procedures approved for the university system or UAF in particular.

a. Locus of tenure. Faculty are tenured within a single academic unit of a university of the University of Alaska system. Faculty are tenured within a college-based or school-based discipline of the University of Alaska Fairbanks, (e.g. anthropology, biology and wildlife, business administration, music, etc.). Faculty members may transfer with tenure to another academic unit in the university or another university within the University of Alaska system only upon the mutual agreement of the faculty member, the chancellor, and the faculty of the receiving academic unit. For purposes of this document, "discipline" shall be defined as the traditional academic field and recent teaching and research record as demonstrated in workload agreements, annual activity reports, and evaluations.

b. Initial Appointment with Tenure. New faculty who are qualified for the rank of associate professor or professor and who meet the tenure standard may be appointed with the simultaneous award of tenure. However, the decision to award tenure upon initial appointment shall require the same process of review as required for award of tenure at other times.

c. Year of mandatory tenure review. A tenure-track faculty member must be reviewed for tenure in accordance with the following:

(1) After initial appointment to the rank of professor, the faculty member must be reviewed for tenure no later than the third consecutive year of service. Appointment to the rank of professor may continue beyond the fourth year only with tenure. Exception to the mandated time period for tenure review must be considered for time lost due to medical reasons and parental leave, in which case the mandated time period should be extended at the request of the faculty.

(2) After initial appointment to the rank of associate professor, the faculty member must be reviewed for tenure no later than the fourth consecutive year of service. Appointment to the rank of associate professor may continue beyond the fifth year only with tenure. Exception to the mandated time period for tenure review must be considered for time lost due to medical reasons and parental leave, in which case the mandated time period should be extended at the request of the faculty.

(3) Non-tenured tenure-track faculty undergoing review for promotion to the rank of associate professor shall also be reviewed concurrently for tenure. For tenure-track faculty, promotion to the rank of associate professor cannot be made without simultaneous award of tenure. Tenure shall not be granted at the assistant professor rank.

(4) All tenure track-faculty whose initial appointment was at the rank of assistant professor must be reviewed for tenure and concurrent promotion to

the rank of associate professor no later than the seventh consecutive year of service in this rank. Service in this rank may not continue beyond the eighth year. Exception to the mandated time period for tenure review must be considered for time lost due to medical reasons and parental leave, in which case the mandated time period should be extended at the request of the faculty.

d. Linkage of promotion/tenure for tenure-track faculty. An award of tenure is concurrent with promotion to associate professor. All tenure-track faculty at the rank of assistant professor applying for promotion to the associate professor level shall apply for tenure at the same time.

e. Review for tenure prior to the mandatory year. A faculty member may choose to stand for tenure during any year prior to the mandatory year of review. However, in this case, the faculty member must initiate the request and notify the dean of their intention to stand before the end of the academic year preceding the year of review.

f. Withdrawal of candidacy. A faculty member may withdraw the file from consideration at any step in the process prior to review by the chancellor, except in the cases where the tenure review is mandatory or the faculty member otherwise would have been required to undergo a 4th year comprehensive and diagnostic review. Withdrawal of candidacy during a mandatory review will result in the faculty member being issued a terminal contract for the following academic year.

A faculty member standing for tenure prior to the mandatory year of review may proceed through all steps in the process and may withdraw at any step in the process prior to review by the chancellor. If the file continues to the chancellor and if the decision of the chancellor is to deny tenure, the faculty member may continue to serve as a tenure track faculty member but may not stand again for tenure prior to the mandatory year of review. The decision of the chancellor in this instance is final.

g. Years of service.
A "year of service" for purposes of determining the time of mandatory tenure review shall be defined as service in a tenure track position for at least a full academic year.

Partial year of service - A partial year of service which includes at least one semester of faculty service (e.g., as in a mid-year appointment) may be credited as a full year of service for the purposes of eligibility for consideration for promotion and tenure. Such credit must be approved and so

specified in the initial letter of appointment. If used as a full year for promotion and/or tenure, it may also be used for sabbatical leave eligibility. The university administration will notify those eligible faculty members of this option at the time of initial appointment.

Leave of Absence - All consecutive years of service, including periods of leave of absence at full salary and sabbatical leave, shall be counted in the determination of the time of mandatory tenure review. Periods of medical leave at full salary shall be included unless exception is requested in writing by the faculty member and approved by the dean/director and the Provost at the time the leave is granted by Human Resources. Periods of leave of absence at partial or no salary and partial years of service shall also be included unless exception is requested by the faculty member and approved at the time the leave is granted by the chancellor or chancellor's designee. Periods of parental leave shall be excluded unless an exception is requested by the unit member. No more than two (2) academic years or two (2) alternative nine (9) month periods may be excepted from counting toward the mandatory year of tenure review.

Regardless of inclusion in the computation of total years, leave of absence shall not be deemed an interruption of otherwise consecutive service. Years of service preceding a break in consecutive years of university employment may be counted only upon agreement between the unit member and the chancellor or chancellor's designee at the time of re-employment, and must be so specified in the re-employment's initial letter of appointment.

h. Tenure decision. Following the recommendations of the faculty and the procedures outlined above the chancellor may award tenure and will notify the faculty member of the decision.

i. Failure to receive tenure. A tenure-track faculty member must stand for tenure no later than the mandatory review year as defined above. If tenure is not awarded or the faculty member withdraws from candidacy in the mandatory year of review, the faculty member shall be offered a terminal appointment for one additional year, or alternative nine month period, of service.

j. Exclusive process for reconsideration. A faculty member who is denied tenure and/or promotion may request reconsideration in accordance with the dispute resolution process identified in the extant collective bargaining agreement applicable to the faculty member. A faculty member must stand for tenure no later than the mandatory review year as defined above.

k. Rejection of tenure. A faculty member who is offered tenure by the university pursuant to this policy but who declines to accept it may continue to be employed in a manner to be determined by the chancellor.

7. Evaluation for Promotion

A record of continuing effective performance shall be expected. Procedures, performance criteria and requirements are set forth herein, and in policies of the Board of Regents and the regulations of the university system currently in effect and as they may change. Performance shall be evaluated on the basis of the criteria identified in this document and in unit criteria with particular attention to achievements since the latest promotion, and in consideration of the level of obligation in the appropriate areas of faculty responsibility. All faculty members with academic rank shall be expected to demonstrate performance in the areas of responsibility outlined in their workloads, which may include different proportions of a total of thirty (30) workload units per academic year in teaching, research/scholarly/creative activity, and service for promotion to:

Assistant Professor. The faculty member shall demonstrate that they have satisfied the minimum qualification as well as the minimum experience as appropriate to the discipline and described in unit criteria for initial appointment.

Associate Professor. The faculty member shall present a record of sustained performance and achievement in their assigned workload areas of activity, which reflects high quality in teaching, research/scholarly/creative activity, and service, as appropriate. The level of productivity in each criterion area shall be evaluated within the context of the faculty member's proportionate responsibility as identified in annual workload distribution agreements. Non-tenure track faculty may be assigned activity in two or three of the workload areas (teaching, research/scholarly/creative activity, and service). Every faculty member should be evaluated based on their workload assignment.

The total contribution of the faculty member shall be assessed and considered along with evidence in support of substantial potential for continued contributions of excellence. A promotion/tenure peer review committee (unit or university-wide) shall recommend promotion to the rank of associate professor and the award of tenure only if a majority of the committee rates the faculty member's assigned workload areas of activity as "good," "very good," or "excellent" (ratings, in order of improved performance, being "unsatisfactory", "satisfactory," "good," "very good," and "excellent").

Professor. Those faculty awarded the rank of professor at the university shall exemplify the attainment of performance and achievement consistent with a high standard of excellence.

The faculty member shall present a record of continuing sustained excellence. It should demonstrate that the candidate is recognized for contributions to knowledge in the discipline; is recognized by peers and students as an effective teacher; and contributes to the overall effort and reputation of the university through appropriate extension of knowledge and discipline-related service, within the context of the faculty member's proportionate responsibility as identified in annual workload distribution agreements. A promotion/tenure peer review committee (unit or university-wide) shall recommend promotion to the rank of professor only if a majority of the committee rates the faculty member's assigned workload areas of activity as "very good" or "excellent" (ratings, in order of improved performance, being "unsatisfactory", "satisfactory," "good," "very good," and "excellent"). Non-tenure track faculty may be assigned activity in two or three of the workload areas (teaching, research/scholarly/creative activity, and service). Every faculty member should be evaluated based on their workload assignments.

8. Evaluation Process for Administrative Non-Represented Faculty

Non-represented administrative faculty members must present a record of work in two or more of the workload areas (teaching, research, and service) which demonstrates performance of continuing high quality.

a. Eligibility. Non-represented administrative faculty must retain at least 49% faculty workload to be eligible for promotion. Non-represented administrative faculty are not eligible to stand for promotion if the administrative assignment equals more than 51% of the faculty member's workload.

b. Criteria for evaluation. Only the faculty portion of the workload shall be evaluated; the administrative assignment shall not be considered in the evaluation. The general criteria for evaluation of performance are those set forth below as well as any applicable unit criteria.

c. Notification. Non-represented administrative faculty shall follow the schedule as announced by the provost that is associated with their previous peer unit. Each eligible faculty member intending to stand for promotion shall inform the appropriate dean or director in writing by the last day of the academic year immediately preceding the fall semester in which the applicant's file is submitted of the intention to request promotion. It shall be the responsibility of the faculty member to prepare a file of materials according to the guidelines for preparation of files as put forth by the provost documenting how they have met the criteria for promotion to the requested rank.

d. Process See 5 above.

e. Workload. A non-represented administrative faculty member who maintains a workload of at least 49% faculty duties should evaluate their performance record to determine if the minimum expectations set forth in this document have been met.

f. Levels of review. The levels of review for non-represented administrative faculty will be the same as those associated with the faculty member's previous peer unit. Non-represented administrative faculty members shall annually submit an Annual Activity Report and a current CV to their dean/director or campus director or their appropriate supervisor. All levels of review will be given instructions on how to review the file. Only work that results from faculty duties is to be evaluated, and that work is to be evaluated relative to the portion of appointment/workload dedicated to faculty duties. This portion of appointment must not be less than 49%. Faculty at 49% appointment will be evaluated relative to half-time faculty.

(1) Peer review. The unit peer committee process for non-represented administrative faculty shall be the same as that described for regular academic rank faculty, except as otherwise noted herein. The peer review committee for non-represented administrative faculty standing for promotion will be appointed by a dean or director from a unit other than that of the candidate. This dean or director will be selected by the provost. At least one committee member must be from the candidate's unit; if conflicts of interest cannot be avoided in this appointment, then the appointed member will not vote and will participate only in an advisory capacity. The peer committee will not include individuals who are supervised by the candidate, except as described above. Members of the unit peer committee must not have any other type of conflict of interest. To the extent possible, the peer committee should represent the candidate's discipline and faculty work.

(2) University-wide committee review. The university-wide committee process for non-represented administrative faculty shall be the same as that described for regular academic rank faculty, except as otherwise noted herein. The university-wide committee convened to review promotion of represented faculty candidates will also review non-represented administrative faculty candidates. The Faculty Senate and the provost will take this into account when selecting members for the university-wide committee.

g. Exclusive process for reconsideration. See 6i above.

h. Termination of Administrative Appointment

Administrative appointments are given at the sole discretion of the University and are governed by the terms set out in the appointment letter.

9. Evaluation Process for Emeritus/Emerita Status

a. Eligibility. A full-time faculty member who has already attained the rank of full professor and who has retired after a minimum of ten years at the University of Alaska may be honored through appointment as professor emeritus/a within a year of retirement.

In exceptional circumstances, the chancellor may confer emeritus/a status on other meritorious faculty members who have provided a minimum of ten years of faithful service of high quality to the institution. Recommendations will proceed along the appropriate administrative channels to the chancellor.

b. Criteria for evaluation. Nominations are to be evaluated on the basis of the criteria for promotion to the rank of full professor with the added caveat that the position of professor emeritus/a is the highest honor that is bestowed upon a retiring faculty member.

c. Notification. The provost shall announce the deadline for submitting nominations for emeritus/a status and the schedule for the nomination review process.

d. Process. Nominations for conferring emeritus/a status may originate with the appropriate dean in consultation with the faculty, with the unit peer faculty or upon the request of the retiring faculty member. The nomination shall be reviewed and approved by the appropriate unit peer review committee and the dean/director or designee of the unit. Recommendations are forwarded to the campus-wide promotion and tenure committee. The committee's recommendations will be made to the provost, who will then forward the recommendation to the chancellor.

e. Decision. Following the recommendations of the faculty, the dean/director or designee, and the provost, the chancellor may award emeritus/a status to eligible faculty. The chancellor's decision is final and non-reviewable.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the

particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, and curriculum development.

1. Effectiveness in Teaching
   Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
   d. emphasize regular feedback to students and reward student learning success;
   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
   g. regularly expend effort towards future oriented educational development;
   h. may receive prizes and awards for excellence in teaching.

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

   a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
   b. summaries of teaching evaluations;

   and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

   - peer classroom observation(s) and evaluation of lecture(s),
   - peer evaluation of course and compiled materials,
   - pedagogical organization as evidenced through peer evaluation of course syllabi,

- documented use of best practices in teaching through external or peer review,
- evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

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

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

   a. They must occur in a public forum.
   b. They must be evaluated by appropriate peers.
   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
   b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
f. Scholarly reviews of publications, art works and performance of the candidate.
g. Citations of research in scholarly publications.
h. Published abstracts of research papers.
i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
j. Prizes and awards for excellence of scholarship.
k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria for evaluation, promotion, and tenure,

individual units should include examples of service activities and measures for evaluation appropriate for that unit. Effectiveness in public, university and professional service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, media presence and other public means of recognition for services rendered.

1. Public Service

   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.
   b. Service on or to government or public committees.
   c. Service on accrediting bodies.
   d. Active participation in professional organizations.
   e. Active participation in discipline-oriented service organizations.
   f. Consulting.
   g. Prizes and awards for excellence in public service.
   h. Leadership of or presentations at workshops, conferences, or public meetings.
   i. Training and facilitating.
   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
   l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

2. University Service
   University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

   a. Service on university, college, school, institute, or departmental committees or governing bodies.
   b. Consultative work in support of university functions, such as expert assistance for specific projects.
   c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
   d. Participation in accreditation reviews.
   e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
   f. Service in support of student organizations and activities.
   g. Academic support services such as library and museum programs.
   h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
   i. Mentoring.
   j. Prizes and awards for excellence in university service.
   k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. Professional Service
   Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:

   a. Editing or refereeing articles or proposals for professional journals or organizations.
   b. Active participation in professional organizations.
   c. Active participation in discipline-oriented service organizations.
   d. Committee chair or officer of professional organizations.
   e. Organizer, session organizer, or moderator for professional meetings.
   f. Service on a national or international review panel or committee.

G. Unit Criteria

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully

aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria may be developed by those units wishing to do so, utilizing the uniform template on the provost's web site. Units that choose not to develop discipline-specific unit criteria must file a statement stating so with the Office of the Provost, which shall serve as the official repository for approved unit criteria.

A unit choosing to develop discipline-specific criteria shall have such criteria approved by a majority of the discipline faculty. The unit criteria will be forwarded to the Faculty Senate Unit Criteria Committee by the cognizant dean. The Unit Criteria committee will review these criteria and request revisions from the department as appropriate. After Unit Criteria has completed its review of the criteria, they will be forwarded to the Faculty Senate for full review and approval. A copy of the unit's criteria as approved by the Faculty Senate will be submitted to the provost.

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

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.

Chapter IV: Termination of Faculty Appointment

Termination is the severance of the employment relationship between a faculty member and the university. Faculty may be terminated under any of the following conditions:

A. Non-Retention of Tenure Track Faculty

Non-retention follows a decision not to continue the employment of a tenure track faculty member.

1. Prior to standing for tenure review, and at the conclusion of the annual review process set forth in Chapter III above, the dean, director or designee may elect to non-retain or non-renew the appointment of a regular, academic rank faculty member.

2. Exclusive Process for Reconsideration
   A faculty member who is not retained may request reconsideration according to the dispute resolution process identified in the extant collective bargaining agreement.

3. The chancellor or the chancellor's designee shall provide written notification of non-retention to the faculty member, according to the following schedule of notification. The schedule of notification shall be based upon consecutive years of uninterrupted service as a tenure track faculty member within the university.

   a. Within the first year, regardless of contract extensions, the faculty member shall be notified no later than February 15 for appointments based on the academic year, or three (3) months prior to the end of the base appointment for appointments based on an alternative nine (9) month period.
   b. Within the second year, regardless of contract extensions, the faculty member shall be notified no later than November 15, for appointments based on the academic year, or six (6) months prior to the end of the base appointment for appointments based on an alternative (9) month period.
   c. After two (2) or more years, the faculty member shall be notified not less than twelve (12) months prior to the expiration of the final appointment.

B. Non-Renewal of Non-Tenure Track Faculty

1. Non-renewal follows a decision not to continue the employment of a non-tenure track faculty member.

2. Exclusive Process for Reconsideration

In as much as non-tenure track appointments are subject to available funds, a faculty member may appeal a decision which results in non-renewal of services only as allowed by the extant collective bargaining agreement.

3. Written notification of non-renewal shall be provided to the faculty member by the hiring authority. Failure to provide notice as provided below shall not result in renewal of appointment. The following schedule of notification shall be based upon consecutive years of uninterrupted service as a non-tenure track faculty member within the university.

    a. Within the first two (2) years, regardless of contract extensions, the faculty member shall be notified no later than seven days prior to the expiration of the appointment.
    b. From the third (3rd) through the sixth (6th) years, regardless of contract extensions, the faculty member shall be notified not less than 45 days prior to the expiration of the appointment.
    c. After seven (7) years, the faculty member shall be notified not less than 90 days prior to the expiration of the appointment.

C. End of Special Academic Rank Appointment

Special academic rank faculty appointments shall end on the date specified in the letter of appointment and no additional notification is required. Instructors appointed to two- or three-year term appointments shall receive notice at least one semester in advance of the end of the appointment period of the university's intention not to renew the appointment. If a term appointment is to be terminated before the date specified in the letter of appointment, the faculty member shall be notified according to the schedule of notification above.

D. Failure to Receive Tenure

Following a decision to not award tenure in the mandatory year for tenure review, the faculty member will receive written notice no less than twelve months prior to the end of the academic year of final appointment.

E. Termination of Employment of Faculty

1. Termination

    Any program change that could result in the loss of a position held by a tenured faculty member must be approved by the Faculty Senate in accordance with the program review procedures identified in UA Regulation 10.06.01 and UAF procedures. Employment of faculty may be terminated for the following reasons:

    a. Discontinuance of program. When a decision is made to discontinue a program (following program review as specified in UA Regulation 10.06.01), a good faith

effort shall be made to place tenured faculty in another program at the university where appropriate.

The chancellor or the chancellor's designee shall notify tenure track or tenured faculty members of the decision to terminate employment in writing on the following schedule based upon consecutive years of uninterrupted service within the university.

- Within the first (1st) year, regardless of contract extensions, the faculty member shall be notified no later than February 15, for appointments based on the academic year, or three (3) months prior to the end of an appointment, for appointments based on an alternative nine (9) month base.
- Within the second (2nd) year, regardless of contract extensions, the faculty member shall be notified no later than November 15, for appointments based on the academic year, or six (6) months prior to the end of the base appointment for appointments based on an alternative nine (9) month period.
- After two (2) or more years of uninterrupted service, the faculty member shall be notified twelve (12) months prior to the expiration of the final appointment.

For non-tenure track faculty members associated with a program, the chancellor or chancellor's designee shall notify of the decision to terminate employment in writing on the following schedule based upon consecutive years of uninterrupted service within the university.

- Within the first two (2) years, regardless of contract extensions, the faculty member shall be notified no later than seven (7) days prior to the expiration of the appointment.
- From the third (3rd) through the sixth (6th) years, regardless of contract extensions, the faculty member shall be notified not less than forty-five (45) days prior to the expiration of the appointment.
- After seven (7) years, the faculty member shall be notified not less than ninety (90) days prior to the expiration of the appointment.

Failure to provide notice as provided above shall not result in renewal of appointment.

If the discontinued program is reactivated within two years, previously tenured and qualified faculty shall be invited to return prior to hiring new full-time faculty. Faculty invited to return to previously discontinued programs shall be provided at least 30 days from the mailing of the invitation to notify the University of the decision to decline or accept. If no response is received within thirty days, the invitation shall be assumed to have been declined. Faculty who wish to receive such

invitations shall be responsible for maintaining a current mailing address with the university.

b. Reduction in program. When a decision is made to reduce a program (following program review as specified in UA Regulation 10.06.01) a good faith effort shall be made to retain tenured faculty qualified in the discipline in preference to non-tenured faculty; to place tenured faculty in another program at the university where appropriate; or to compose a workload for qualified faculty members from activities assigned to part-time faculty in the program.

Opportunities for continued employment in a reduced program, or transfer to another program, shall be offered to unit members qualified in the discipline in the following order: tenured faculty; non-tenured tenure-track faculty; non-tenure track faculty with full-time appointments; non-tenure track faculty with less than full-time appointments; overload or other additional assignments, only to the extent of the additional assignment.

Faculty members not provided opportunities for continued employment according to the terms of this section and the extant collective bargaining agreement applicable to the faculty member shall be terminated. The chancellor or the chancellor's designee shall notify tenure track or tenured faculty members of the decision to terminate employment in writing on the following schedule based upon consecutive years of uninterrupted service within the university.

- Within the first (1st) year, regardless of contract extensions, the faculty member shall be notified no later than February 15 for appointments based on the academic year, or three (3) months prior to the end of the base appointment for appointments based on an alternative nine (9) month period.
- Within the second (2nd) year, regardless of contract extensions, the faculty member shall be notified no later than November 15, for appointments based on the academic year, or six (6) months prior to the end of the base appointment for appointments based on an alternative nine (9) month period.
- After two (2) or more years of uninterrupted service, the faculty member shall be notified twelve (12) months prior to the expiration of the final appointment.

The chancellor or the chancellor's designee shall notify non-tenure track faculty members of the decision to terminate employment in writing on the following schedule based upon consecutive years of uninterrupted service within the university.

- Within the first two (2) years, regardless of contract extensions, the faculty member shall be notified no later than seven (7) days prior to the expiration of the appointment.

- From the third (3rd) through sixth (6th) years, regardless of contract extensions, the faculty member shall be notified not less than forty-five (45) days prior to the expiration of the appointment.
- After seven (7) years, the faculty member shall be notified not less than ninety (90) days prior to the expiration of the appointment.

Failure to provide notice as provided above for non-tenure track faculty shall not result in renewal of appointment.

In the event a program is expanded within two years after reduction, previously tenured faculty members shall be invited to return to the program, in the order provided in this section above, prior to hiring new full-time faculty. The faculty member must notify the University of the decision to decline or accept within thirty (30) days of receipt of this invitation. Faculty who wish to receive such invitations shall be responsible for maintaining a current mailing address with the university.

c. Financial exigency. Following a declaration of financial exigency (as described in BOR Policy 04.09.06 and related university system regulations), faculty members are entitled to a minimum of sixty calendar days' notice in advance of the cessation of their employment.

d. Just cause. Any faculty member may be dismissed for just cause. Just cause shall include, but not be limited to: incompetence, neglect of duty, failure to perform assignment, unprofessional conduct, or other conduct or condition that interferes substantially with the continued performance of duties. Faculty members may be suspended immediately while proceedings are in progress for dismissal for just cause if their continued presence poses the threat of harm to themselves, others, or to the interests of the university, as determined by the university. Just cause terminations shall be conducted in accordance with the dispute resolution and disciplinary action processes identified in the extant collective bargaining agreement.

F. Exclusive Process for Reconsideration for Termination of Tenured Faculty

Tenured faculty who receive a written notification of termination may request reconsideration according to the dispute resolution process identified in the extant collective bargaining agreement.

G. Retirement

Retirement eligibility is determined by the retirement system selected by the faculty member. Faculty members intending to retire from employment with the university shall notify their dean, director or designee with a signed written resignation stating the effective date, as soon as possible prior to the anticipated retirement date.

H. Resignation

A faculty member intending to resign from employment with the university shall submit a written resignation to the dean, director or designee and state the effective date. Faculty are expected to provide adequate notice to allow for their orderly replacement as specified in the extant bargaining agreement. Faculty members may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

Chapter V: Sabbatical Leave

A. Sabbatical Leave

1. Policy
   Sabbatical leaves for professional development may be made available to faculty members with academic rank who meet the requirements set forth below. The objective of such leave is to increase the faculty member's value to the university and thereby improve and enrich its programs.

2. Purpose
   Sabbatical leaves at the university shall be granted for study, formal education, research and other scholarly and creative activity or other experiences of professional value and may include associated travel.

   Sabbatical leave should be granted for personal and professional growth of a faculty member. Sabbatical leave shall be granted only when it is shown that the applicant is capable of using the time in a manner that shall increase the faculty member's value to the university.

3. Eligibility
   Tenured or tenure track faculty members who shall have completed at least five (5) consecutive years of service at the university shall be eligible for consideration to take sabbatical leave during the sixth (6th) or subsequent year of service. Applicants who shall have completed at least five (5) consecutive years of service at the university from the date of return from any previous sabbatical leave shall be eligible to be granted another sabbatical leave to be taken during the sixth (6th) or subsequent year.

   In computing consecutive years of service for the purpose of eligibility, periods of time off and periods of sick leave with salary shall be included. If requested in writing at the time of appointment, a partial year of service that includes at least one (1) semester of full-time faculty member service may be approved by the chancellor, or chancellor's designee, as a full year of service and counted toward eligibility for sabbatical leave. Periods of leave of absence (other than time off and sick leave with salary) and periods of part-time service shall not be included, but shall not be deemed an interruption of otherwise consecutive service.

4. Terms and Conditions
   Sabbatical leaves shall be granted only for periods of one (1) academic year at the rate of six (6) months' salary or one semester at the rate of one semester's salary. A sabbatical proposal that extends beyond the academic year may be approved, but no

additional compensation will be paid. Faculty members may, with the prior approval of the chancellor or chancellor's designee, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their sabbatical leaves. In such cases, the chancellor or chancellor's designee may adjust the sabbatical leave salaries to reflect such income provided that total earnings for the leave period are not less than full salary had the recipient not been on leave. A faculty member on a terminal appointment loses any rights to a sabbatical leave.

5. Application Process
   Applications for sabbatical leave shall define the purpose of the leave requested. Each application shall include (1) a sabbatical leave application form, (2) a complete description of the proposed leave project, activities and travel plan, (3) documentation indicating arrangements with cooperating institutions, and (4) a current curriculum vitae. The application should also indicate any prospective income from outside the university.

   The process, timelines and application forms can be found on the provost's webpage at http://www.uaf.edu/provost/sabbatical-leave/.

6. Approval
   Consistent with provisions of this chapter, the chancellor or chancellor's designee may approve such sabbatical leave as are deemed appropriate, considering the merits of the applications and the needs of the institution.

7. Obligation to Return
   The recipient is obligated to return to the university for further service of at least one appointment period based on the prevalent appointment period for their unit. Failure of the recipient to fulfill this obligation shall require the full and immediate repayment of salary and benefits received from the university while on leave, except in extenuating circumstances acceptable to the chancellor or chancellor's designee.

8. Reporting
   A written report detailing the professional activities and accomplishments for which the leave was granted and specifying the sources and amounts of additional funds secured for this period shall be submitted by the recipient to the chancellor or chancellor's designee within three months after returning from leave. A sabbatical leave report form can be found on the provost's website at http://www.uaf.edu/provost/sabbatical-leave/.

9. Leave Credits
   Faculty Time Off and Sick Leave credits shall not be accrued or used during sabbatical leave.

Index

A

Academic rank, 3-4, 6-7, 9, 12, 23, 25, 29, 31, 39, 45
Adjunct, 4, 6
Affiliate, 4, 6
Application, 19, 22, 25, 35-36, 38, 46
Appointment, 3-11, 13-17, 22-23, 25-29, 31-32, 39-43, 45-46

B

Bipartite, 23

C

Continuing appointment, 6, 25
Criteria, 8-9, 12-14, 17-18, 20-23, 29, 30-32, 34, 36, 38

D

Definitions, 3-5
Discontinuance of program, 40

E

Evaluation, 5, 8, 12-17, 19-20, 24-26, 29-30, 32-36, 38

F

Faculty evaluation, 12, 16, 20
Financial exigency, 43

I

Instruction, 9, 18, 31-33, 36-37

J

Just cause, 43

L

Leave credits, 46-47
Levels of review, 20, 22, 25, 31, 38

M

Mandatory tenure review, 26-28

N

Non-tenure track, 3, 5-8, 12, 14, 18, 21-22, 24-25, 29-30, 39-43

O

obligation, 8-10, 17, 29, 35-36
Obligation to return, 46

P

Peer review, 7, 13-15, 21-22, 24-25, 29-32, 34-35
Promotion, 3, 6, 9, 12-14, 16-33, 38
Public, university and professional service, 19, 35-36

R

Rank, 3, 4, 6-10, 12-13, 21, 23-27, 29-32, 39-40, 45
Reconsideration, 28, 32, 39, 43
Reduction in program, 42
Reporting, 46
Research, scholarly, and creative activity, 17, 34
Resignation, 25, 43
Retirement, 25, 32, 43

S

Sabbatical leave, 28, 45, 47
Special academic rank, 3-4, 6, 9, 40

T

Tenure, 3, 5-8, 10, 12-30, 32, 36, 38-43, 45
tenure-track, 6, 12-14, 21-22, 26-28, 42
terminal appointment, 7, 28, 46
Termination, 13, 25, 32, 39, 40, 43
Termination of Faculty Appointment, 39
Title, 3-4, 6, 9, 43

W

Withdrawal of candidacy, 27

Y

Years of service, 27-28, 45

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ORIGINAL

Motion 2020-10

Requirements for new ethics courses

brought by the GERC Committee

MOTION:

The Faculty Senate moves to codify the current practices for approving proposed new courses to meet the ethics degree requirement. This policy would replace the policy passed by Faculty Senate at its meeting on December 2, 2019.

RATIONALE:

The GER Committee's current practices for reviewing new ethics courses, significant changes to existing ethics courses, and/or when evaluating transfer courses has not been well codified. There needs to be a written policy so that departments know the requirements when they wish to propose new courses.

EFFECTIVE:

Immediately upon Chancellor approval.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: ___✓___ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 2/7/20

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Motion 2020-10

Ethics Designation Rubric

I. Explanation

A. The following rubric will be used to evaluate course proposals to fulfill the Ethics baccalaureate degree requirement and will be effective immediately. The syllabus and supporting documentation must demonstrate clear evidence of the way in which the course will meet the criteria of the rubric. In evaluating a course using the rubric, consider whether the syllabus demonstrates a significant (50% or more) focus on theoretical frameworks (i.e. the ideas, principles, and concepts of past and present experts) in the field of Ethics, and a critical understanding and evaluation of those frameworks. In addition, the course description and course objectives should reflect the importance of developing in students the necessary skills to critically evaluate the quality of the answers given by a moral theory, as well as the moral theory itself.

B. To fulfill the Ethics baccalaureate degree requirement, the proposed course must score a minimum of seven points on the rubric.

C. In addition, in order to maintain consistency within the UA system, courses in fulfillment of this requirement at UAF must be offered at the 300-level and have as a prerequisite junior-level standing. For transfer students who are petitioning a course below the 300-level in fulfillment of this requirement, the GERC committee will make a decision on a case-by-case basis using the rubric.

D. Inasmuch as the language in this document was not in place when the courses that currently meet the Ethics requirement were developed, the following courses are grandfathered into this designation: BA F323X, COJO F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X. In recognition of the importance of developing in UAF students the skills needed to confront the many challenging moral situations they will face in their personal and professional lives, courses in this list that do not currently meet the rubric are thus encouraged to bring their courses into alignment with the requirements given in this document.

II. Description

Ethics is a discipline within Philosophy that studies the moral difference between right and wrong through various theoretical frameworks. The University of Alaska Fairbanks recognizes the essential need of students to learn these frameworks in order to be able to navigate the complex ethical theater of modern, professional life. If students do not understand and assimilate these ethical theoretical frameworks, then they will lack the necessary navigational skills to recognize complex ethical situations, and calculate the moral course of action. This need is only made more dire when one realizes that ethical problems are generated continuously (e.g. cloning, modern warfare, social media, etc.). For this reason, UAF has adopted an Ethics degree requirement for all baccalaureate students.

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Thus, courses that satisfy the Ethics baccalaureate degree requirement present a rigorous and extensive study of the prominent theories that underlie ethical decision-making. In these classes, moral issues and dilemmas play the secondary role of promoting critical understanding of these theories. It is important therefore to understand and preserve the difference between an *ethical theory* class, and an *applied ethics* class: the second requires the first, but can not stand in its stead. Important themes should include, but not be limited to, justice, responsibility, the good life, types of value, the greatest good, virtue, and duty. Given the nature of the requirement, courses are expected to spend a majority of their time on explaining and evaluating the theories that underlie moral decision-making. Courses should focus on familiarizing students with the fundamental components required for clear, creative, and thoughtful moral evaluation and theory-backed judgment (e.g. intrinsic v. instrumental value, descriptivism v. prescriptivism, subjectification v. dehumanization; positive v. negative action, etc). The study of ethical frameworks must include metaethics, as well as the normative theories of consequentialism, deontology, and virtue ethics, and other relevant theories as well. The objective of the requirement is to help students develop a systematic, theory-based approach to novel and complex moral issues in their personal, professional, and political communities, so that they can become active and responsible citizens.

As a supplement to those courses that satisfy the Ethics baccalaureate degree requirement, individual colleges, departments, and programs are encouraged to develop a discipline-specific *applied* ethics course, so that students in their discipline have an opportunity to put into practice the skills that they learn in their *ethical theory* course—doing so will help students hone their moral reasoning abilities through an overview of some salient moral dilemmas in their fields. Such courses would be in addition to, but not in fulfillment of, the Ethics baccalaureate degree requirement.

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III. Rubric

Criteria	Meets (2)	Approaches (1)	Does not meet (0)
Knowledge: Explain how the course facilitates students' acquisition of knowledge of ethical terminology, theories, and decision-making processes.	The course requires students to learn ethical terminology, theories, and decision-making processes, and connects that knowledge to ideas in other areas of human inquiry and activity.	The course requires students to learn ethical terminology, theories, or decision-making processes.	The course requires students to apply ethical theories and terminology to specific cases.
Analysis: Explain how the course requires students to use formal logic, analysis, and critical thinking to evaluate ethical theories and ethical decision-making.	The course uses rigorous logical and evidence-based standards to examine the material, and requires students to examine and defend their positions this way.	The course requires students to make connections between claims and asks them to engage in evaluative tasks with regard to the material and assignments.	The course does not require students to engage with the material in a critical manner.
Application: Explain how the course develops students' practical skill of taking a theory-driven approach to new and challenging ethical issues and situations.	The course requires students to critically reflect on the way in which different ethical theories handle novel and challenging cases and situations, in order to develop their practical moral reasoning abilities.	The course requires students to apply ethical theories to familiar and/or non-complex cases and situations.	The course does not require students to apply ethical theories to specific cases and situations.
Communication: Explain how the course enhances students' capacity for communication of their own moral reasoning, as well as develops a better understanding of the moral reasoning of others.	The course fosters discussion between students concerning the arguments in support of their moral judgements, using the discussions to critically examine and evaluate the quality of those moral reasons.	The course requires students to provide arguments in favor of the conclusions of their moral decision-making processes.	The course does not require students to communicate or discuss their moral reasoning.

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ORIGINAL

Motion #2020—05

The following motion passed at Faculty Senate meeting #245 on February 3, 2020:

MOTION:

The UAF Faculty Senate moves to revise the policy some graduate students to walk at commencement without completing 100% of their graduation requirements.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: To ensure that master's and Ph.D. candidates who "walk through" have completed their degree requirements. This commencement walk through policy supersedes all previous policies as they pertain to graduate students.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

_____ Date: 2/7/20

Daniel M. White, UAF Chancellor

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Motion #2020—05

CAPS - Addition
[[ ]] - Deletion

GRADUATE SCHOOL COMMENCEMENT POLICY

[[To meet the definition of having "essentially completed all degree requirements" (current policy) to "walk through" graduation ceremonies, a student must have met the following requirements:

a. successfully completed all required tests, coursework, and thesis/project defense by the Monday preceding commencement; and

b. submitted to the graduate school by the date set for filing a thesis/dissertation in spring semester, the request for commencement walk-through form signed by the student, the major advisor, all committee members, department head and dean, agreeing that any required revisions to the project/thesis/dissertation can be completed by August 1 of the same year. For a thesis/dissertation, the student must submit the final copy to the graduate school by August 1 of the same year to be eligible for summer graduation. If the student is a Ph.D. candidate, the major advisor or designated committee member must also agree to participate in the graduation ceremonies; and

c. for Ph.D. candidates filed a ≦ 50 word abstract of the dissertation research along with the signed request for commencement walk-through form.

Note: Individuals who "walk through" graduation ceremonies will not be listed in the graduation program. these students' names, and if Ph.D. recipients, descriptions of dissertation research, will appear in the program of the academic year in which the degree is formally granted.]]

ANY MASTER'S AND Ph.D. CANDIDATES WHO HAVE NOT COMPLETED ALL ASPECTS OF THEIR DEGREE PROGRAM, BY THE SPRING DEADLINE, WITH THE EXCEPTION OF THE POSTING OF FINAL GRADES FOR THE SPRING SEMESTER, ARE NOT ELIGIBLE TO PARTICIPATE IN THE CURRENT YEAR'S COMMENCEMENT CEREMONY. CANDIDATES WILL RECEIVE INFORMATION TO PARTICIPATE IN THE NEXT YEAR'S CEREMONY.

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ORIGINAL

Motion #2020—06

The following motion passed at Faculty Senate meeting #245 on February 3, 2020:

MOTION:

The UAF Faculty Senate moves to revise the policy that allows some undergraduate students to walk at commencement without having completed 100% of their degree requirements.

Effective: Spring 2020

RATIONALE: The following reasons support the revision of the "walk" policy:

1. The existing policy for undergraduates was last updated in 1994 (Faculty Senate Meeting #47). The thrust of the policy written at that time was to put limitations on who should be allowed to walk. Only those students who were already registered in all remaining requirements (during summer and fall) at the time of the spring commencement would be approved to walk. There was also a requirement that the student "apply to graduate" in the spring, even though their requirements would not be finished until summer or fall.
2. There is more interest now in being more flexible with students and their families. If a student has a plan to graduate within the summer or fall semester, we would like for them to have the opportunity to walk in the spring commencement if that is their choice.
3. We are not interested in "policing" why a student did not previously complete requirements (whereas the prior policy listed "valid" and "not acceptable" reasons). These are not objectively measurable and only serve to confuse the process.
4. We propose to make this policy effective for students earning undergraduate certificates and degrees.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

_____ Date: 2/7/20

Daniel M. White, UAF Chancellor

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Motion #2020—06

******PROPOSED LANGUAGE FOR POLICY TO BE PUBLISHED ON GRADUATION WEBSITE AND/OR IN THE CATALOG******

Normally, students participating in the annual commencement ceremony shall have satisfactorily completed all degree requirements in the immediately preceding summer, fall or spring semesters.

However, a student who has not yet completed all degree requirements may be allowed to "walk through" the ceremony with approval of their advisor. The process is as follows:

1. The student must submit a "Request to Walk Through Commencement" form on the Registrar/Graduation Services website by the late application deadline for graduation (March 15).
2. The form will ask both the student and the advisor to certify that the student will complete all degree requirements in the summer or fall term immediately following commencement.
3. The student must submit an application for graduation for the term in which they will actually earn their degree.
4. The student will not receive a degree audit for the term in which they're walking. They will receive an audit for the term in which they apply to graduate.
5. The student's name will appear in the commencement book as long as they have filled out a request to walk and their advisor has approved it.

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ORIGINAL

Motion #2020–08

The following motion passed at Faculty Senate meeting #245 on February 3, 2020:

MOTION:

The Curriculum Review Committee (CRC) and Student Academic Development & Achievement (SADA) Committee move to update the Faculty Senate Bylaws in regard to the member composition on their respective committees.

EFFECTIVE: Immediately

RATIONALE:

In Fall 2019 Faculty Senate passed two motions to amend the curriculum review process. Based on these actions, SADA no longer reviews curriculum, and CRC will now review all undergraduate curriculum including student success courses and GER courses. The GERC, SADA, and CRC committees have all updated and approved their own bylaw changes to reflect these actions and are bringing the changes to Faculty Senate for final approval. CRC will gain 4 additional members to provide input on student success and GER curriculum. The additional members on CRC will be 2 representatives from GERC and 2 representatives from SADA.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___✓___ Acknowledges

_____ Date: 2/7/20

Daniel M. White, UAF Chancellor

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Motion #2020—08

BYLAWS of the UNIVERSITY OF ALASKA FAIRBANKS FACULTY SENATE

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Four non-voting members will be selected by and from other university constituencies as follows: one student selected by the ASUAF; one dean or director selected by the Provost; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. Three additional non-voting members will be selected by and from the faculty unions as follows: one elected official each from United Academics-AAUP/AFT, UAFT, and Adjuncts (United Academics)-AAUP/AFT. The Past President of the UAF Faculty Senate shall serve as an ex-officio, non-voting member and shall not be eligible to serve on the Faculty Senate until the term as Past President has ended.

   Terms shall be for two years and staggered, with approximately one-half of the Senate elected each year.

B. Representation shall be by academic or research unit and based on the number of qualifying faculty in each unit as described below.

   1. A unit is a single school or college or research institute, a collection of schools and/or colleges or collection of research institutes (see item 5).

   2. For representational purposes only, a qualifying faculty member shall be defined as one who holds academic rank or special academic rank.

   3. Tenure-track faculty with split appointments will be counted only in the tenure-granting unit. Research faculty and other qualifying faculty with split appointments will be counted only in the unit of primary appointment.

   4. Each unit will elect the number of representatives to the Senate equal to the number of qualifying faculty in that unit divided by the total number of qualifying faculty at UAF, multiplied by 35 and rounded to the nearest integer.

   5. Schools, colleges and research institutes whose representation under item 4 is zero may form a conglomerate group for the purpose of joint representation as a single unit, if together they qualify for representation under item 4. If they do not qualify as a conglomerate group, or if they do not choose to be represented as a group, then each unit shall join with a represented school, college or research institute.

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6. Re-apportionment will be done in the year of accreditation review of UAF, expected to be every seven years, or upon two-thirds vote of the Senate.

7. Each unit will have at least 2 representatives.

C. Election Procedure

1. Election shall be conducted by the represented units, or by the Senate office for any conglomerate groups to provide representatives to the Senate according to Article III of the Senate Constitution. Elections are to be held during the spring semester and election procedures are the responsibility of the units, subject to the following:

2. A faculty member may vote for Senate representatives in only one unit. For tenure-track faculty, that unit must be the tenure-granting unit. Research faculty and other qualifying faculty must vote in the unit of primary appointment.

3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based qualifying faculty.

4. Units with faculty who teach in associate, certificate, or noncredit programs should elect representatives in proportion to such faculty.

5. Units with senior faculty should elect associate and full professors as Senate representatives in a number that is at least equal to the proportion of such faculty.

6. Units with graduate programs should elect at least one graduate faculty member.

7. Each unit shall elect at least half as many alternate representatives as representatives.

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates, with the concurrence of the affected constituency and the consent of the Administrative Committee.

2. If no alternate is available to replace the departing senator, the affected unit may hold a special election to replace that senator. This special election must be held within 30 days of the last day the departing senator served. All

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policies and procedures governing regular senate elections apply to these special elections.

3. In the case of death, resignation, transfer, or other reason why an elected alternate can no longer represent the unit, the affected unit may replace that alternate by holding a special election. This special election must be held within 30 days of the last day the departing alternate served. All policies and procedures governing regular senate elections apply to these special elections.

E. Changes in Unit Representation

1. Changes in a unit's number of representatives on the Faculty Senate shall be implemented at the time of the next scheduled election. Reductions in a unit's number of representatives shall be accomplished by attrition, as terms expire. Increases in a unit's number of senate representatives shall be implemented through election of additional representatives at the next scheduled election.

2. Representatives should serve out the terms to which they are elected. This includes but is not limited to representatives who hold office at a time of reapportionment of the Faculty Senate, and those whose unit affiliation changes during a term of office. If the representative is no longer affiliated with the unit from which they were elected, then an alternate shall be appointed and both shall serve concurrently to the end of the term. This may lead to a temporary increase in the number of elected representatives serving on the Faculty Senate.

F. Absenteeism

1. When elected members are unable to attend the meetings, their alternates will serve.

G. Recall

1. Unethical and/or unprofessional conduct by any elected officer or member of the Senate may constitute a cause for a vote of no confidence and hence a recall. In order to recall an elected officer or member, the Senate must have a 2/3 majority vote of its total membership.

Sect. 2 (ART IV: Officers)

The President of the Senate shall be an ex-officio, non-voting member of all elected and appointed committees of the Senate. The President-Elect of the Senate shall be chairperson of the Administrative Committee of the Senate and shall be an ex-officio, non-voting member of such elected and appointed committees of the Senate as the President of the Senate shall direct.

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The following internal appeals process will be followed to resolve disagreements between members and the Faculty Senate president and/or president-elect.

1. Appellant makes a good-faith effort to resolve the issue directly with the President and/or President-Elect. If appellant is not satisfied with the resolution, continue with the following steps.

2. Appellant requests time to speak to the Administrative Committee at its next regularly scheduled meeting. (Standard time allotment will be five minutes' speaking time.) Appellant may submit a brief summary to be distributed as a written handout to the committee at the meeting, if desired, in addition to being present and speaking. The handout should be submitted five business days before the Administrative Committee meeting and include a description of the decision being appealed, the reasons for the appeal, and the proposed resolution.

3. After the appellant has spoken, the President and President-Elect may respond. (Standard time allotment will be five minutes each. One or both may speak.) The President or President-Elect may also provide a written response as a handout for the consideration of the Administrative Committee.

4. The Appellant will leave the meeting and the Administrative Committee will consider two options: A. No change to the original decision; or, B. Sustain appeal and come to an alternate decision based on the committee's deliberation. The Administrative Committee will vote on the matter. An affirmative vote by an absolute majority of the committee is required to sustain the appeal.

5. A brief report is shared at the next Faculty Senate meeting by the Chair of the Faculty Affairs Committee. There is no further discussion on the matter at the Senate meeting.

Sect. 3 (ART V: Committees)

A. An Administrative Committee will be composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF shall be an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

   1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

   2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

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3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;
4. Move the motions to the Senate's agenda;
5. Review and approve other items of the Senate's agenda, as deemed necessary;
6. Review reports of all committee work in progress; and
7. Discuss other issues, which may or should lead to later committee and senate actions.

In addition,

8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee will represent the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and
9. At the first meeting in the fall semester make a report of all actions carried out in the name of the Senate since the last meeting in the spring semester.
10. The Administrative Committee shall oversee the process of evaluation of academic administrators.
11. The committee chair will provide committee meeting minutes to the Faculty Senate.

B. Membership on standing and permanent committees will be for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is recommended by the President and President-Elect or as specified in the definition of a Permanent Committee, approved by the Administrative Committee, and confirmed by the full Senate. Senators are limited to serving on a maximum of one standing committee at any one time. To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

C. Any faculty member who is eligible to vote for a Faculty Senator can serve on a Senate committee, unless otherwise specified. Standing committees will be constituted entirely of senators or alternates. Permanent committees can be constituted without senators or alternates.

D. On standing committees all voting members must be senators or alternates. Standing committees can have non-voting ex officio members.

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E. All permanent and standing committee chairs will be elected from and by the members of their respective committees. Committee chairs are voting members of their committees and of the Administrative Committee.

F. A quorum consists of at least 50% of the voting members of a committee. Mode of attendance and procedure for voting in a committee meeting shall be the prerogative of each committee.

G. Appointment and responsibilities of committee chairs:
The previous chair or a representative approved by the Administrative Committee will convene the first meeting. The committee elects a new chair at that meeting.
Committee chairs:
1. Schedule meetings;
2. Preside over meetings;
3. Write and submit a report to the Administrative Committee at the last meeting of the academic year summarizing the actions of the committee;
4. Provide meeting minutes to the Faculty Senate.

H. The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with undergraduate curricular and academic policy changes.

2. The Faculty Affairs Committee shall review issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee will enhance communication of faculty issues with members of the Board of Regents, public officials, and candidates for public office. In performing these duties, the committee will coordinate as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units who serve as non-voting members of the Senate and ex-officio members of this committee.

3. The Unit Criteria Committee reviews proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and to work with the heads of those units (or their designees) to ensure that their criteria are consistent with criteria defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". Special unit criteria may add to the standard template that is drawn from the Blue Book but may not alter its language or formatting. The criteria to be reviewed may include those submitted every five (5) years pursuant to Blue Book Regulations. They may

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also include those proposed by units for revision at other times. The committee also reviews proposed changes to the "Blue Book."

To ensure that perspectives from across UAF are represented, membership will consist of at least five senators, one each from the following five schools / colleges: CLA, CRCD, CNSM, CFOS, and CEM; and at least one from CES, SNRE, SOE, SOM or LIB; and at least one senator who has an appointment with a research institute. There are no student members of this committee.

Final composition of the Unit Criteria Committee is approved by the Faculty Senate Administrative Committee.

PERMANENT

1. The Graduate Academic & Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial issues and dealings with other universities.

   The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of the Library, and the University Registrar are non-voting ex-officio members. Graduate student representatives are appointed by the Dean of the Graduate School using the process established by the Graduate Academic and Advisory Committee and passed by the Faculty Senate in March 5, 2018

2. The Student Academic Development and Achievement Committee (SADA) considers policies related to student placement, academic advising and student academic appeals, development, and retention. ~~This committee further functions as a curriculum review committee for all developmental education courses.~~

   SADA includes one faculty representative from each of the following campuses of the College of Rural and Community Development: Bristol Bay, Chukchi, Interior Alaska, Kuskokwim, Northwest, and the Community and Technical College. One or more of these should be from Developmental Education. The committee also includes one representative from the Fairbanks Department of Developmental Education, two representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics) and one from Math; two from the College of Liberal Arts, including one from the English Department; and one each from Rural Student Services, Rural Campus Student Services, and the Academic Advising Center. The committee may also invite a student representative to serve as an ex

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officio member. TWO SADA MEMBERS WILL SERVE ON THE CURRICULUM REVIEW COMMITTEE TO PROVIDE INPUT FROM THE STUDENT SUCCESS PERSPECTIVE.

3. The Faculty Development, Assessment, and Improvement (FDAI) Committee facilitates faculty development relative to all components of faculty professional activities including teaching, research, and service to the university, the professional community, and the public. FDAI promotes excellence in faculty teaching through evaluating the status of faculty development and assessment, facilitating intellectual activity and interaction among faculty, promoting fair and relevant faculty evaluation systems, and developing and/or piloting professional development initiatives that recognize and promote good practice in teaching and research.

   The FDAI consists of the Chair, and up to 14 other voting members. The membership of the FDAI must include faculty from both rural and Fairbanks campuses and can include faculty who are senators and non-senators. In addition to its regular members, the FDAI includes non-voting ex-officio members. These include a mandatory ex-officio representative from the Office of Faculty Development (to be selected by the Provost), a member from UAF eLearning, as well as a member of UAF's list of deans. Other non-voting ex-officio members may be invited by the committee.

4. The Curriculum Review Committee evaluates proposed substantive undergraduate course and program additions, changes, and deletions submitted by the appropriate school/college curriculum committees. Among the topics of its review are number and duplication of courses, credit assignment, establishment of need for new programs, and resource impacts of curricular changes. Decisions of the Curriculum Review Committee may be appealed to Curricular Affairs by the department submitting the proposal. The Committee shall be composed of the chairs of the college/school curriculum councils, the University Registrar or the Registrar's designee, an eCampus designee, and shall be chaired by a member of the Curricular Affairs Committee. TWO SADA AND TWO GER & CORE COMMITTEE MEMBERS WILL SERVE ON THE CURRICULUM REVIEW COMMITTEE TO PROVIDE EXPERTISE ON STUDENT SUCCESS AND GER CURRICULUM.

5. ~~The GER and Core Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the General Education Requirements (GER) at UAF.~~ The GER and Core Committee coordinates and recommends changes to the GER, develops the process for assessment of the GER, regularly reports on assessment of the GER, monitors transfer guidelines for core and GER courses, acts on petitions for core and GER, ANT, LIBRARY SCIENCE, AND ETHICS credit, and evaluates guidelines in light of the total core and GER experience. ~~This committee will also review~~

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~~courses for oral, written, and natural science GER classification.~~ TWO GER & CORE COMMITTEE MEMBERS WILL SERVE ON THE CURRICULUM REVIEW COMMITTEE TO PROVIDE EXPERTISE IN GER CURRICULUM. ~~The GER and Core Committee will also periodically review syllabi of courses to which "O" and "W" designators are attached to ensure compliance with Faculty Senate guidelines. If the committee determines that a course fails twice in a row to meet "O" or "W" guidelines as specified by the Faculty Senate, the committee shall have the power to revoke "O" or "W" designators from that course.* Committee actions made prior to March 1 will become effective in the next year's Catalog. Designators will be restored as soon as the course has been reapproved by the committee as once again conforming to "O" or "W" guidelines.~~

~~*As found at: http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/~~

The committee shall be composed of one faculty member from each of the GER component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, Library and Information Research, and Arts), ONE PERSON FROM LIBRARY AND INFORMATION RESEARCH, CLA REP FOR ETHICS AND DANSRD REP FOR ANT, one faculty member from a non-GER component area, and one faculty member from CRCD, as voting members. The member from a non-GER component area shall be elected at large from among UAF faculty, while seats from GER component areas and CRCD shall be elected by their respective faculties. Membership on the committee also may include an undergraduate student as a non-voting member, and representatives from the colleges specifically tasked with core and GER assessment.

6. The purpose of the Committee on the Status of Women is to monitor the status of women faculty at UAF and to work proactively for gender equity and empowerment of women.

   Such actions may include, but are not limited to: Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including facilitating workshops on mentoring, promotion and tenure, negotiating techniques, providing venues for networking, collaboration and advocacy, and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

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Membership will consist of nine members, at least one of whom will be a senator, and eight to be elected at large from among UAF faculty.

7. The Research Advisory Committee. The Research Advisory Committee (RAC) consists of up to ten voting members, including two co-chair, along with at least one non-voting ex-officio member such as the Vice Chancellor for Research (VCR). Voting members are restricted to those appointed by the Faculty Senate. Members of RAC will be nominated to the Chancellor for service on the UA President's Research Council (PRC). At least two of the ten voting members must be Research Faculty. The committee reviews the issues of researchers at the University of Alaska Fairbanks and provides reports, recommendations, and resolutions to the UAF Faculty Senate and/or Administration on behalf of the UAF research community. The RAC provides a connection between the Faculty and the UAF Administration, and will advise the Administration on research matters. At the first RAC meeting, the RAC appoints 1) two co-chairs and 2) a RAC member to represent RAC at the VCR's Research Planning Group (RPG) meetings. It is recommended that each RAC meeting agenda include updates from the RPG and the PRC.

8. The Faculty Administrator Review Committee (FARC) will facilitate the process of evaluation of all Group A and B administrators. This will include ensuring the timely completion of all reviews and resulting letters, as well as presentation of the results of each review to the Provost, Chancellor, Vice Chancellor for Research, or other supervisor in March. The FARC will also approve the process which each ad hoc administrator review committee utilizes.

   The Faculty Administrator Review Committee shall be composed of the chairs of all individual ad hoc administrator review committees plus one Faculty Senate representative appointed by the Faculty Senate President who shall chair the committee. The ad hoc administrator review committee chairs may, but do not have to be, members of the Faculty Senate.

9. The Information Technology Committee will address information technology issues and needs affecting aspects of work faculty engage in. They will also be the recognized committee to work with requests submitted for consideration by the Office of Information Technology (OIT).

   To help ensure that perspectives from across UAF are represented, membership will consist of at least five representatives, with up to three members from each of the schools, colleges, institutes or libraries. Members who are not Faculty Senators may be appointed to one-year terms. Representatives from

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OIT and eLearning shall be ex-officio members of the committee. The committee chair must be a senator or an alternate.

F. Any standing or permanent committee may create subcommittees to assist the committee.

G. The Senate President may create and appoint the members of any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate.

H. Committees must forward any legislation which involves the setting or altering of policy to the full Senate for approval. Committees which are specifically charged with applying policy to make decisions may do so without having the Senate approve those decisions. A review by the full Senate may be requested by the reviewing Senate committee. A request to the Senate Administrative Committee for a further Senate review may also be submitted by individual Senators if the question has policy implications. The committee chair is responsible for the presentation of the committee's motion to the Senate at the meeting in which it will be considered.

Sect. 4 (Art. IX Parliamentary Authority)

Majority and supermajority votes of the Senate shall be counted on the basis of a majority or supermajority of the votes cast by members present, with abstentions not counting as votes.

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ORIGINAL

Motion #2020—07

The following motion passed at Faculty Senate meeting #245 on February 3, 2020:

MOTION:

The GER and Core Review Committee moves to update the Faculty Senate Bylaws in regard to the member composition for the GER and Core Review Committee.

BYLAWS of the UNIVERSITY OF ALASKA FAIRBANKS FACULTY SENATE

Sect. 3 (Article V: Committees) H. Permanent5 5.

~~1. The GER and Core Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the General Education Requirements (GER) at UAF.~~ The GER and Core Committee coordinates and recommends changes to the GER, develops the process for assessment of the GER, regularly reports on assessment of the GER, monitors transfer guidelines for core and GER courses, acts on petitions for Core, GER, ANT, LIBRARY SCIENCE AND ETHICS credit, and evaluates guidelines in light of the total core and GER experience. ~~This committee will also review courses for oral, written, and natural science GER classification.~~ TWO GER & CORE COMMITTEE MEMBERS WILL SERVE ON THE CURRICULUM REVIEW COMMITTEE TO PROVIDE EXPERTISE IN GER CURRICULUM. ~~The GER and Core Committee will also periodically review syllabi of courses to which "O" and "W" designators are attached to ensure compliance with Faculty Senate guidelines. If the committee determines that a course fails twice in a row to meet "O" or "W" guidelines as specified by the Faculty Senate, the committee shall have the power to revoke "O" or "W" designators from that course.* Committee actions made prior to March 1 will become effective in the next year's Catalog. Designators will be restored as soon as the course has been reapproved by the committee as once again conforming to "O" or "W" guidelines.~~

~~*As found at: http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/~~

The committee shall be composed of one faculty member from each of the GER component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Arts), ONE PERSON FROM LIBRARY AND INFORMATION RESEARCH, CLA REP FOR ETHICS AND DANSARD REP FOR ANT, one faculty member from a non-GER component area, and one faculty member from CRCD, as voting members. The member from a non-GER component area shall be elected at large from among UAF faculty, while seats from GER component areas and CRCD shall be elected by their respective faculties. Membership on the committee also may include an undergraduate student as a non-voting member, and representatives from the colleges specifically tasked with core and GER assessment.

EFFECTIVE: Immediately

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RATIONALE:

Based on recent actions passed in the Faculty Senate to amend the curriculum review process, Program approval is no longer under the purview of GERC. With this change these approvals will now be assigned to CRC however there is still a need for representation from GERC. In addition, the oral and written classifications are no longer part of the general education requirements so this is no longer a necessary task for this committee.

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DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 2/7/20

Daniel M. White, UAF Chancellor

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ORIGINAL

Motion #2020-09

To clarify process in Administrative Committee

MOTION:

The Administrative Committee moves to add the following language to the Faculty Senate Bylaws:

- When an elected officer of the Faculty Senate believes that an item approved by the Administrative Committee for inclusion on the Faculty Senate's agenda should not appear there, or should appear in a different format than the one approved by the Administrative Committee, the matter shall be returned to the full Administrative Committee for consideration no fewer than four regular business days before the Senate meeting for which the item has been approved. Should there be no vote of the Administrative Committee resulting in a simple majority favoring changes to or cancelation of the agenda item in question, it will stand as originally approved and will be included on the Faculty Senate agenda for which it was originally scheduled.

RATIONALE:

This addition to the Bylaws clarifies the process for resolving any potential problems that emerge after the Administrative Committee has already approved items for inclusion on the Faculty Senate's agenda.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___✓___ Acknowledges

_____ Date: 2/7/20

Daniel M. White, UAF Chancellor

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

To: James R. Johnsen, President, University of Alaska
Sheri Buretta, Chair, University of Alaska Board of Regents

cc: Daniel M. White, Chancellor, University of Alaska Fairbanks

From: Sine Anahita, President, UAF Faculty Senate

DS Sine Anahita

February 5, 2020

Dear President Johnsen and Chair Buretta:

As you may know, the University of Alaska Fairbanks (UAF) is reviewing our administrative structures using a process that is parallel to the expedited academic program review process. Leadership from our three governance organizations (Faculty Senate, Staff Council, and ASUAF), who collectively are the Governance Coordinating Committee (GCC), collaborated with Chancellor White to create the process and to establish timelines. The Expedited Administrative Structure Review Committee is composed of two representatives each from ASUAF, Faculty Senate, Staff Council, and the administration. Provost Emeritus Susan Henrichs is chairing the committee.

Because we all believed that it was important that administrative units have sufficient time to gather the requested data and to write reports, the Chancellor and the GCC agreed to extend the original timelines. According to the established timelines, the Expedited Administrative Structure Review Committee is expected to conduct its reviews of the units' reports during the period February 7 through March 26. There is a public comment period that is scheduled to run from March 26 through April 6. The Chancellor's decisions are scheduled to be released on April 10.

UAF Faculty Senate respectfully requests that no budgetary decisions be made without consideration of both the results of the expedited academic program reviews and the expedited administrative structure reviews together. We are concerned that academic program decisions could be made without consideration of the outcomes of the administrative structure reviews.

We believe that the best decisions about the structure and future of UAF will be made when due consideration and evaluation are given to both reviews in concert, and not independently of each other. As our university is an integration of academic programs, research and all of the administrative support necessitated by an institution of higher education, it follows that any

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decision process about its future is best if executed in a similarly integrated manner, with as much information concurrently available to decision-makers as possible.

We understand that the legislative and university budgetary process requires difficult decisions to be made enough in advance for the preparation and submission of the UA operating budget to the Board of Regents during their June meeting. However, we believe that even with the delay in the completion of the administrative review, this deadline can be met. We request that the Board of Regents delay the early April meeting of the Academic and Student Affairs committee to later in April, so that the outcomes and recommendations from *both* review processes may be considered by decision-makers.

Thank you for your consideration. We look forward to your response.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

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The following motion was passed at Faculty Senate meeting #244 on December 2, 2019:

*****MOTION*****

The UAF Faculty Senate moves to appoint Orion Lawlor to serve as a replacement for the UAF Faculty Senate president on the University of Alaska Faculty Alliance.

Rationale
The current president of the Faculty Senate, Sine Anahita, is unable to adequately represent UAF Faculty Senate on the Faculty Alliance due to a long-term committee assignment that conflicts with Faculty Alliance meetings. Orion Lawlor has three years of experience serving on the Faculty Alliance. Further, he is currently serving as an alternate to Faculty Senate, and thus is immersed in Faculty Senate issues.

Effective: Immediately

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___✓___ Acknowledges

_____ Date: 12/10/19
Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 04804FCB-4F62-40FE-B465-C48995AA511A

The following motion was passed at Faculty Senate meeting #244 on December 2, 2019:

MOTION:

The UAF Faculty Senate moves to amend the syllabus checklist approved Fall 2018 in order to update recommended statements.

Effective: Spring 2020

Rationale: The following reasons are submitted as the basis for amending the UAF syllabus checklist:

1. Add GER educational objectives.
2. Add ANT course qualification.
3. Add reasonable accommodation statement.
4. Revise student protection statement to clarify "responsible employee."
5. Update technology requirements.
6. Update student resource information for math, writing and speaking courses.
7. Add emergency notification language under Recommended Components.
8. Add student absence policy under Recommended Components.

****

Deletions within checklist in ~~strikethrough~~; additions within checklist in **ALL CAPS** is proposed as follows:

Syllabus Checklist for All UAF Courses

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied. DISCLAIMER: radically changing your course requirements once a semester has started is problematic and should be avoided to limit possible negative impacts on you and your students.

Instructor's Name and email, Date, course number (enterable fields)

IS THIS COURSE LISTED AS A GENERAL EDUCATION (GER) COURSE? Y/N

IF THIS IS A GER COURSE, WITH WHICH OF THE FOLLOWING IS IT ASSOCIATED: COMMUNICATION, ARTS, HUMANITIES, SOCIAL SCIENCES, MATHEMATICS, OR NATURAL SCIENCES

GER COURSES
PLEASE CHECK ALL APPLICABLE GENERAL EDUCATION OBJECTIVES AND LEARNING OUTCOMES THAT APPLY TO YOUR COURSE:

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- ❑ **BUILD KNOWLEDGE OF HUMAN INSTITUTIONS, SOCIOCULTURAL PROCESSES, AND THE PHYSICAL AND NATURAL WORLD THROUGH THE STUDY OF THE NATURAL AND SOCIAL SCIENCES, TECHNOLOGIES, MATHEMATICS, HUMANITIES, HISTORIES, LANGUAGES AND THE ARTS. COMPETENCE WILL BE DEMONSTRATED FOR THE FOUNDATIONAL INFORMATION IN EACH SUBJECT AREA, ITS CONTEXT AND SIGNIFICANCE, AND THE METHODS USED IN ADVANCING EACH.**
- ❑ **DEVELOP INTELLECTUAL AND PRACTICAL SKILLS ACROSS THE CURRICULUM, INCLUDING INQUIRY AND ANALYSIS, CRITICAL AND CREATIVE THINKING, PROBLEM SOLVING, WRITTEN AND ORAL COMMUNICATION, INFORMATION LITERACY, TECHNOLOGICAL COMPETENCE, AND COLLABORATIVE LEARNING. PROFICIENCY WILL BE DEMONSTRATED ACROSS THE CURRICULUM THROUGH CRITICAL ANALYSIS OF PROFFERED INFORMATION, WELL-REASONED SOLUTIONS TO PROBLEMS OR INFERENCES DRAWN FROM EVIDENCE, EFFECTIVE WRITTEN AND ORAL COMMUNICATION, AND SATISFACTORY OUTCOMES OF GROUP PROJECTS.**
- ❑ **ACQUIRE TOOLS FOR EFFECTIVE CIVIC ENGAGEMENT IN LOCAL THROUGH GLOBAL CONTEXTS, INCLUDING ETHICAL REASONING, INTERCULTURAL COMPETENCE, AND KNOWLEDGE OF ALASKA AND ALASKA ISSUES. FACILITY WILL BE DEMONSTRATED THROUGH ANALYSES OF ISSUES INCLUDING DIMENSIONS OF ETHICS, HUMAN AND CULTURAL DIVERSITY, CONFLICTS AND INTERDEPENDENCIES, GLOBALIZATION AND SUSTAINABILITY.**
- ❑ **INTEGRATE AND APPLY LEARNING, INCLUDING SYNTHESIS AND ADVANCED ACCOMPLISHMENT ACROSS GENERAL AND SPECIALIZED STUDIES, ADAPTING THEM TO NEW SETTINGS, QUESTIONS AND RESPONSIBILITIES, AND FORMING A FOUNDATION FOR LIFELONG LEARNING. PREPARATION WILL BE DEMONSTRATED THROUGH PRODUCTION OF A CREATIVE OR SCHOLARLY PRODUCT THAT REQUIRES BROAD KNOWLEDGE, APPROPRIATE TECHNICAL PROFICIENCY, INFORMATION COLLECTION, SYNTHESIS, INTERPRETATION, PRESENTATION AND REFLECTION.**

DOES THIS QUALIFY AS AN ANT COURSE? Y/N

Required components (in no particular order); Responses include: Yes, No, unsure

- ❑ Course information: Title, number, credits, prerequisites, location, meeting time (make sure contact hours are in line with credits for more information see the Academic Course & Degree Procedures Manual

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- ❑ Course type indicated: in person, online, online synchronous, field, lab, internship, etc.
- ❑ Instructor (and if applicable, Teaching Assistant) information: such as name, office location, office hours, telephone (if applicable), email address, etc.
- ❑ Course description: Inclusion of current catalog description is *required* in 50 words or less.
- ❑ Representative Course Readings/Materials: Course textbook title, author, edition/publisher. Supplementary readings (indicate whether required or recommended) and any supplies needed.
- ❑ Student Learning Outcomes: (assessment of which are crucial for accreditation) Measurable output that the student can expect to gain and demonstrate by completing the course requirements successfully. For more information on how to develop SLO's go to iteachu.uaf.edu/objectives/
  - ❑ If a GER course: ensure that SLO's align with BOR policy (https://catalog.uaf.edu/bachelors/general-education-requirements/).
  - ❑ Copy/paste SLOs here (enterable field)
- ❑ Instructional methods: Describe the teaching techniques (eg: lecture, case study, small group discussion, private or studio instruction, simulations, games, journal writing, labs, use of distant delivery, audio/video conferencing, etc.).
- ❑ Course calendar: A detailed week-by-week, at a minimum, schedule of class topics, readings, and major assignments and exams. You may refer to the outline as tentative or subject to changes to allow for modifications during the semester.
- ❑ Course policies: Specify course rules, including your policies on expectations on progress in coursework, attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity; in particular those that would affect evaluation of student performance in the course.
- ❑ Evaluation: Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.).
- ❑ **I WILL WORK WITH THE OFFICE OF DISABILITY SERVICES TO PROVIDE REASONABLE ACCOMMODATION TO STUDENTS WITH DISABILITIES.**
- ❑ Student protections ~~and services~~ statement:
  UAF embraces and grows a culture of respect, diversity, inclusion, and caring. ~~As needed, the instructor and TA(s) are happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations.~~ Students at this university are protected against sexual harassment and discrimination (Title IX)~~, and minors have additional protections.~~ **FACULTY MEMBERS ARE DESIGNATED AS RESPONSIBLE EMPLOYEES WHICH MEANS THEY ARE REQUIRED TO REPORT SEXUAL MISCONDUCT. GRADUATE TEACHING ASSISTANTS DO NOT SHARE THE SAME REPORTING OBLIGATIONS.** For more information on your rights as a student and the resources available to you to resolve problems, please go

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to the following site: https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/."

IF YOU SELECTED NO OR UNCERTAIN FOR ANY OF THE ABOVE, PLEASE PROVIDE AN EXPLANATION. (open ended response)

Optional components (in no particular order)

- ❑ UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: alaska.edu/nondiscrimination.
- ❑ Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy: "The letter "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C- or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an "I" grade."
- ❑ Publicize UAF regulations with regard to the grades of "C-" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.)
- ❑ Department/program In-depth Course description: Additional course description that includes overall instructor vision for the course (i.e., more thorough description of course above the 50 word catalog description).
- ❑ Course Goals: The overall ideas of the course, and the rationale for its respective components.
- ❑ **DESCRIBE THE TECHNICAL REQUIREMENTS FOR THE COURSE, ESPECIALLY IF YOU ARE USING TECHNOLOGY BEYOND THE BASICS OF BLACKBOARD. ACCESS THE INTERNET, CREATE PDFS. SPECIFIC SOFTWARE, PLAY VIDEO/AUDIO, RECORD VIDEO/AUDIO, BANDWIDTH, ACCESS TO PHONE LINE, ETC. EXAMPLE "STUDENTS MUST HAVE REGULAR ACCESS TO A COMPUTER AND THE INTERNET TO ACCESS ONLINE MATERIALS IN BLACKBOARD. STUDENTS WILL BE EXPECTED TO DOWNLOAD COURSE MATERIAL AS WELL AS UPLOAD ASSIGNMENTS." BE SURE TO INCLUDE INFORMATION ABOUT SPECIFIC SOFTWARE THAT THE STUDENTS MAY BE USING OR INFORMATION ABOUT ANY ONLINE TOOLS THAT REQUIRE A STUDENT ACCOUNT.**
- ❑ ~~Effective communication Students who have difficulties with oral presentations and/or writing are strongly encouraged to get help from the~~
  - ❑ UAF ~~Department of Communication's~~ Speaking Center (907-474-5470, speak@uaf.edu, **GRUENING 507**) ~~and the~~
  - ❑ UAF ~~English Department's~~ Writing Center (907-474-5314, **uaf-writing-center@alaska.edu**, Gruening 8th floor)
  - ❑ **UAF MATH SERVICES, uafmathstatlab@gmail.com, CHAPMAN 305 (for math fee paying students only)** ~~and/or~~
  - ❑ **DEVELOPMENTAL MATH LAB, GRUENING BUILDING RM 406**

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- ❑ **THE DEBBIE MOSES LEARNING CENTER AT CTC ~~CTC's Learning Center~~ (907-455-2860, 604 Barnette St, Room 120)**
- ❑ **FOR MORE INFORMATION AND RESOURCES, PLEASE SEE THE ACADEMIC ADVISING RESOURCE LIST (https://www.uaf.edu/advising/lr/SKM_364e19011717281.pdf)**
- ❑ **EMERGENCY NOTIFICATION PLAN: STUDENTS WILL RECEIVE EMERGENCY NOTIFICATIONS VIA PHONE OR EMAIL. PLEASE CHECK YOUR UAONLINE ACCOUNT TO CONFIRM YOUR EMERGENCY NOTIFICATION SETTINGS. FOR MORE INFORMATION, PLEASE REFER TO THE STUDENT HANDBOOK. IN CASES WHERE YOU DO NOT HAVE ACCESS TO YOUR DEVICES, AS YOUR INSTRUCTOR, I WILL TAKE RESPONSIBILITY TO RELAY ANY EMERGENCY NOTIFICATIONS.**
- ❑ **EXTENDED ABSENCE POLICY: THE UNIVERSITY OF ALASKA FAIRBANKS RECOGNIZES THAT STUDENTS MAY NEED TO MISS MORE CLASSES THAN ALLOWED BY A PARTICULAR INSTRUCTOR AS SPECIFIED IN COURSE POLICIES.**

  EXTENDED ABSENCES ARE DEFINED AS MISSED CLASSES OR COURSE WORK BY STUDENTS BEYOND WHAT IS PERMISSIBLE BY THE INSTRUCTOR'S WRITTEN COURSE POLICIES. STUDENTS MAY NEED TO MISS CLASS AND/OR COURSE WORK FOR A VARIETY OF REASONS, INCLUDING, BUT NOT LIMITED TO:

  - **BEREAVEMENT**
  - **PERSONAL ILLNESS OR INJURY**
  - **SERIOUS ILLNESS OF A FRIEND, FAMILY MEMBER OR LOVED ONE**
  - **MILITARY OBLIGATIONS**
  - **JURY SERVICE**
  - **OTHER EMERGENCY OR OBLIGATORY SITUATIONS**

  FOR MORE INFORMATION, GO TO THE STUDENT HANDBOOK OR THE CENTER FOR STUDENTS RIGHTS AND RESPONSIBILITIES.

Have you included all required elements into your syllabus or provided rationale for not including them? yes/no

Submit form button

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* *

DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 12/10/19

Daniel M. White, UAF Chancellor

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The following motion was passed at Faculty Senate meeting #244 on December 2, 2019:

MOTION:

The UAF Faculty Senate moves to establish an ad hoc committee on Open Educational Resources (OER) or other low cost options. The purpose of the ad hoc OER Committee shall be to explore OER at UAF with the intention of expanding access to OER across the university.

Effective: Immediately

Rationale: ASUAF recently asked Faculty Senate to encourage faculty to use Open Educational Resources (OER) to lower students' costs. SADA passed a resolution of support. The prices of textbooks and software have steadily risen over the last several years to the point where students who take a full load of classes can expect to pay over $1300 per year. Open Educational Resources are free (or low cost) course materials, e.g. digital texts, online films, resource-rich websites, and other course materials. Faculty Senate wishes to support students by keeping the costs of attending college down, while providing a high quality education. The ad hoc OER Committee will thus serve an important function.

Membership: The ad hoc OER Committee shall be comprised of at least five faculty who are voting members and who are nominated by Faculty Senate leadership and/or self-nominated, and confirmed by a vote of the Faculty Senate. At least one Faculty Senator shall serve on the OER Committee. There shall be at least one student on the ad hoc OER Committee with full voting rights, and at least one administrator to serve as an ex officio. The Committee may draw ex officio membership from other constituents at UAF as it deems necessary, e.g. Rasmuson Library faculty and staff, the Registrar's Office, staff from eCampus, or other persons interested in OER.

* *

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 12/10/19

Daniel M. White, UAF Chancellor

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The following motion was passed at Faculty Senate meeting #244 on December 2, 2019:

Distance Education

MOTION:

The UAF Faculty Senate moves to establish an ad hoc committee on Distance Education. The purpose of the ad hoc committee shall be:

- to sponsor a positive discussion on distance education at UAF;
- to work with e-Campus, the registrar, and university administrators to develop a network of collaboration and communication across the university to ensure that students across the entire state and beyond are well served through distance education;
- to help solve the issue of inaccurate coding of classes so that an accurate detailing of those classes is available to help students more easily locate classes that fit their schedule and lifestyle;
- to identify potential problems, e.g. lack of bandwidth in some areas of Alaska, and to brainstorm potential solutions to those problems.

Rationale:

Given the expansion of distance education, and its great potential to increase enrollment and educational opportunities for students, there needs to be a Faculty Senate committee to provide proactive leadership.

Membership: The ad hoc Distance Education Committee shall be comprised of at least five faculty who are voting members and who are nominated by Faculty Senate leadership and/or self-nominated, and confirmed by a vote of the Faculty Senate. At least one Faculty Senator shall serve on the Distance Education Committee. There shall be at least one student on the ad hoc Distance Education Committee with full voting rights, and at least one administrator, e.g. the director of eCampus, to serve as an ex officio. The Committee may draw ex officio membership from other constituents at UAF as it deems necessary.

Effective: Immediately

****

DocuSigned by:
Sine Anahita
55468831D7DD45C...

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 12/10/19

Daniel M. White, UAF Chancellor

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UNIVERSITY OF ALASKA FAIRBANKS

Interior Alaska Campus

College of Rural and Community Development

Harper Building • P.O. Box 756720 • Fairbanks, Alaska • 99775-6720 • (907) 474-5439

MEMORANDUM

TO: Anupma Prakash, Provost of the University of Alaska Fairbanks

FROM: Michael Hirt, Construction Trades Technology Program Head

DATE: October 10, 2018

SUBJECT: Deletion of Program

Program and Degree: Construction Trades Technology, Associate of Applied Science

School or College: College of Rural and Community Development

Department: Department of Indigenous, Community and Tribal Programs

The Construction Trades Technology Program (CTT) is requesting the deletion of the Associate of Applied Science (AAS) degree program, which has been in suspension since 2014. The AAS degree was originally suspended due to little to no enrollment, graduates and a lack of industry support, as the AAS is not an industry recognized credential.

There are currently no active students within the AAS, and the discontinuation will not result in the elimination or reassignment of any positions within the CTT Program. Additionally, there will be no budgetary impact and no other programs or areas will be affected by the discontinuation of the program.

No new applications have been accepted since October 1, 2014, for a two-year period the Construction Trades Technology Program will accommodate, through other arrangements, any student who contact the program expressing a desire to complete their degree.

DocuSigned by:
F855CC3A0D4846B...
Department Chair, Byron Bluehorse

DocuSigned by:
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Curriculum Council Chair, Linda Curda

DocuSigned by:
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CRCD Dean, Kevin Illingworth

Approved
Chancellor

DocuSign Envelope ID: 909FA6B7-1D7A-4B03-ADBB-C830D28F5EE4

The following was passed at Faculty Senate meeting #243 on November 4, 2019:

Resolution in support of the Faculty Alliance's revisions to Board of Regents policies to protect the accreditation of the universities in the University of Alaska system

WHEREAS, the NWCCU requires a university to have "an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities"; and

WHEREAS, the NWCCU requires, "In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered"; and

WHEREAS, the NWCCU letter dated September 26, 2019, stated their concern "that the University of Alaska Fairbanks, University of Alaska Anchorage, and University of Alaska Southeast have failed to meet the above critical Standards for Accreditation"; and

WHEREAS, the NWCCU letter urged the Board of Regents "to take immediate steps to provide clarity around the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership;" and

WHEREAS, the Board of Regents policies were written at a time when there was a single university in the system and now there are three independently accredited universities in the system; and

WHEREAS, the three chancellors are the chief operating officers of their accredited universities and must have the authority to fulfill that role and its crucial responsibilities; and

WHEREAS, the Faculty Alliance formed a task force from across the three universities, including faculty and staff, to propose revisions to the pertinent Regents' policies.

THEREFORE BE IT RESOLVED
That the UAF Faculty Senate supports the UA Faculty Alliance Resolution 2020-08 asking that the Board of Regents' Policy Part II – Administration Chapter 02.01 – University President P02.02.010. Academic Administration – be updated as proposed by the Faculty Alliance.

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Sine Anahita
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Sine Anahita, UAF Faculty Senate President

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

Memorandum

To: Daniel M. White, Chancellor
Anupma Prakash, Provost

From: Sine Anahita, Faculty Senate President DS Sine Anahita

Date: October 4, 2019

Re: Creation of an Administrative and Structural Expedited Review CommitteeDate: X October 2019

In the spirit of shared governance, and given that academic programs are the backbone of the University of Alaska Fairbanks, the UAF Faculty Senate asks that the Chancellor create a transparent UAF Administrative and Structural Review Committee to determine cost-saving measures at the administrative and structural level. The Administrative and Structural Review Committee shall be comprised equally of students, faculty, staff, and administrators. Specifically, this committee shall conduct an Expedited Administrative Expense Review and a review of and need for all Class A and B administrative functions. The committee should also produce a report outlining a plan for cutting administrative and structural expenses in order to protect UAF's academic offerings to the greatest extent possible. The committee shall operate on a timeline that is parallel to the expedited academic program review process. Faculty Senate, ASUAF, and Staff Council shall work with the administration to select committee members.

Naturally Inspiring.
UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

DocuSign Envelope ID: 909FA6B7-1D7A-4B03-ADBB-C830D28F5EE4

The following was passed at Faculty Senate meeting #243 on November 4, 2019:

Resolution in Support of Allowing Candidates for Promotion, Tenure, or Comprehensive Review to Opt for Open Meetings

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, Meeting #192 in September 2013, Meeting #200 in September 2014, Meeting #208 in September 2015, Meeting #218 in November 2016, Meeting #225 September 2017, and Meeting #233 September 10, 2018. For academic year 2019-2020, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #243 November 4, 2019.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an “open” meeting, and that “mandatory closed” meetings be avoided, including during the 2019-20 review cycle.

RATIONALE:

1. Faculty Committee meetings are “open” at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

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4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

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Sine Anahita
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Sine Anahita, UAF Faculty Senate President

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UNIVERSITY OF ALASKA FAIRBANKS
UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

Memorandum

Acknowledged. Thank you!

To: Daniel M. White, Chancellor
Anupma Prakash, Provost
Alex Fitts, Vice Provost

From: Sine Anahita, Faculty Senate President

DS Sine Anahita

Date: November 4, 2019

The UAF Faculty Senate endorses AAUP's "University of Alaska Advisory Letter" and advocates for our UAF administration to follow the AAUP guidelines for faculty roles in program reduction, closure, and elimination. As we proceed with expedited academic program reviews, it is essential that any potential program reductions or closures be based on long-term educational and curricular considerations. Faculty must be the drivers of any downsizing decisions.

Rationale:
NWCCU's letter to our BOR cited failings in our system of shared governance, and shared governance is AAUP's specialty. AAUP policy, as explained in the advisory letter, states that when an institution is not operating under financial exigency, *financial conditions cannot be the main consideration for program downsizing or elimination*. Such decisions would render tenure meaningless and opens the door for the targeting of specific faculty members and/or programs. When not under financial exigency, program discontinuations or downsizing are matters of curriculum and must reflect long-range judgments by faculty that the educational mission of the institution will be enhanced by the decision. The criteria for reviews, including expedited program reviews, must be created in coordination with faculty representatives rather than given to faculty committees to carry-out. These principles must be followed to protect academic freedom and students' educational opportunities, and to ensure the quality and cohesiveness of UAF's programs.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

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The following motion was passed at Faculty Senate meeting #243 on November 4, 2019:

MOTION:

The UAF Faculty Senate moves to amend the approval process for Occupational Endorsements, removing review by the CAC chair and adding a CRC subcommittee and the Provost to the approval process.

EFFECTIVE: Fall 2019, upon Chancellor approval

RATIONALE: Conducting Faculty Senate review via individual committee members (i.e. the Chairs) does not provide a broad set of perspectives and expertise to the review process. A subcommittee of CRC reviews OEs in order apply a broad scope of expertise to the review process. This would reduce the time of review for these programs. In addition, formally including the Provost as a reviewer and approver in the OE workflow follows current practice and brings the OE review process in alignment with the other curriculum workflows.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 11/5/19

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 909FA6B7-1D7A-4B03-ADBB-C830D28F5EE4

The following motion was passed at Faculty Senate meeting #243 on November 4, 2019:

MOTION:

The UAF Faculty Senate moves to amend the course and program approval process, moving all of the workflow in CourseLeaf from SADA and GERC into CRC and removing CAC from the CourseLeaf workflow so that program proposals go directly from CRC to Faculty Senate leadership (Recommendation 1). We also move to assign two members from GERC and SADA to serve on CRC, and associated Faculty Senate bylaws should be updated to reflect these changes (Recommendation 2).

EFFECTIVE: Fall 2019, upon Chancellor approval

RATIONALE: Numerous challenges are associated with the current Faculty Senate Committees structure and process including:

- Lack of communication
- Unstandardized processes for review and approval
- Uncertainty of roles
- Proposals getting tabled or misplaced
- Multiple levels of review within this step
- Differing levels of expectations (quality)
- Different versions of documents utilized during review

Consolidating these proposal review committees into fewer committees and refining committee practice will help solve these challenges.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: ___E___ Approves _____ Vetoes ___✓___ Acknowledges

Daniel M. White, UAF Chancellor

Date: 11/5/19

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MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate of Cybersecurity, housed in the School of Management.

Effective: Fall 2019 upon all required approvals

Rationale: There is a substantial need for qualified cybersecurity management professionals, not only nationally, but specifically in Alaska. Currently, the University of Alaska system does not have a degree program, outside of the cybersecurity concentration within the Bachelor's of Security and Emergency Management, to meet that need. In addition, there is no opportunity for professionals already in the field to increase their academic knowledge and obtain such a degree. This certificate would provide students a workforce advantage for both private industry and state agency positions, as it would demonstrate their knowledge of the management of security professionals with regard to computers, peripherals, and networks. This certificate would "boost" a traditional master's of science or PhD degree and indicate that the recipient has a more broad knowledge base. This certificate allows UAF to pursue the Department of Homeland Security (DHS) and the National Security Agency (NSA) joint sponsored National Centers of Academic Excellence (CAE) program. Finally, the certificate supports UAF's core theme of Preparing Alaska's Career, Technical, and Professional Workforce.

See the program proposal in CourseLeaf.

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DocuSigned by:
Sine Anahita
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Sine Anahita, UAF Faculty Senate President

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 11/5/19

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 3FE7A6EB-E176-40E9-A095-05E9AB4B481D

Program Summary Statement:

PROGRAM SUMMARY

Introduction

The Cybersecurity Graduate Certificate is designed for the student who desires an in-depth treatment of an important subject leading to a graduate-level certificate. This gives them the capabilities and insight beyond the headlines into the technical and management basis for the many cybersecurity decisions and trade-offs they will encounter in their careers. Cybersecurity is a very dynamic field that requires lifelong learning - this certificate program counts as Continuing Professional Education (CPE) for the many professional certifications that are relevant for the field as well as credits towards a graduate degree should they pursue that. Recipients of the Cybersecurity Graduate Certificate are more prepared for the challenges of the cybersecurity workforce of the future.

Demand for program

Research was gathered from Bureau of Labor Statistics, the National Initiative for Cybersecurity Education (NICE), and the International Information System Security Certification Consortium (ICS2). In 2017, there were 350,000 job openings in the U.S. (from a student supported by NICE). In Alaska alone, the supply/demand ratio for cybersecurity jobs was 1.8 with a ratio of 2.3 in Fairbanks and 2.4 in Anchorage. There are currently 537 open jobs in Alaska which shows a low supply of workers regionally. The national average is 2.5 shows there are openings throughout the nation also. A skills gap analysis from 2016 estimated a shortage of 2 million works internationally by 2019. A study by ICS2 estimated by 2022, there were would 1.8 million job openings with 265,000 of those in the U.S. alone. The study also cited that 68% of current workers felt there were too few cybersecurity workers in their departments.

e-Campus

The courses associated with this certificate are primarily offered online via eCampus. Some of the classes will offer a "blended delivery" where students can participate in a "live class" or in an online format.

Effects on other programs

This should have no negative effects on enrollment elsewhere as there currently is not a certificate available in a related field. There may be increased enrollment within the Master's in Security and Disaster Management degree program as the Cybersecurity Graduate Certificate is designed in such a way as to dovetail into this degree.

Alignment with university mission, goals, or themes and objectives

a) Educate: This certificate will provide in-depth education in key cybersecurity concepts and prepare students to effectively carry out cybersecurity operations.
b) Research: Cybersecurity is a technologically driven field. With ever-changing technology, developing a workforce that can adapt to those changes is important. Although this certificate is not research-driven in the traditional sense, it is designed to

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keep up with the changes in technology and to provide research in the correct operational methods to keep students up-to-date and successful. Through course embedded projects, students will develop and utilize real-life cybersecurity skills. Students will have the opportunity to work with professors on real cybersecurity projects.

c) Prepare: This certificate will academically prepare students for what is becoming a highly sought after career field. There are immense job opportunities for cybersecurity specialist and this certificate will provide them with the required knowledge and skills to be successful in this field in Alaska, nationally, and internationally. This graduate certificate is key to workforce development.
d) Connect: Although primarily thought of as an urban profession, cybersecurity specialists are in high demand throughout every area. This certificate, being available online, will allow students not located in an urban area to get the same high level of education available in big cities. The "blended delivery" format of this graduate certificate will allow students to not only connect with the instructor for classroom requirements but also to network with other students throughout the state and country. This networking will provide a better educational, and possibly an even better professional experience for the student.
e) Engage: This certificate is designed to not only prepare students coming into the field, but to expand on those already working in it. This continuing education is incredibly important in providing a well-educated and effective workforce.

Alignment with shaping Alaska's future themes

• Theme 1: Student Achievement and Attainment- will further develop critical thinking skills, diversity, and good judgement. It also gives a competitive recruiting tool for UAF.
• Theme 3: This provides UAF, specifically SOM, to continue developing strong community ties and providing the community with a strong workforce that will better fit to the ever changing field of cybersecurity.

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SUPPORT DOCUMENTATION

Brief Program Statement:
Cybersecurity is a very dynamic field that requires lifelong learning - this certificate program counts as Continuing Professional Education (CPE) for the many professional certifications that are relevant for the field as well as credits towards a graduate degree should they pursue that.

Enrollment Information:

Projected enrollment - Year 1- 5
Year 2- 7
Year 3- 10
Year 4- 10
Year 5- 10

Projected enrollment was determined by extrapolating data from the Bachelor's of Security and Emergency Management undergraduate cybersecurity concentration as well as considering the increase in the need for cybersecurity professionals.

Need for the program:
In Alaska alone, the supply/demand ratio for cybersecurity jobs was 1.8 with a ratio of 2.3 in Fairbanks and 2.4 in Anchorage. There are currently 537 open jobs in Alaska which shows a low supply of workers regionally. The national average is 2.5 shows there are openings throughout the nation also.

These positions are currently being filled by workers with bachelors degrees, professional certifications, and occasionally by students with masters degrees. However, 87% of North Americans started (and have degrees) in other fields. Of that 87%, 70% are in IT fields, but not specifically cybersecurity.

This is primarily a workforce development certificate. It will fulfill a community need by providing skilled and educated workers in an increasingly growing field.

Resource Impact:
No new space is needed for the cybersecurity certificate as the classes are already being taught or will be taught online.

Each course will be offered at least once per academic year, if not more. Total hour production, at a minimum, is 5 students x 3 credits x 12 credits = 180 credit hours per year.

The HSEM program recently hired a cybersecurity faculty member. In combination with the two current adjuncts, no additional faculty will be needed.

Relation of Program to other Programs within the System:

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This should not have a negative effect on enrollment elsewhere as there currently is not a certificate available in a related field.

Within the College of Engineering and Mines, UAF maintains a Department of Computer Science. The UAF Department of Computer Science offers BS and MS degrees in Computer Science. The UAF Department of Computer Science does not offer courses that entail cybersecurity management.

UAF's Community and Technical College maintains an Associate of Applied Science degree in information technology with a concentration in network and cybersecurity. When combined with a bachelor's degree, this graduate certificate could serve as a pipeline for students to obtain their master's degree. UAF's Community and Technical College does not offer courses that entail cybersecurity management.

The School of Management's Homeland Security and Emergency Management program has engaged in dialogue with, and will cooperate fully with both the UAF Department of Computer Science and UAF's Community and Technical College where this will be to the benefit of UAF's students.

The following motion passed at Faculty Senate meeting #242 on October 7, 2019:

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate of Business Continuity, housed in the School of Management.

Effective: Fall 2020 upon all required approvals

Rationale: There is a substantial need for qualified business continuity professionals, not only nationally, but specifically in Alaska. Business continuity is the ability of an organization to maintain essential functions during, as well as after, a disaster has occurred. Business continuity planning establishes risk management processes and procedures that aim to prevent interruptions to mission-critical services, and reestablish full function to the organization as quickly and smoothly as possible. Currently, the University of Alaska system does not have a degree program, outside of the business continuity concentration within the Bachelor's of Security and Emergency Management, to meet that need. In addition, there is no opportunity for professionals already in the field to increase their academic knowledge and obtain such a degree. This certificate would provide students a workforce advantage for both private industry and state agency positions, as it would demonstrate their knowledge of the processes necessary to ensure that any organization, either in the public or private sectors is best positioned to respond to, and recover from a crisis. This certificate would "boost" a traditional master's of science or PhD degree and indicate that the recipient has a more broad knowledge base. Finally, the certificate supports UAF's core theme of Preparing Alaska's Career, Technical, and Professional Workforce.

See the program proposal in CourseLeaf.

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Sine Anahita

Sine Anahita, UAF Faculty Senate President

The Chancellor: ✓ Approves _____ Vetoes

Daniel M. White, UAF Chancellor

Date: 10/22/19

Program Summary Statement:

PROGRAM SUMMARY

Introduction

The Business Continuity Graduate Certificate provides students with an in-depth look at what it takes to help a business mitigate for and survive after a major crisis or disaster. Business continuity is an important component in having a successful business and as such, many organizations are adapting their employee's roles to include continuity components. This certificate will help students understand those components, teach them how to develop a plan, and the best practices to thrive despite a crisis or disaster. This knowledge, in turn, will better prepare employees and businesses for any business disruption that may occur. Recipients of the Business Continuity Graduate Certificate are more prepared for the challenges of the workforce of the future.

Demand for program

In 2016, there were an estimated 1,024,000 business continuity employees. From 2017 to 2018, there was an increase of 14% in companies who said they had a plan and 23.2% of employees said they expected to have an increase in the size of their business continuity plan. The increase in natural and man-made disasters as steadily increased the demand for business continuity professionals. Based on the ten-year growth rate, there should be approximately 50,000 job openings over the next 5 years. According to the Bureau of Labor Statistics, there is an anticipated 9% increase nationally for business continuity professionals from 2016 to 2026. This is an increase of 104,200 jobs. Additionally, there are expected to be 290 openings in Alaska alone. These positions have typically been filled by those with a bachelor's degree in a related field (business, security, IT). After being hired, employees often then earn a professional certification, and this graduate certificate targets those individuals.

eCampus

The courses associated with this certificate are primarily offered online via eCampus. Some of the classes will offer a "blended delivery" where students can participate in a "live class" or in an online format.

Effects on other programs

This should have no negative effects on enrollment elsewhere as there currently is not a certificate available in a related field. There may be increased enrollment within the Master's in Security and Disaster Management degree program as the Business Continuity Graduate Certificate is designed in such a way as to dovetail into this degree.

Alignment with university mission, goals, or themes and objectives

a) Educate: This certificate will provide in-depth education in key business continuity concepts and prepare students to effectively carry out business continuity operations.

b) Research: There isn't much research involved in this particular certificate as it is more of a continuing education or graduate certificate. However, research can be conducted into what made companies successful and hopefully share with areas throughout Alaska.
c) Prepare: The information providing through this certificate will prepare students to carry out continuity roles at their jobs and also the knowledge to begin testing for professional certifications.
d) Connect: Continuity issues are a large concern in Alaska and developing a program that can work with and provide individuals with the required knowledge to be successful in case of disruption throughout the state is key.
e) Engage: This is a continuing education certificate that has the dual purpose of better equipping our local and state economy to any operational business disruptions that can affect the whole community.

Alignment with shaping Alaska's future themes

• Theme 1: Student Achievement and Attainment- will further develop critical thinking skills, diversity, and good judgement. It also gives a competitive recruiting tool for UAF.
• Theme 3: This provides UAF, specifically SOM, to continue developing strong community ties and providing the community with a strong workforce that will better fit into the field of business continuity.

SUPPORT DOCUMENTATION

Brief Program Statement:
Cybersecurity is a very dynamic field that requires lifelong learning - this certificate program counts as Continuing Professional Education (CPE) for the many professional certifications that are relevant for the field as well as credits towards a graduate degree should they pursue that.

Enrollment Information:
Projected enrollment - Year 1- 5 majors
Year 2- 5 majors
Year 3- 7 majors
Year 4- 7 majors
Year 5- 10 majors

Projected enrollment was determined by extrapolating data from the Bachelor's of Security and Emergency Management undergraduate cybersecurity concentration as well as considering the increase in the need for cybersecurity professionals.

Resource Impact:
No new space is needed for the business continuity certificate as the classes are already being taught or will be taught online.

Each course will be offered at least once per academic year, if not more. Total hour production, at a minimum, is 5 students x 3 credits x 12 credits = 180 credit hours per year.

The School of Management already employs faculty members who instruct in the field of business continuity. No additional faculty will be needed.

Relation of Program to other Programs within the System:
This should not have a negative effect on enrollment elsewhere as there currently is not a certificate available in a related field.

The School of Management has been requiring business continuity classes for all undergraduate students for the past few years and it has helped prepare students for the unique challenges that all businesses should prepare for.

By taking it a step further and allowing students to receive specialized instruction in the field of business continuity, students will be that much more valuable to a company. There are very few Business Continuity graduate-level certificates available and UAF is in a position to cater to this niche market.

The following motion passed at Faculty Senate meeting #242 on October 7, 2019:

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate of Arctic Security, housed in the School of Management.

Effective: Fall 2020 upon all required approvals

Rationale: The Arctic Security Graduate Certificate through UAF's School of Management Homeland Security and Emergency Management program is designed to give students the operational knowledge to be successful in the increasing number of circumpolar and US Arctic-related jobs. Such career positions are primarily dominated by the public-sector, since national security remains a government primacy. Although Arctic policy understanding and credentialing is robustly available and developed, there remains a significant lack of Arctic operational knowledge and certification. The implementation and conduct of established Arctic security policy (i.e. national defense, security, and Arctic policies) is the domain of the operational world. An Arctic Security graduate certificate will help recipients achieve an essential baseline knowledge in order to become eligible to competitive for Arctic security-related positions for a spectrum of intergovernmental agencies and organizations with homeland defense responsibilities.

See the program proposal in CourseLeaf.

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Sine Anahita

Sine Anahita, UAF Faculty Senate President

The Chancellor: ✓ Approves _____ Vetoes

Daniel M. White, UAF Chancellor

Date: 10/22/19

Program Summary Statement:

PROGRAM SUMMARY

Introduction

The Arctic Security graduate certificate provides students with operational knowledge to be successful in arctic security careers. It offers students a unique perspective, that isn't currently available, into what it takes to secure the Arctic.

This will primarily be a graduate certificate however, since UAF is an arctic research university, there are numerous opportunities for students in the certificate program to carry out research. This certificate would be a good fit for anyone interested in researching how to secure the Arctic against the many changes coming forth.

There is currently only one other school that offers an Arctic Security certificate and it is located in Colorado. With an increasing presence and more activities occurring in the Arctic, there is a whole in the formal education which UAF can provide. UAF is an Arctic university that currently offers coursework and degrees in both the Arctic and security, but not in both. This certificate will combine these topics into a single focus. The HSEM program is already presenting researching, publishing, and providing trainings on these topics, this just makes it a formal degree.

Demand for program

Feedback from a continuing US Department of Defense contract involving Arctic Security studies and a variety of national events and policy development has provided significant interest from public-sector professionals that desire formal Arctic Security certification and knowledge for their professional benefit and needs. Most jobs currently are those belonging to public agencies, primarily those like the Department of Defense, US State Department, Department of Homeland Security, Department of Commerce, Department of Energy, and the Department of Interior. Increase interest from nations outside of the traditional Arctic nations increases, jobs in securing and protecting U.S. interests will continue to grow also. In 2018, the Russian Federation stated national goals for the next several years which included an 800% increase in Northern Sea Route shipping tonnage, much of it expected to transit through the Bering Strait. Southeast Asian shipping activity, esp. China, (fishing, research, container, etc.) is expected to increase significantly. Over the next 10 years, as Russia plans to increases their annual traffic cargo in the Arctic by 10%, other countries will follow which will lead to increased public and private sector jobs in the military. *From Russian President Putin's address to Federal Assembly*

eCampus

The courses associated with this certificate are primarily offered online via eCampus. Some of the classes will offer a “blended delivery” where students can participate in a “live class” or in an online format.

Effects on other programs

This should have no effects on enrollment elsewhere as there currently is not a certificate available in a related field. It may increase enrollment in similar master's degree as students may want to continue on in their education.

Alignment with university mission, goals, or themes and objectives

a) Educate: There is currently only one other school that offers an Arctic Security certificate and it is located in Colorado. With an increasing presence and more activities occurring in the Arctic, there is a whole in the formal education which UAF can provide. UAF is an Arctic university that currently offers coursework and degrees in both the Arctic and security, but not in both. This certificate will combine these topics into a single focus. The HSEM program is already presenting researching, publishing, and providing trainings on these topics, this just makes it a formal degree.
b) Research: An Arctic Security graduate certificate allows those instructors with real-world Arctic operational security credentials and applied expertise to provide knowledge and understanding to those in need and interested.
c) Prepare: Activity in the Arctic continues to increase as access and economic interests rise. National security and homeland defense operational requirements will be required to match such momentum. An Arctic Security graduate certificate will provide the fundamental knowledge required for access to related career positions.
d) Connect: The Arctic is associated with a significant component of Alaska's economy and culture. Operational preparations and capabilities in response to increased activity will better prepare recipients with the variety of aspects associated with Arctic operational security.
e) Engage: Arctic operational knowledge is essential for implementing Arctic policies from all levels of government and interests. Operating in the Arctic requires proficient knowledge of operations in order to better understand how to prepare and execute requirements in the real world, especially in, but not limited to, public-sector responsibilities.

Alignment with shaping Alaska's future themes

• Theme 1: Student Achievement and Attainment- will further develop critical thinking skills, diversity, and good judgement. It also gives a competitive recruiting tool for UAF.
• Theme 3: This provides UAF, specifically SOM, to continue developing strong community ties and providing the community with a strong workforce that will better fit the role of those engaged in arctic activities.

SUPPORT DOCUMENTATION

Brief Program Statement:
The Arctic Security graduate certificate provides students with operational knowledge to be successful in arctic security careers. It offers students a unique perspective, that isn't currently available, into what it takes to secure the Arctic.

Enrollment Information:
Projected enrollment - Year 1- 4 Majors
Year 2- 5 Majors
Year 3- 5 Majors
Year 4- 6 Majors
Year 5- 6 Majors

Need for the program:
There is currently only one other school that offers an Arctic Security certificate and it is located in Colorado. With an increasing presence and more activities occurring in the Arctic, there is a whole in the formal education which UAF can provide. UAF is an Arctic university that currently offers coursework and degrees in both the Arctic and security, but not in both. This certificate will combine these topics into a single focus. The HSEM program is already presenting researching, publishing, and providing trainings on these topics, this just makes it a formal degree.

Resource Impact:
No new space is needed for the arctic security certificate as the classes are already being taught or will be taught online.

Each course will be offered at least once per academic year, if not more. Total hour production, at a minimum, is 5 students x 3 credits x 12 credits = 180 credit hours per year.

Most courses are already available or can be taught by the faculty currently teaching graduate level HSEM classes.

Relation of Program to other Programs within the System:
This should not have a negative effect on enrollment elsewhere as there currently is not a certificate available in a related field.

This will primarily be a graduate certificate however, since UAF is an arctic research university, there are numerous opportunities for students in the certificate program to carry out research. This certificate would be a good fit for anyone interested in researching how to secure the Arctic against the many changes coming forth.

The following was passed at Faculty Senate meeting #242 on October 7, 2019:

MOTION:

EFFECTIVE: Immediately

RATIONALE: The UAF Faculty Senate (FS) Research Advisory Committee (RAC) proposes the creation of a system-wide Research Collaboration Team (RCT) formed under Faculty Alliance. The proposed RCT will collaborate across the UA system and will 1) be composed of faculty researchers from among UA institutions/locations, 2) gather and synthesize input and concerns related to research conducted within UA, 3) advocate for research activities, and 4) relay pertinent issues and matters to Faculty Alliance, Statewide Council on Research, statewide administration, the Board of Regents, Faculty Senates, and other interested parties.

UAF representation on the Research Collaboration Team will be composed of three RAC members and provide UAF perspectives on research-related topics including those pertinent to the ongoing UA process of self-evaluation and potential reorganization. The RAC strongly suggests the Research Collaboration Team be formed as soon as possible in order that it can respond to and help facilitate those aspects of UA-wide restructuring that relate to research across campuses.

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Sine Anahita
Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ___V___ Acknowledges

_____ Date: 10/22/19
Daniel M. White, UAF Chancellor

UAF FACULTY SENATE

P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

To: President Jim Johnsen
VP Paul Layer
Faculty Alliance Chair Maria Williams

From: UAF Faculty Senate

Re: membership on committees, teams, and taskforces

Date: October 7, 2019

In the spirit of shared governance, the UAF Faculty Senate demands representation on committees, teams, and task forces that are convened to consider curricular, research, and other programmatic structures for the UA system. Representation on such committees, teams, and task forces will be selected by the Faculty Senate President and President-Elect from a pool of faculty who self-nominate or are nominated by others. These mechanisms may be used to add members to newly formed committees, team, and task forces as well as to those whose work is already under way.

Moreover, in the spirit of transparency, the UAF Faculty Senate demands that lists of all such committees, teams, and taskforces, their membership, and their charges be promptly posted online: to the New UA website for committees, teams, and taskforces convened by the Statewide administration and to the Faculty Alliance website for those convened by the Alliance.

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Sine Anahita

Sine Anahita, UAF Faculty Senate President

Naturally Inspiring.

UAF is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination/.

The following was passed at Faculty Senate meeting #242 on October 7, 2019:

Resolution in honor of Indigenous Peoples' Day

WHEREAS the State of Alaska passed a law in 2017 that established Indigenous Peoples Day; and

WHEREAS the University of Alaska Fairbanks will celebrate Indigenous Peoples Day on Monday, October 14, 2019 with a full day of activities; and

WHEREAS the purpose of Indigenous Peoples Day is to honor Alaska Native people, culture and Indigenous knowledge; and

WHEREAS Alaska Natives are a significant part of the UAF community;

THEREFORE BE IT RESOLVED that the UAF Faculty Senate joins with the rest of Alaska to celebrate Indigenous Peoples Day.

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Sine Anahita

Sine Anahita, UAF Faculty Senate President

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The following motion passed at Faculty Senate meeting #241 on September 9, 2019:

MOTION:

The UAF Faculty Senate moves to amend the policy on approval of new courses or course changes to include fall and spring semester review cycles.

EFFECTIVE: Fall 2019, upon Chancellor approval

RATIONALE: The University of Alaska Fairbanks has a new strategic goal to modernize the student experience. In addition, the University is working to increase student enrollment. This amended policy will meet both these goals. Current practice includes only one review cycle and one published course catalog for the full academic year, occurring in the fall semester. The addition of a spring review cycle would allow for the following two goals:

1. New course proposals that were approved in the fall semester could be offered in the following, immediate, spring semester.
2. Faculty could submit proposals in CourseLeaf in the spring semester.

Adding a spring semester review cycle should not only increase the offerings we provide students, but also empower and engage faculty in their innovative pursuits.

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Sine Anahita

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 9/11/19

Daniel M. White, UAF Chancellor

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DocuSign Envelope ID: B639D651-F69A-41EE-AED2-B260E0EE1C3F

The following motion passed at Faculty Senate meeting #241 on September 9, 2019:

Update Curriculum Review Cycle

MOTION:

The UAF Faculty Senate moves to appoint an ad hoc committee to begin a review of the course and program approval process in response to the Strategic Enrollment Planning recommendations of AY18-19 to modernize the student experience and to make the process more standardized and efficient.

EFFECTIVE: Fall 2019

RATIONALE: The current course and program approval process has not been updated in recent history. There are five faculty senate committees that review curriculum and programs and there is a need to streamline and enhance the process. The current process is slow and has inefficiencies.

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Sine Anahita

Sine Anahita, UAF Faculty Senate President

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 9/11/19

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the UAF Governance Office, 327 Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...

President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 5/23/19

Daniel M. White, UAF Chancellor

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

To: Provost Anupma Prakash
Chancellor Daniel M. White

From: Faculty Senate President Donie Bret-Harte DS MSBH

Re: Increasing transparency, expanding inclusive decision-making, and reinvigorating shared governance

Date: May 6, 2019

The Faculty Senate acknowledges that the University of Alaska Fairbanks is experiencing difficult budget times that may call for immediate decisions such as planning contingency budgets. However, we are concerned that the budget crisis may be unintentionally used to decrease transparency, to narrow access to decision-making processes, and thus to threaten the principle of shared governance. Faculty Senate is especially concerned about decisions being made that directly relate to faculty responsibilities but which do not include meaningful opportunities for faculty participation.

The Faculty Senate affirms University of Alaska Board of Regents Regulation Part III Faculty, Staff, and Student Governance[1], and acknowledges that faculty, through faculty governance organizations, hold primary responsibility for matters related to the university's curriculum. The Faculty Senate also notes that the UAF Faculty Senate Constitution[2] grants faculty responsibility for curriculum through representation on the Faculty Senate. Additionally, the Faculty Senate recognizes the AAUP's Statement of Governance of Colleges and Universities[3] and emphasizes that matters of curriculum are the purview of the faculty.

The Faculty Senate is concerned that the University leadership may be engaged in restructuring decision-making about academic units that adversely affect curricula and program health, and thus negatively affect our students, and that these discussions and decision-making processes do not involve affected faculty or Faculty Senate as the representatives of faculty.

Faculty Senate therefore calls on the University leadership to increase transparency, to expand the inclusivity of decision-making, and to use the budget crisis as a means to reinvigorate shared governance.

[1] http://www.alaska.edu/bor/policy/03-01.pdf
[2] https://www.uaf.edu/uafgov/faculty-senate/about/faculty-senate-constituti-2/
[3] (https://www.aaup.org/report/statement-government-colleges-and-universities)

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UAF FACULTY SENATE
P.O. Box 757500, Fairbanks, AK 99775-7500 | 907-474-7964 | uaf-faculty-senate@alaska.edu | www.uaf.edu/uafgov

MEMORANDUM

To: Provost Anupma Prakash

From: Faculty Senate President Donie Bret-Harte DS MSBH

Date: May 6, 2019

Faculty expressed dissatisfaction with the process of sabbatical review during AY 2018-2019. We propose the following recommendations for consideration in refinement of this process for future years.

We support:

- A clear sabbatical application process with requirements and expectations consistently outlined and explained throughout all materials, e.g., published guidelines, applications, and websites.
- Sabbatical application evaluation criteria that are consistent with the extant CBA to "increase the UNAC member's value to the University and thereby improve and enrich its programs." Faculty should be given the flexibility to design a sabbatical plan that meets those expectations.
- Meaningful and justified feedback, stating clear reasons for denial, on applications provided to all applicants.
- An opportunity to appeal and to provide a response or furnish additional information should it become necessary for a full and fair evaluation (as is done regularly with P&T process, course proposals, etc.).

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The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate moves to adopt the following campus-wide policy regarding the ability of research faculty to chair graduate committees.

EFFECTIVE: Immediately

RATIONALE:
Currently there is no campus-wide policy regarding the ability of research faculty at UAF to chair graduate committees, and in some departments there is no pathway for research faculty to chair the committee of a graduate student, even if they are a student's primary advisor and financially supporting the student through their grants. To clarify, research faculty are employed primarily to conduct research and implement research programs; Research Assistant, Associate, and Full Professors are academic ranks with specified criteria for appointment and advancement. To help enable the stated goal of UAF becoming a Tier One Research University, we believe that it is imperative that qualified research faculty be enabled to chair graduate student committees. The Faculty Senate Research Advisory Committee recommends the following standards for allowing research faculty at UAF that have a formal association with a particular department to chair a student's committee.

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Research Faculty Chairing Graduate Committees policy

Any UAF Research Faculty with Cooperating or Associate Faculty designation in a department who are at the Associate or Full Professor rank can serve as chair of a graduate committee. UAF Research Faculty at the Assistant Research Professor level with Cooperating or Associate department affiliation may be required to have a co-chair of tenured or tenure-track faculty in the department for student committees until a student under their supervision successfully completes a graduate degree. Individual departments may provide less restrictive policies than stated here.

****

DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...
President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

_____ Date: 5/14/19

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate moves to approve the revised Unit Criteria for the School of Management (SOM).

Effective: Fall 2019
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the revised unit criteria submitted by the Faculty of the School of Management. The Unit proposed revisions in their criteria and the document formatting was brought into compliance with the current UAF Unit Criteria template. Revisions were agreed upon by the department representatives and the Unit Criteria Committee and the unit criteria was found to be consistent with the UAF guidelines.

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DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...

President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 5/14/19

Daniel M. White, UAF Chancellor

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND SCHOOL OF MANAGEMENT UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE SCHOOL OF MANAGEMENT DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***and SOM unit criteria, standards, and indices,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective

teachers ***will demonstrate some, but not necessarily all, of the following characteristics in an individual year:***

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

h. ***disseminate new ideas to the students resulting from research and other management activities, such as consulting and service on review panels;***

i. ***mentor students, undergraduates as well as graduates, in quality research activities;***

j. ***engage in advising students;***

k. ***participate in assurance of learning activities.***

2. Components of Evaluation

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

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

and at least two ***(SOM requires at least three)*** of the following:

b. narrative self-evaluation, ***which provides a clear statement of teaching objectives and a self-assessment of how those objectives are met. Examples may include student progress, represented by improvements in early and late***

semester projects, or other mechanisms that can document improvement, and an inventory of skills learned selected from individual students' work,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials,

e. ***a class pre-test at the beginning of the semester followed by a post-test of similar format at the end of the semester to assess student learning,***

f. ***documentation of scores from any nationally recognized course-specific exam,***

g. ***review of online materials by eCampus, Quality Matters, or recognized external authority.***

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit ***(SOM)***, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***Online contributions, such as blogs or other forms of digital media that can be assessed for quality and professional impact.***

Specific SOM criteria for research performance:

For promotion to associate or full professor, it may be sufficient for a faculty member to demonstrate research productivity since the time of last promotion of at least four journal articles that are either single- or double-blind refereed, or published in an editorially reviewed journal of recognized quality, as recognized by The School of Management Research Quality Policy. The committee may choose to evaluate an article published in an A or A* ranked journal as equivalent to two articles published in a lesser ranking journal. Alternatively, a

faculty member may publish three such journal articles and two papers published in lesser format, such as papers and proceedings. However, a faculty member may not receive credit more than once for a paper that is essentially the same content. Those who perform significant professional activity and attainment of professional certification as a condition of accreditation may consider a detailed professional/industry work report or documentation of successful completion of a professional examination, such as a CPA, CFA, or similar accreditation, to count as a paper published in a lesser format.

All faculty members must demonstrate an independent and coherent research agenda. Evidence of this can include sole authored papers or a convincing record of initiation of independent research. To demonstrate a consistent flow of research, a faculty member who has completed work before arriving at this university can count no more than three papers toward promotion if those papers were published within six years of the date the candidate petitions for promotion.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

k. ***Participating in student recruiting events.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

Specific SOM criteria for service:

A. Associate Professor: Positive contributions to school and/or university matters, effective professional contributions to the public, and/or effective services to the profession are expected.

B. Professor: Evidence of leadership in the service area is expected. Significant contributions to the development of school and/or university programs such as committee leadership of UAF Faculty Senate service, a union committee, or associated committees are expected. Effective application of service includes professional expertise provided to professional or public organizations such a business society leadership, reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications.

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The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate moves to adopt the newly revised Blue Book. This will be a living document that will be updated regularly and periodically, as needed.

EFFECTIVE: Fall 2019

RATIONALE: The old Blue Book is outdated and has not been revised since 2002, and no longer aligns with current practices or the extant Collective Bargaining Agreement. The new Blue Book entitled "University Policy and Procedure: the Faculty Blue Book" replaces the documents, "Regulations for the Appointment and Evaluation of Faculty" and "Faculty Appointment and Evaluation Policies." The Blue Book is a guide to best practices for tenure and promotion and supplements, but does not override anything in the current CBA.

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DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...

President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 5/14/19

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 3CD1F67D-F3FB-455E-B294-1AAD6C48E6D7

The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:
The UAF Faculty Senate moves to amend the catalog language about academic disqualification to include a statement about how to appeal the decision.
EFFECTIVE: Fall 2019
RATIONALE:
1. Currently the catalog language does not establish the possibility nor mechanism for the student to appeal being academically disqualified.
2. Longstanding practice at UAF is that each dean can make exceptions on a case-by-case basis. The student talks to their advisor or dean and then the dean writes an email to the registrar. The fact that this is not included in the catalog language can cause problems for students whose deans make an exception for them to continue on probation.
3. Because there is no appeal mentioned in the catalog, external funding bodies such as the Veterans Administration or the U.S. Department of Education will not release benefits for students who have been academically disqualified. VA and ED do not recognize the dean's decision, as the catalog does not mention appeals.
4. This is intended as a temporary policy for 2019-20, during which time CAC will explore options for a less problematic appeal policy beginning 2020-21.

Revised Catalog Language (Added text appears in ALL CAPS):

Academic Disqualification

Undergraduate students — Undergraduate students on probation whose semester and cumulative GPA fall below a 2.0 for two consecutive semesters will be placed on academic disqualification. Academically disqualified students may continue their enrollment at UAF only as non-degree students, are limited to 10 credits per semester and are ineligible for most types of financial aid.

To be eligible for [readmission] admission to [an] ANY academic degree program AFTER HAVING BEEN DISQUALIFIED, the student must:

1. Achieve a 2.0 cumulative grade point average by repeating courses previously failed at UAF and reapply for admission, or

2. Complete 9 credits for a baccalaureate or associate program, or 6 credits for a certificate program, with a GPA of 2.0 or higher. The courses may be completed at UAF and/or another regionally accredited institution and must be letter-graded. Grades of P or CR will not be considered. In considering students for readmission, deans will look for course work taken that relates to the student's intended program.

3. STUDENTS SEEKING READMISSION INTO AN OCCUPATIONAL ENDORSEMENT PROGRAM MUST HAVE A MINIMUM of a 2.0 CUMULATIVE GPA.

~~Students seeking readmission into an occupational endorsement program must have a 2.0 GPA.~~

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~~Readmission to a degree program is not automatic or guaranteed.~~ The student must reapply and the application must be approved by the dean. The student may apply to the same program from which they were disqualified, or to a different program or level (e.g. baccalaureate, associate or certificate). Readmission may be granted with a status of probation or with other conditions as specified by the dean. It is vitally important for academically disqualified students to work closely with their academic advisor in developing a realistic and timely educational plan.

A STUDENT MAY BE CONTINUED ON PROBATION, RATHER THAN BE DISQUALIFIED, AT THE DISCRETION OF THEIR DEAN.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 5/14/19

Daniel M. White, UAF Chancellor

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The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate moves to approve the Medical Scribe Specialist Certificate.

EFFECTIVE: Fall 2019
Upon Board of Regents approval

RATIONALE: The Medical Scribe Specialist Certificate program has been requested by industry partners for the past two years. The demand is real, industry wants trained and Nationally Certified Medical Scribes. They want them now. Health care is growing and we have been asked to increase numbers. This is an area of growth and would be the first program in UA system.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

_____ Date: 5/14/19

Daniel M. White, UAF Chancellor

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Please see CourseLeaf for supporting materials.

BRIEF PROGRAM STATEMENT:
The certificate in Medical Scribe Specialist prepares students for employment as members of the healthcare team to provide data collection and input to maintain comprehensive and accurate electronic health records. Medical scribe specialists work in a variety of healthcare settings such as hospitals, ambulatory settings and in specialties (e.g., primary care, urgent care, internal medicine; ophthalmology, etc.). Students will be equipped with skills that maximize the efficiency and productivity of clinical care, enabling real-time clinical documentation and workflow efficiencies for their employers. They will be prepared to take the Medical Scribe Certification and Aptitude Test (MSCAT) to acquire the Certified Medical Scribe Specialist (CMSS), a certification recognized by the American College of Medical Scribe Specialists.

Admission Requirements:
High school graduation or GED; ALEKS Placement: HLTH F116; Accuplacer Placement: WRTG F110; or permission of instructor.

Documentation of the following immunizations: two varicella, two MMR, three Hep B, and two step PPD within previous 12 months or titers to prove immunity to above diseases.
Be at least 18 years old by the first day of the semester in which admitted.

Complete the UAF application process.

Complete FAFSA for financial aid, if needed.

PROGRAM GOALS:
The Certificate in Medical Scribe Specialist will prepare and equip students to perform real-time clinical documentation and workflow efficiency to licensed clinicians in the healthcare system. The Medical Scribe collects information gathered at point-of-care under direction of a licensed healthcare provider, and inputs data to create and maintain comprehensive and accurate electronic healthcare records (EHR) for the benefit of clinicians, healthcare staff, and patients. Students are prepared for employment in a variety of healthcare settings (e.g., hospitals, clinics, primary and urgent care settings). They will be prepared for the American College of Medical Scribe Specialists certification exam.

CATALOG LAYOUT:

Minimum Requirements for Certificate: 30 credits

Students must earn a C- or better in each course.

Course List

Code	Title	Credits
General University Requirements		
Complete the general university requirements.		
Certificate Requirements		

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Complete the certificate requirements.

Program Requirements		
WRTG F111X	Writing Across Contexts	3
or ABUS F271	Business Communications	
HLTH F106	Human Behavior in Health Care	3
or other approved Human Relations Course	Course other approved Human Relations Course Not Found	
ABUS F102A	Keyboarding: Touch Typing	1
ABUS F102B	Keyboarding: Skill Building	1
HLTH F100	Medical Terminology	3
HLTH F110	Professional Skills for the Workplace	2
HLTH F114	Fundamentals of Anatomy and Physiology	4
HLTH F116	Mathematics in Health Care	3
HLTH F118	Medical Law and Ethics	2
HLTH F122	First Aid and CPR for the Healthcare Provider	0
HLTH F124	Introduction to Medical Scribe Specialist (Introduction to Medical Scribe)	2
HLTH F126	Administrative Procedures for the Healthcare Worker (Administrative Procedures for the Healthcare Worker)	3
HLTH F130	Medical Office Technology (preferred)	3
or CIOS F150	Computer Business Applications	
HLTH F235	Medical Coding	4
HLTH F236	Outpatient Health Care Reimbursement	3
MA F247	Introduction to Pharmacology	2
HLTH F260	Medical Scribe Specialist Practicum (Medical Scribe Practicum)	2
Total Credits		41

Please see CourseLeaf for a Sample Course of Study and 3-Year Cycle of Course Offerings.

ENROLLMENT INFORMATION:

There is demand for a skilled workforce in the medical community as the healthcare industry moves steadily forward with the advancements of electronic healthcare record-keeping. Initially an enrollment of 10-20 students or more is anticipated, with a growing trend in the future. Many of the course requirements are also taught for other Allied Health certificates

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and associate degrees, and, as such, are not dependent upon enrollment in the Medical Scribe Specialist certificate program.

The Certificate Program is designed for completion in two years. Projections are based upon input from the Medical Assisting Advisory committee and input from medical community. Allied Health OE and certificate programs have demonstrated growth over the past five years and this trend is expected to continue if not increase. Currently, no other programs exist within the state to prepare students for this Certificate.

RELATIONSHIP TO "PURPOSES OF THE UNIVERSITY":
(From the UAF Mission) PREPARE: Alaska's Career, Technical, and Professional Workforce

The State of Alaska's Dept. of Labor and Workforce Development report, the Alaska Occupational Forecast 2014 to 2024, indicates that healthcare support occupations will continue to be in high demand. Development of this new certificate is in direct response to workforce needs expressed by local clinics in the medical community.

OCCUPATIONAL/OTHER COMPETENCIES TO BE ACHIEVED:

Students completing the Certificate in Medical Scribe Specialist will be equipped with the necessary skills to succeed in the healthcare workplace. They will be prepared to take the American College of Medical Scribe Specialists national certification exam. They will have the skills and knowledge required to collect information, perform data entry, and maintain comprehensive and accurate Electronic Healthcare Records.

They will be qualified to function independently as a member of the Health Care team under the supervision of a licensed provider.

RELATIONSHIP OF THE COURSES TO THE PROGRAM OBJECTIVES:

Course requirements for the Certificate in Medical Scribe Specialist equip students with the skills and knowledge required for successful employment as a member of the healthcare team, preparing them to collect information, perform data entry and maintain comprehensive, accurate electronic healthcare records. Courses prepare students to take the national certification exam in this field of study.

PERSONNEL DIRECTLY INVOLVED WITH THE PROGRAM:

Name	Staff classification	Duties	Qualifications
Cathy Winfree	Faculty	Program implementation and course development.	Professor
Millie Castro	Faculty	Program implementation.	Assistant Professor
Jacqueline Mitchell	Faculty	Program implementation.	Assistant Professor

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NEED FOR PROGRAM:
The Allied Health Program has been contacted by members of the Medical Assisting Advisory Committee with requests for specialized skills training in the emerging field of Medical Scribe. Locally and nationally, the healthcare industry is advancing steadily with electronic healthcare record-keeping (EHR), and there is a shortage of trained workers to fill the demand. The majority of the current workforce enters the field with a shortage of skills and formal training and employers must identify potential workers for on-the-job training to fill the gap.

Now: There is no formal training currently available within the state. The need and demand for a trained workforce in Medical Scribe has been expressed to the Allied Health Program by local healthcare industry partners. Those currently employed in the field would benefit from formal training and the potential it provides for national certification. The field of Electronic Healthcare Record-keeping (EHR) is steadily growing within all facets of the healthcare industry, thus the demand for a skilled workforce is growing. Development of this program responds to that growing need / demand.

Two years from now: See the attached PDF of the Alaska Occupational Forecast 2014-2024 from the State of Alaska Department of Labor and Workforce Development, stating the growing demand for skilled workers in Medical Records and Health Information Technicians.

Five years from now: See the attached PDF of the Alaska Occupational Forecast 2014-2024 from the State of Alaska Department of Labor and Workforce Development, stating the growing demand for skilled workers in Medical Records and Health Information Technicians.

Ten years from now: See the attached PDF of the Alaska Occupational Forecast 2014-2024 from the State of Alaska Department of Labor and Workforce Development, stating the growing demand for skilled workers in Medical Records and Health Information Technicians.

RESOURCE IMPACT:
Please see the attached AH RESOURCE COMMITMENT document.

RELATIONS OF PROGRAM TO OTHER PROGRAMS WITHIN THE SYSTEM:
A positive effect is expected as students find formal training in a high demand field, and are exposed to further learning opportunities available in the Allied Health programs.

This program does not duplicate/approximate programs anywhere in the system.

IMPLEMENTATION/TERMINATION:
Plans for recruiting students:

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Industry Partners will be notified via email, phone calls, and flyers that program has been approved. The Medical Assisting Advisory Council members will help spread the word to their employers. Employers will then encourage and/or schedule employees to attend classes. Advertise throughout UAF CTC and CRCD.

Announcements will be made at the UA Allied Health Alliance meeting.

Plans for phasing out program if it proves unsuccessful:
Current students in the program would be taught-out as required by the NWCCU. The majority of the courses would remain as they apply across the Allied Health programs.

Assessment of the program:
Student evaluations of each class are required. Graduate surveys upon completion of the program practicum are required by the national specialized accreditation for the Program. Employers of program graduates are surveyed.

Please see CourseLeaf for the SLOA Plan document.

Please see CourseLeaf for the BOR Program Action Request pdf.

Please see CourseLeaf for the Prospectus document.

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The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate moves to approve the new One Health Master's:

EFFECTIVE: Fall 2019, with Board of Regents Approval

RATIONALE:

Many, perhaps most, of the challenges that residents of the Circumpolar North will face in the future are in the realm of One Health – the intersection and interdependence of human, animal, and environmental health. Creating solutions to these challenges will require those who are knowledgeable about One Health concepts, can communicate effectively across cultures and educational backgrounds, can bring together stakeholders and disciplinary experts, and can utilize a variety of problem-solving skills that lead to effective mitigation plans emphasizing adaptation and resilience. The Masters in One Health provides training and, most importantly, practice in those specific areas. It is a unique interdisciplinary degree that requires an understanding and integration of science, culture, history, communication, and more. There is no other degree like it in Alaska or the Circumpolar North. We anticipate that this Masters Degree will draw students not just from Alaska, but from across the Circumpolar North. As UAF moves forward with the new Center for One Health Research, many of those students will become collaborators in our One Health Research efforts. Others will enter the workforce as health professionals and as advocates for their communities at the local, regional, national and international levels. The Masters in One Health is a foundational step in the UAF's path to becoming an international leader in this emerging field.

Although this is a new endeavor for UAF, sufficient resources are already in place to support the program. With minor shifts in teaching loads, we have the space, technology, and faculty to teach this program.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 5/14/19

Daniel M. White, UAF Chancellor

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Brief Program Statement:

One Health encompasses the relationship between human health, animal health, and the health of the environment and holds that these entities are inextricably linked to the extent that none can be optimal unless they are all optimal. One Health is interdisciplinary and inclusive; it invites the full participation of community members working together with scientists, health practitioners, tribal leaders, and government agency personnel to identify problems and create realistic, sustainable solutions to those problems. This program will provide knowledge and problem-solving skills for individuals who will be involved in managing One Health challenges at the community, state, federal, and international level. Implementing a constructionist approach and using the knowledge and skills developed in the coursework, the program culminates in the creation of a management plan to address a problem that students and community members have identified. The plan will be presented to stakeholders and content experts in a public forum.

Mission Statement:

The One Health Master's Degree (OHM) educates students to use a constructionist approach to address issues in the Circumpolar North that are at the intersection of human, animal, and environmental health. Graduates of the program will be able to engage key stakeholders to develop and implement realistic management plans that can be implemented in communities across the Circumpolar North.

Vision Statement:

Within the next 10 years, individuals who have a comprehensive understanding of One Health and an ability to utilize a community-centered, constructionist approach to problem-solving are likely to emerge as leaders in solving a wide array of problems in the Circumpolar North. UAF's One Health Master's will be recognized as a leader in educating these individuals.

We anticipate that this degree will attract students who are already engaged or interested in working in their communities to address One Health issues, and that it will also attract students seeking entrance to medical or veterinary schools who want to deepen their understanding of One Health and incorporate the paradigm and problem-solving skills into their future medical careers. For this reason, we propose two concentrations in the One Health Master's: a Community Advocate Concentration and a Biomedical Concentration.

The 19 credits in the core of this degree will provide training in communication, epidemiology, conflict resolution, cultural awareness, and skills for gathering pertinent data. The capstone sequence of courses (DVM F615, DVM F620, and DVM F621) will culminate in utilizing that knowledge and those skills to identify the root causes of a One Health problem and build a comprehensive management plan that addresses the root causes and proposes a realistic pathway to solving the problem. This interdisciplinary, integrative, constructionist approach will involve One Health students working with key stakeholders and community members to identify the problem, interview key stakeholders and knowledge bearers in both traditional knowledge and western scientific knowledge, gather data from reliable sources, and, utilizing various planning techniques such as One Health SMART and scenarios building, create a management plan to address and solve or mitigate the problem.

Because it is central to the One Health Master's Degree, this 19-credit core will be required for students in both concentrations. Additional courses are proposed for the two concentrations: courses in veterinary medicine and biology for those in the Biomedical Concentration and

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courses in social sciences for those in the Community Advocate Concentration. Successful One-Health professionals will need to be aware of the social, cultural, governmental, historical, and scientific realities that influence One Health issues and their solutions. To accommodate this breadth, we have provided an array of courses from multiple disciplines. With guidance from the OHM faculty and staff, students will select courses that best complement their previous education and experience, and dovetail most closely with their future education and career choices.

The One Health paradigm developed in the Veterinary Medical profession where it focused largely on the difficulties of monitoring and managing zoonotic diseases. It has grown in the past few years to become a framework for solving a wider array of problems. Our program is unique in that identifying and resolving issues begins at the community level and works outward, engaging stakeholders from local, state, national, and even international agencies. One Health is inherently interdisciplinary. The focus of our One Health Master's is on communicating about One Health challenges and proposing solutions to those challenges; it does not rely on all participants having in depth scientific knowledge, but instead on gathering expertise and communicating effectively to provide solutions. The program's strength is in creating a community of diverse participants committed to examining and solving One Health problems by drawing information and data from cultural, social science, natural science, and medical perspectives.

Our plan is to develop and teach this program through face to face meetings, initially. However, within the first 5 years we would like to begin piloting an e-learning version of the classes so that partners across the Circumpolar North may more easily enroll in and complete the OHM.

Requirements for the Degree (catalog layout copy of the program)
Complete the General University Requirements

Complete the Master's Degree Requirements

CODE	TITLE	CREDITS
Complete the following Required Courses (19 credits)		
DVM F615	One Health Concepts	2
DVM F620 One Health Challenges	Course DVM F620 One Health Challenges Not Found (new course)	3
DVM F621 One Health Colloquium	Course DVM F621 One Health Colloquium Not Found (new course)	4

DocuSign Envelope ID: 3CD1F67D-F3FB-455E-B294-1AAD6C48E6D7

ACNS F600	Perspectives on the North	3
DVM F714	Preventative Veterinary Medicine	4
Select one from the following:		
COJO F441	Persuasion	3
COJO F451	Cross-cultural Conflict Analysis and Intervention	3
COJO F680	Communication and Diversity in the Professional World	3
Complete either the Community Advocate Concentration or the Biomedical Concentration		
Community Advocate Concentration (12 credits)		
Select 12 credits from the following*:		
ACNS F610	Northern Indigenous Peoples and Contemporary Issues	3
ACNS F652	International Relations of the North	3
ACNS F655	Political Economy of the Global Environment	3
ACNS/HIST F683	20th-century Circumpolar History	3

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ECON F434	Environmental Economics	3
RD F465	Community Healing and Wellness	3
RD F601	Political Economy of the Circumpolar North	3
Biomedical Concentration (11-12 credits)		
Select 11-12 credits from the following*:		
DVM F606	Immunology	3
DVM F637/BIOL F632	Veterinary Bacteriology and Mycology	3
DVM/BIOL F640	Veterinary Pathology/Biology of Disease I	5
DVM F639	Veterinary Virology	2
BIOL F455	Environmental Toxicology	3
BIOL F617	Neurobiology	3
BIOL F635	Introduction to Biology of Cancer	3
ECON F434	Environmental Economics	3

- *Other courses may be substituted with approval of OHM Faculty.*

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Program Goals

Brief identification of objectives and subsequent means for their evaluation

Program Goals

The overall objective of the program is to educate individuals who will facilitate problem resolution in the One Health paradigm. These individuals might be community leaders, tribal leaders, individuals who work in local, state, national, or international governments or agencies, or medical practitioners. These individuals must have a comprehensive understanding of One Health, excellent communication skills, cultural understanding, and consensus-building and problem-solving skills. A table titled "Program Goals and Method of Assessment" is attached.

Relationship of program objectives to "Purposes of the University"

Note: This section might be easier to read in the attached "text of Courseleaf OHM,2018" since formatting cannot be preserved in this courseleaf box.

The “Purposes of the University” are teaching, research, and service, and those are focused more specifically by the UAF mission statement:

"The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the Circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers."

The mission of the OHM complements UAF's mission as a land, sea, and space grant university. The OHM focuses on both land and sea, and the critical role these environments play in both animal and human health. Further, the OHM has a specific focus on the Circumpolar North and its diverse people, which is an integral part of the UAF mission. Our goals are to educate students to help solve problems at the intersection of environmental health, animal health, and human health, especially within the context of the Circumpolar North. UAF plays an important role in the University of the Arctic and we hope to draw many students to UAF through UArctic. Graduates of our program will support the economy, culture, and health of people throughout the Circumpolar North and likely beyond. At this time of rapid climate change, there is a critical need for people to come together to develop strategies for managing community- based problems in the Circumpolar North. This program addresses a key knowledge gap in the Arctic: an understanding of the interrelationship between environmental, human, and animal health is crucial in creating sustainable solutions for many of the problems in our Northern communities.

Specific UAF Core Themes that are addressed in our program’s Student Learning Outcomes include the following:

Educate: Undergraduate and graduate students as lifelong learners.

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This graduate degree educates a range of students, and because of its constructionist approach to solving community-based One Health challenges, it encourages students to be lifelong learners. In addition, those entering the Biomedical Concentration should experience higher admission rates into health professional schools and will carry the One Health mindset into their health occupations.

Prepare: Alaska's Career, Technical, and Professional Workforce

Our focus is on solving One Health problems in Alaska and the wider Circumpolar North. We anticipate attracting diverse students who will return to their communities in these regions to become leaders in addressing challenges in Alaska. We believe that those going into our biomedical track will be better prepared to gain entry to medical and veterinary schools or other professional programs in medicine.

Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing.

By their nature, One Health challenges in the Circumpolar North will involve Native communities and their leaders as well as urban community leaders, agency personnel, and medical practitioners. Our program will guide students to be culturally aware so that traditional knowledge and western scientific knowledge are partners in the resolution of One Health challenges.

Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development.

The OHM is designed to engage communities in Alaska and the Circumpolar North. In our capstone sequence of courses, students will be investigating One Health problems that are identified by communities, and they will create management plans that prioritize the community's needs.

Several activities within the University of Alaska Academic Master Plan are also addressed by our Program. Specifically:

Goal 1. Educate students to become informed and responsible citizens.

Objective 4. Embrace the cultural diversity of Alaskans and promote cross-cultural understanding.

Activity: Recruit, retain, and graduate a diverse student body that reflects the population of Alaska.

One of our primary program goals is to recruit and educate a diverse student body from across the Circumpolar North.

Activity: Include a wide variety of cultures in the curriculum and co-curricular activities.

Our program is best served by having students of a variety of cultures in the cohort where they can share knowledge and personal perspectives gained through both formal education and cultural experiences.

Activity: Incorporate the knowledge and wisdom of Alaska Native elders in

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curricular and co-curricular activities.

A specific student learning outcome is to identify ways to synergize traditional knowledge and western knowledge.

Activity: Maintain and expand opportunities for students to gain international knowledge and experience.

Students from across the Circumpolar North will be working together in our program to solve problems that may have international significance. We will encourage our students to attend international conferences and present workshops on One Health at these conferences.

Our program also addresses some of the specific issues identified in Shaping Alaska's Future.

Theme 1: Student achievement and attainment.

Issue C: UA Students must demonstrate skills and knowledge in their particular majors. In all aspects of the UA educational experience, students also must develop critical thinking skills, good judgment, high ethical standards and an understanding of diversity to be responsible citizens and leaders.

Our program would offer students the opportunity to learn about and practice critical thinking and good judgment, to appreciate diversity and incorporate diverse views into a management plan, and to become responsible citizens and leaders in the emerging field of One Health.

Issue D: UA needs to increase national and international recognition of its quality education, programs of distinction and exceptional research in order to enhance recruitment of undergraduate and graduate students and faculty.

One Health is an emerging field, and we are taking a unique approach to training graduate students to become professionals in this discipline by our constructionist approach and by focusing on the Circumpolar North. By initiating this program now, we have the opportunity to develop a reputation as a leader in One Health. Our vision statement states that UAF will become a leader in this field.

Issue E: UA recruitment, retention and graduation rates are low, especially for disadvantaged and minority populations and for Alaska Natives.

Because our program specifically focuses on communities in the Circumpolar North, it should attract a diverse student body, and be particularly attractive to non-traditional students and Alaska Native leaders who are already working in fields related to One Health. We already have evidence that the One Health paradigm resonates with Alaska Native and rural students (data gathered by BLaST Program), and we anticipate that the clear focus on using a constructionist, inclusive approach to addressing One Health challenges will allow us to recruit, retain, and graduate these underrepresented students.

Issue F: Alaska has serious unmet needs for advanced degree graduates, and UA has opportunities to meet those needs both internally and through

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partnerships with other institutions.

One Health is an emerging field, and right now there are serious unmet needs in educating individuals to address One Health challenges across the world, and particularly in the Circumpolar North. Only four or five schools in the US have One Health Master's degrees, and none of those take the unique constructionist approach that we do. None focus on the serious issues that are of concern in the Circumpolar North.

Theme 3: Productive Partnerships with Public Entities and Private Industries

Issue C: Alaska Native corporations, tribal governments and other Alaska Native entities are a unique and powerful force in Alaska's economy. They hire UA graduates and some provide considerable financial aid to students. However, meaningful partnerships between UA and these entities are few and limited.

The Alaska Native Tribal Health Corporation has already expressed interest in hiring graduates of our program. As our graduates enter the workplace and become leaders in the field, we anticipate working ever more closely with many Alaska Native tribal governments and corporations, as well as with non-profit and government agencies.

Occupational/other competencies to be achieved

There are no recognized occupational standards or competencies for individuals who solve problems in a One Health framework. However, we anticipate that our graduates will be highly skilled in the transferable skills of identifying problems, gathering appropriate critical information, engaging stakeholders, communicating effectively in written and oral forms, mediating among diverse groups, building consensus, and developing management plans that address important challenges in the Circumpolar North. Further, we believe that students who complete our Biomedical concentration will be better equipped to understand and deal with emerging medical problems in the coming years, and to communicate with patients, clients, and community members about health issues and solutions to those problems.

Relationship of courses to the program objectives

Each of the courses in this program has been chosen to support the objectives of the OHM. Three courses critical to the success of the program are newly created: DVM F615, DVM 620, and DVM 621. These are referred to as the "capstone sequence." In these three courses, students will develop a deep conceptual understanding of One Health (DVM F615), develop a variety of skills for identifying and solving One Health challenges (DVM F620), and practice using those skills to address a current problem (DVM F621). Also included as required core courses are epidemiology (DVM F714, Preventive Veterinary Medicine) where students will learn about disease transmission and statistics, a communications class (COMM F441, F451, or F680), and a class that will promote a broad understanding of the Circumpolar North (ACNS F600). Course suggestions within the two concentrations provide students with the option to advance in areas of personal interest or career relevance. The Student Learning Outcomes map the content of

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the courses to the student learning outcomes. SLOA is attached to preserve formatting.

Resource Impact

Budget

Budget, OHM, 2018 submission.xlsx

Facilities/Space Needs

The current facilities are sufficient to meet the need as projected. All the program requires is classroom space and space for public presentations. As the program expands to an e-learning format, we will require smart classrooms and video conferencing rooms. Those are also available on campus.

Credit Hour Production

See attached table for details of calculations. These calculations are based on the proposed course sequences, and an estimate that approximately half of the students will be in the Community Advocate Concentration and half in the Biomedical Concentration.

Year 1 = 160 credit hours

Year 2 = 386 credit hours

Year 3 = 536 credit hours

Year 4 = 691 credit hours

Year 5 = 762 credit hours

Faculty

The program can be taught by faculty who are currently at UAF. As the program grows, there may be a need to shift workloads and to potentially hire adjunct instructors, pay overload contracts, or hire new faculty. There should be sufficient tuition income to support those costs.

Library/Media Materials, Equipment and Services

We have not reviewed this program with the Library because we are confident that the library and media resources we require are already available due to the activity of the Vet Med Program and the Northern Studies Program.

Regents Guidelines

OHM, BOR-PAR form, fall 2018.docx

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The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate moves to update the catalog to include Post-Baccalaureate Program requirements.

Effective: Immediately

Rationale: The current policies listed in the catalog do not include post-baccalaureate programs. Requirements for post-baccalaureate programs are needed as these types of programs are beginning to be developed at UAF. The following requirements have been based on UAA's post-baccalaureate programs and modified for UAF's needs. Please see below.

UAF Post-Baccalaureate Certificates

University requirements for all post-baccalaureate certificates are as follows:

1. The student must complete at least 24 approved semester credits to earn a post-baccalaureate certificate. (See Regents' Policy 10.04.030)
2. At least 15 credits must be earned after the posting of a previous baccalaureate degree.
3. Previously earned credits at regionally accredited institutions can be assigned to the certificate as long as at least 9 credits applicable to the student's certificate program are earned through UAF after acceptance into the program.
4. Certificate programs may include non-coursework requirements.
5. Courses at the 500-level are for professional development and are not applicable toward any post-baccalaureate certificate, even by petition.
6. At all course levels, a student must earn a C- grade or higher in all courses required for the post-baccalaureate certificate unless otherwise specified by the program.
7. At least two-thirds of the credits required for the post-baccalaureate certificate must be taken at the upper division (300-400) or graduate (600) level.
8. If the requirements for a post-baccalaureate certificate are not met within seven years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission requirements in effect at the time of readmission or graduation. (See How to Earn a Bachelor's Degree in the UAF Catalog)
9. All credits counted toward the post-baccalaureate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation. (See How to Earn a Bachelor's Degree in the UAF Catalog)
10. Students may be awarded two or more post-baccalaureate certificates simultaneously if the 15 additional credits and other requirements have been earned for each additional post-baccalaureate certificate.

Concurrent Certificates

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Students may pursue concurrent post-baccalaureate certificates as long as they have formally applied and been accepted to each program through the Office of Admissions.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 5/14/19

DocuSign Envelope ID: 3CD1F67D-F3FB-455E-B294-1AAD6C48E6D7

The following motion passed at Faculty Senate meeting #240 on May 6, 2019:

MOTION:

The UAF Faculty Senate moves to approve a new Post-Baccalaureate Certificate in Accounting, housed in the School of Management.

Effective: Fall 2019, upon all approvals

Rationale:
The Post-Baccalaureate Certificate in Accounting will attract new and returning students to the University of Alaska Fairbanks, thereby helping to achieve the university's enrollment growth goals. This post-baccalaureate certificate has the potential to draw many students.

It will fulfill a community need by providing skilled and educated workers in an increasingly growing field. The Post-Baccalaureate Certificate in Accounting is designed for students seeking a successful transition into a new career and will provide them with the academic knowledge to obtain a professional certification. This certificate will prepare students to work throughout the rural and urban communities in Alaska and, in turn, will help to increase economic development throughout Alaska. Further, the courses for this certificate are already offered and thus incorporation of this certificate program will incur minimal costs.

SOM already has several students every academic year that meet the requirements for this post-baccalaureate degree but they are leaving UAF without any recognition of the classes they have taken. Post-baccalaureate certificate degrees in accounting are typically sought by students without an accounting undergraduate degree, and not wanting to complete a second baccalaureate degree, to show they have the required knowledge to future employers. It will fulfill a community need by providing skilled and educated workers in an increasingly growing field.

Support:
For information about the program, please see the attached documentation.

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Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

_____ Date: 5/14/19

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 3CD1F67D-F3FB-455E-B294-1AAD6C48E6D7

Brief Statement of the Program:

Objectives:

1. To provide students with non-accounting background the academic knowledge to switch careers into the accounting field.
2. To prepare students to successfully take the Certified Public Accounting (CPA exam).

Evaluation of objectives:

1. Academic Performance
2. Career Promotion

Relations to Purpose of the University:

- Educate: This certificate is designed to help those students in different careers to gain the knowledge to make a successful transition into a second career.
- Research: There is not much of a research component to this degree. It will allow future accountants to disseminate their knowledge to the community though.
- Prepare: This certificate is designed to prepare students in pursuit of their accounting career. Providing students with the academic knowledge to obtain a professional certification is key to their preparation.
- Connect: The certificate will prepare students to work throughout the rural and urban communities in Alaska. Many accounts, especially in the interior, work directly with tribal communities as well as those in the city. In a career like accounting, their knowledge is spread throughout the community and benefits everyone.
- Engage: This continuing education program allows students to be prepared for job placement which in turns increases the economic development throughout Alaska.

How does the program relate to research or service activities? Contributions to research or service. Benefits from research or service activities:

It will fulfill a community need by providing skilled and educated workers in an increasingly growing field.

Plans for recruiting students:

Students will be recruited through traditional means just as job fairs and marketing.

Employment Market Needs:

Job opportunities:

Research was conducted through the Bureau of Labor Statistics, the Department of Labor, and DataUSA.

Now: There were 141,800 projected job openings in 2018. This was a 0.9% increase from 2015-2016.

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Two years from now: Projected employment growth from 2015-2020 was expected to be 3.0 per year.

Five years from now: Accounting has the largest projection for growth for 2022 of any business or financial operations.

Ten years from now: It is projected that accounting jobs openings will increase 10% from 2016-2026. This is faster the average nationwide. In Alaska alone, it is expected to increase by 4%.

Facilities/Space Needs:

No new space is needed for the Accounting Post-Baccalaureate degree as all classes are currently being taught.

Credit Hour Production:

Total hour production, at the estimated 10 students per semester (as a full-time student) is 120 per semester or 240 credit hours per year.

Library/Media Materials, Equipment and Services:

There will be no additional library resources outside of what is already provided to the BBA-Accounting students.

Admission Requirements

Students need to have a completed baccalaureate degree.

Both ACCT F261x and ACCT F262, or equivalents, must be completed prior to starting the program.

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Catalog Layout:

Complete the following:	
ACCT F330	Income Tax
ACCT F342	Managerial Cost Accounting
ACCT F361	Intermediate Accounting
ACCT F362	Intermediate Accounting
ACCT F452	Auditing
or ACCT F472	Internal and Government Auditing
AIS F316	Accounting Information Systems

Complete four from the following:	
ACCT F401	Advanced Accounting
ACCT F404	Advanced Cost Accounting and Controllership
ACCT F414	Governmental and Nonprofit Accounting
ACCT F430	Advanced Taxes
ACCT F472	Internal and Government Auditing
BA F454	Student Investment Fund
or BA F421	Business Analytics

Concentrations

None

Sample course of study:

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Sample course of study and a 3-Year Cycle of course offerings

FIRST YEAR		
FALL		CREDITS
ACCT F361	Intermediate Accounting	3
ACCT F342	Managerial Cost Accounting	3
AIS F316	Accounting Information Systems	3
	Credits	9
	Total Credits	9

FIRST YEAR		
SPRING		CREDITS
ACCT F330	Income Tax	3
ACCT F362	Intermediate Accounting	3
ACCT F404	Advanced Cost Accounting and Controllership	3
BA F421	Business Analytics	3
	Credits	12
	Total Credits	12

SECOND YEAR		
FALL		CREDITS
ACCT F401	Advanced Accounting	3
ACCT F430	Advanced Taxes	3
ACCT F472	Internal and Government Auditing	3
	Credits	9
	Total Credits	9

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Personnel directly involved with program:

Name	Staff classification	Duties	Qualifications
Kevin Berry	Faculty	-SOM Associate Dean -Teach upper-division accounting courses	-Associate Professor at UAF -BS, MA, and PhD in Accounting -15+ years professional accounting experience -Several professional accounting affiliations -Several professional publications
Charlie Sparks	Faculty	-Accounting program director -Teach upper-division accounting courses.	-Professor at UAF -BBA, MA, and PhD in Accounting -15+ years professional accounting experience -Several professional accounting affiliations -Several professional publications
Amy Cooper	Faculty	-Teach upper-division accounting courses.	-Instructor for accounting program -BS and MPA in Accounting -15+ years professional accounting experience -Several professional accounting affiliations -Several professional publications
Ken Abramowicz	Faculty	-Teach upper-division accounting courses.	-Associate professor at UAF -BSBA, MS, and PhD in Accounting -Several professional accounting affiliations -Several professional publications.
Shelbie Umphenour	Admin/Coordinating Personnel	Program Advising	-Current SOM undergraduate advisor -BA and MBA

Enrollment Information

Projected new enrollment:

- Year 1 = 10 Majors
- Year 2 = 10 Majors
- Year 3 = 10 Majors

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- Year 4 = 10 Majors
- Year 5 = 10 Majors

How was projected/present enrollment determine? Who was surveyed and how?

This is based on the current number of students taking these classes as part of the required prerequisites to sit for the CPA exam.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1= 0
Year 2= 0
Year 3= 0
Year 4= 0
Year 5= 0

Maximum enrollment which program can accommodate = 100 annually

Resources Impact:

Resource Commitment

Additional Forms:

BOR Action Request Form
SLOA Plan

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The following motion passed at Faculty Senate meeting #239 on April 8, 2019:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2019-2020 meetings.

Effective: Fall 2019

Rationale: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

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2019-20 Faculty Senate Meetings
Wood Center Carol Brown Ballroom

Meeting	Date	Day	Time
#241	September 9, 2019	Monday	1:00-3:00 PM
#242	October 7, 2019	Monday	1:00-3:00 PM
#243	November 4, 2019	Monday	1:00-3:00 PM
#244	December 2, 2019	Monday	1:00-3:00 PM
#245	February 3, 2020	Monday	1:00-3:00 PM
#246	March 2, 2020	Monday	1:00-3:00 PM
#247	April 6, 2020	Monday	1:00-3:00 PM
#248	May 4, 2020	Monday	1:00-3:00 PM

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

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The following was passed at Faculty Senate meeting #239 on April 8, 2019:

UAF Faculty Senate Stands on IT

To: Chancellor Dan White

From: Faculty Senate Information Technology Committee

Date: April 3, 2019

The ongoing year-on-year budget cuts have significantly affected support units, including information technology (IT) support.

Yet nearly all our shared university goals require significant IT support:

- Increasing enrollment and the efficiency of **instructional** delivery will require significant investment in both instructional technology and instructor support.
- Improving effectiveness of **distance** teaching and collaboration will require functional, supported tools for distance.
- Modernizing the **student** experience requires build-out of functional networks and services to support those students.

We therefore recommend, at minimum:

- Emphasize a sustainable, predictable, and appropriate **budget** allocation to IT matters on campus
- **Investment** in, and **evaluation** of, lean, effective and cost-effective software platforms for all UAF operations
- A **review** of, and potential set up, a major structural changes to improve the current shortcomings, e.g. smart class rooms, Blackboard, Faculty180, Blue student evaluations, Course Leaf catalogue, and student enrollment checks as candidates to be considered. This review should encompass:
    - Cost and effectiveness
    - Convenience
    - Accessibility

The Faculty Senate would like to remind the administration that IT support is critical to success of many initiatives moving forward across the UA-system. A strong IT sector will attract qualified faculty and staff, and increase student enrollment. IT needs such a sustainable, consistent, long-term budget allocated, to build predictable institutional support for our teaching, research, and service. There is no way to fulfil our institutional mission, or develop our institutional reputation without competent IT support. UAF is internationally recognized and needs to not just lead the state in IT, but help Alaska lead the Arctic and Pacific Rim into the digital century.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

DocuSign Envelope ID: 31836571-2BB5-4270-A635-C1827E1E1F98

The following motion passed at Faculty Senate meeting #239 on April 8, 2019:

MOTION:

The UAF Faculty Senate moves to have the newly elected President-Elect serve on the UAF Administrative Committee and Faculty Alliance for the rest of the 2018-2019 academic year.

EFFECTIVE: Immediately

Rationale: Current UAF Faculty Senate Past-President Chris Fallen has taken another job and will be leaving UAF at about the time that the election for UAF Faculty Senate President-Elect will be held. Because the President-Elect will serve on Faculty Alliance next year, having that person finish out Chris Fallen's term this year is logical and would avert the need for a second election to replace Chris on Faculty Alliance.

****

DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 4/22/19

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 31836571-2BB5-4270-A635-C1827E1E1F98

The following motion passed at Faculty Senate meeting #239 on April 8, 2019:

MOTION:

The UAF Faculty Senate moves to amend the catalog to include a definition of "catalog year" and to clarify that summer is a "trailer" term (the final term of the catalog year).

Effective: Fall 2019

Rationale: We are required to state whether summer is a header (first term of the catalog year) or a trailer (final term of the catalog year). The question usually arises in the context of Title IV aid or VA benefits. UAF has had a longstanding practice of treating summer as a trailer, but this has never been formally declared. Having summer be a trailer is generally to the student's favor:

1. If a student's first term is summer, it gives them an additional catalog year (prior year) to choose from at the time of graduation.
2. It allows students to maximize financial aid, counting summer as part of the prior aid year and fall beginning the new aid year.

****

Additions within checklist in **ALL CAPS** is proposed as follows:

Create a new section under "Academics and Regulations" labeled "Catalog Year."

UAF DEFINES CATALOG YEAR AS BEGINNING IN THE FALL AND ENDING AT THE CONCLUSION OF THE SUMMER SEMESTER. FOR EXAMPLE, THE 2021-22 CATALOG YEAR INCLUDES FALL 2021, SPRING 2022 AND SUMMER 2022.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 4/22/19

DocuSign Envelope ID: 31836571-2BB5-4270-A635-C1827E1E1F98

The following motion passed at Faculty Senate meeting #239 on April 8, 2019:

MOTION:

The UAF Faculty Senate moves to remove ten-day specification for the waiting period for the solicitation of comments or objections prior to review of a proposal.

Effective: Fall 2019

Rationale: The process has been outdated due to the implementation of CourseLeaf. The new documented process will replace the process previously approved by the Faculty Senate on March 9, 1992 (Meeting #33).

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Route to Approval of Curriculum

1. Item is prepared by individual faculty member, department head, etc., in CourseLeaf or using the appropriate paper forms. The submission will be sent to the department head(s) for approval.

2. If approved by the department head(s), the request is sent to the respective College/School Curriculum Council(s).

3. If approved by the College/School Curriculum Council(s), the request is sent to the respective dean/director.

4. If the proposal needs further approval, it will be sent to the UAF Governance Office to be distributed to the appropriate Faculty Senate Curriculum Committee.

5. ~~There will be a ten-day waiting period for the solicitation of comments or objections prior to review by the appropriate Faculty Senate Curriculum committee. Comments and objections will be forwarded to the originating department for discussion with the objecting department and/or the appropriate Faculty Senate Curriculum committee. Comments and objections will be forwarded to the originating department for discussion with the objecting department and/or the appropriate Faculty Senate Curriculum committee.~~ **FACULTY MAY TAKE THEIR COMMENTS AND CONCERNS TO THEIR UNIT'S CURRICULUM COMMITTEE AND/OR THE APPROPRIATE FACULTY SENATE COMMITTEE AT ANY TIME DURING THE OPEN-REVIEW PROCESS IN THE SEMESTER IN WHICH THE PROPOSAL WAS SUBMITTED.**
   PROPOSALS WILL BE ROUTED TO THE FOLLOWING COMMITTEES:

   - The Graduate Academic & Advisory Committee (GAAC) will review graduate programs and graduate-level course offerings and all professional degree courses and programs, including 500-level courses.
   - The Curriculum Review Committee will review substantive undergraduate course and program additions, changes, and deletions.

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- The GER & Core Committee reviews and approves courses submitted by the appropriate college/school curriculum councils for the inclusion in the GER curriculum.
- **THE STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT COMMITTEE WILL REVIEW 0-LEVEL COURSE OFFERINGS.**
- The Full Faculty Senate will review Program Deletion requests and New Degree Program requests after the appropriate committee(s) (Curriculum Review, Curricular Affairs, or Graduate Academic & Advisory Committee) have reviewed.

6. Proposed academic changes approved by the Faculty Senate or Faculty Senate Committee will be forwarded to the Chancellor's Office (or designee, routinely the Provost).

7. The Chancellor's Office has 30 days after receipt to review and approve/disapprove the submission. The submission will then be returned to the Governance Office and Provost's Office.

8. The Governance Office notifies academic deans and departments and the Registrar's office of approvals/disapprovals.

9. Item becomes active when it is included in the next UAF catalog

    - Except for Special Topics and Trial Courses which appear only in class schedules until approved as permanent courses.
    - Summer Sessions courses appear in their own catalog.

10. New programs and deleted programs are forwarded by the Provost's Office to the Statewide Academic Council for approval and submission to the UA President and Board of Regents (BoR), and a prospectus is then sent to the Northwest Commission on Colleges and Universities (NWCCU).

    - New Programs cannot be advertised, offered, listed, or enroll students prior to NWCCU approval
    - New minors and occupational endorsements are approved by the Chancellor and do not go to the BoR for approval.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

_____ Date: 4/22/19

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 31836571-2BB5-4270-A635-C1827E1E1F98

The following motion passed at Faculty Senate meeting #239 on April 8, 2019:

MOTION:

The UAF Faculty Senate moves to approve the Library of Science Unit Criteria.

Effective: Fall 2019
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Faculty of the Library Science Department. Revisions were agreed upon by the department representatives and the Unit Criteria Committee. The unit criteria was found to be consistent with the UAF guidelines. The document formatting was brought into compliance with the current UAF Unit Criteria template; and revisions to the criteria reflect a range in workload distributions common for Library Science tripartite positions.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 4/22/19

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND LIBRARY SCIENCE UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE LIBRARY SCIENCE DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

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CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. ***A master's degree in library science (MLS) or equivalent from an American Library Association (ALA) accredited program is the recognized qualification for academic librarians. In some circumstances a master's or doctoral degree in a specified field may serve as an alternative.*** Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as

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specified in the annual workload agreement document, the part(s) defining the position may not.

Library science faculty frequently have workload distributions that frequently range between 65-80 percent service, 10-30 percent research and 10-25 percent teaching.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***and library science unit criteria and indices***, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and

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preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

Teaching workloads for library science faculty vary, usually starting from a base of 2-4 units per year. Instruction may also include contact with students or other audiences through distance delivery, workshops, seminars, training and public presentations.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students ***and other audiences***;

   b. express positive regard for students, develop good rapport with students ***and other audiences and*** show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student ***and other audiences*** participation for student learning and teacher effectiveness, are sensitive to student ***and other audiences*** diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly ***revise curriculum and*** develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design. ***In addition to teaching credit courses, library science faculty may also conduct lectures, workshops, and seminars for discipline-based courses or non-credit programs at any level. They may also organize teaching workshops or prepare course modules for broad distribution.***

   g. may receive prizes and awards for excellence in teaching.

2. **Components of Evaluation**

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

And optionally:

e. ***student opinion summary forms designed by library science faculty for the evaluation of workshops, seminars, or guest instruction sections,***

f. ***testimonials from students and other audiences.***

Teaching criteria for promotion to the rank of professor may include, but are not limited to:

1. ***Development and/or adaptation of new methods and approaches in the discipline;***
2. ***Receipt of university, state or national awards;***
3. ***Student/ other audience reviews and teaching evaluations that are consistently above average;***
4. ***Invited teaching.***

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

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Research, scholarly, and creative activity are a small portion of the normal library science faculty workload, usually from a base of about 1-2 units per year.

Library science research may include scholarship of discovery and integration involving the development, evaluation and incorporation of new ideas into existing systems of knowledge; scholarship of instructional theory, methodologies and results; scholarship of application especially addressing specific library, archival or curatorial practices and their results.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, ***case studies, translations, book chapters, annotated bibliographies, presentations and posters at professional meetings***, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

   f. Scholarly reviews of publications, art works and performance of the candidate.

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g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development. ***Peer-reviewed adaptations of new technology including software development relevant to information access and/or delivery of library services.***

m. ***Peer-reviewed exhibit curation.***

Research criteria for promotion to the rank of professor may include but are not limited to:

1. ***Development and/or adaptation of new methods and approaches in their area of expertise;***

2. ***Receipt of university, state or national awards;***

3. ***Ongoing contributions to published research; scholarly, creative, or professional achievement;***

4. ***Invited presentations at the state, national or international level.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

University service is usually the largest portion of the library science workload.

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1. **Public Service**
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting ***in the faculty member's area of expertise.***

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

   i. Training and facilitating.

   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. **University Service**
   University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

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a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

Activities relating to the normal and necessary functioning of the UAF library and performed on a regular basis are considered to be components of university service. For most library faculty this comprises the bulk of their university service responsibilities. Specific activities include but are not limited to:

Reference:
Reference services provide a link between library patrons and information sources. They usually include personal assistance in identifying, locating, and using appropriate resource materials.

Collection development:
Collection development is the process by which librarians determine the books, journals, non-print media, on-line databases and other items to be included in the library's holdings. This process includes: assessment of usage data; liaison relationships with academic departments; promotion of resources to potential users; co-institutional cooperative purchases, and establishment of long-term consortial agreements. Management or administrative activities: responsibilities may include: budgeting; supervising and evaluating staff; strategic and other long-term planning; development of policies and procedures; data analysis, and report writing related to the functioning of the library.

Information technology:
Information technology involves assessment and implementation of current technologies pertaining to the library's infrastructure and operations. This may include the planning, creation, installation and maintenance of software systems; design of website architecture; and development of

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operational policies.

Archives:
Archival activities involve the provision of public access and research services to historical collections of papers, photographs, manuscripts and other unique and unpublished materials. Included are the establishment of donor relationships; grant administration and other funding opportunities that extend normal library budgeting; appraisal of collections to determine administrative or historical value; arrangement and description of collections; preservation of fragile materials and/or obsolete media; development of outreach programs, and the organization and preservation of digital data.

Curation:
Curation at the UAF library typically involves the management and development of a formally recognized collection that serves students and researchers at university, state, national and international levels. Examples of curatorial activities include, but are not limited to:

i. Maintaining, enhancing and enlarging the collection (includes computerization and database development; archival upgrades; conservation and identification, and adding objects to the existing collection);

ii. Interacting with state and federal agencies and with the public on collections-related issues;

iii. Promoting use of the collections through loans, exchanges, and visiting research activities;

iv. Directing collections managers, student employees, and volunteers;

v. Creating exhibits and educational activities and materials appropriate to the collection;

vi. Pursuing funding for collections growth and maintenance;

vii. Producing curatorial or collections-related publications, reports, and/or manuals.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

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3. **Professional Service**
   a. Editing or refereeing articles or proposals for professional journals or organizations.

   b. Active participation in professional organizations.

   c. Active participation in discipline-oriented service organizations.

   d. Committee chair or officer of professional organizations.

   e. Organizer, session organizer, or moderator for professional meetings.

   f. Service on a national or international review panel or committee.

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

Effectiveness in service may be evaluated by any of the following methods:

a. Library activities performed on a regular and continual basis are evaluated by the annual review process and may be supplemented by supporting documentation from peers inside or outside the university;

b. Documentation demonstrating successful development and implementation of projects, policies, procedures and standards;

c. Letters supplied by colleagues within and outside the university evaluating performance, contributions to the library and assistance to individuals and/or groups;

d. Testimonials demonstrating outcomes and/or effectiveness of service activities;

e. Honors and awards for performance excellence within and outside the university, including library and professional organizations and associations.

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Service criteria for promotion to the rank of professor may include but are not limited to:

1. ***Record of active leadership and meaningful participation in institutional and professional activities;***

2. ***Receipt of university, state or national awards;***

3. ***Invited consultations at the state, national, or international level;***

4. ***Evidence of continuing growth and maintaining currency in the field.***

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The following motion passed at Faculty Senate meeting #239 on April 8, 2019:

MOTION:

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

Effective: Fall 2019
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Department of Alaska Native Studies and Rural Development (DANSRD). Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines. These revisions are proposed outside of the review cycle to address changes that had been made to the criteria during the in-cycle 2017 review, which added content drawn from other units that is not appropriate for all DANSRD faculty. The revisions presented here remove these additional requirements that had been added to require specific evidence for each rank, and retain only the text that elucidates and clarifies the unique nature of DANSRD.

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DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...

President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Daniel M. White, UAF Chancellor

Date: 4/22/19

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UAF Regulations for the Appointment and Evaluations of Faculty and Department of Alaska Native Studies and Rural Development (DANSRD) Unit Criteria, Standards, and Indices

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE ALASKA NATIVE STUDIES AND RURAL DEVELOPMENT DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

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

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

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

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

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

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

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

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

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

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

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

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These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***and DANSRD unit criteria, standards and indices***, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees,

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

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching;

   h. ***demonstrate ability to teach effectively through the simultaneous use of more than one delivery method, e.g, courses with students in the classroom and in attendance via other means of distance delivery at the same time.***

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

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

   and at least two of the following:

   b. narrative self-evaluation,

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c. peer/department chair classroom observation(s), ***including seminar/distance instruction***

d. peer/department chair evaluation of course materials ***and excellence in development/utilization of course materials.***

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

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

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

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

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c. They must be evaluated by peers ***including those defined on pages one and two*** external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution ***to the communities served by DANSRD and to the university***.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, ***manuals, needs assessments, program evaluations, annotated bibliographies, translations and transcriptions***, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, ***or by legal, industry or government publications*** that accept works only after rigorous review and approval by peers in the discipline ***or other appropriate judges.***

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers, ***DVDs, or invited papers*** before learned societies that accept papers only after rigorous review and approval by peers ***or other appropriate judges. Submission of research proposals that reflect the rigor, detail, and expertise required by academic research/grant proposals and/or the completion of contracted research reports to agencies and funding sources, formal presentations of research/information to Alaska Native organizations such as Alaska Federation of Natives, regional corporations, tribal councils, results of community planning processes as reported to community entities, development of planning processes reviewed by community boards, drafting and submitting regulatory proposals on behalf of partner communities, etc.***

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, ***especially in those play or dance productions that present indigenous materials including theater/drama/Festival of Native Arts/Cama-i, and other statewide festivals,*** selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications ***and publications of special interest to Native and rural constituents and/or constituencies.***

h. Published abstracts of research papers.

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i. Reprints or quotations of publications, ***cataloging and archiving data collections of dance/performance video and audio tapes,*** reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities ***including awards for the development of video tapes, websites & CDs which disseminate information about rural development and Alaska Native Studies,*** or selection ***for scholarships for participation in programs of advanced study or*** of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in ***community planning, that will be reviewed by local resident boards as well as those useful in*** solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***Non-refereed journal articles and monographs including authorship of a book or major reference in the faculty member's area of a scholarly activity.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its

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units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees ***or other governmental bodies including tribal governments, Alaska Native corporations, health corporations, etc.***

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies, ***appointment to internal editorial boards and scholarship selection committees.***

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

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d. Participation in accreditation reviews ***and unit and campus wide evaluation.***

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee ***and appointment to proposal evaluation/grant selection committees.***

4. Evaluation of Service

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

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ORIGINAL

MOTION:

The UAF Faculty Senate moves to amend the grading policy so that C- (1.7) shall be the minimum acceptable grade that a student pursuing a certificate or associate degree may receive for a course counting toward certificate or degree requirements or as a prerequisite for another course.

EFFECTIVE: Fall 2019

RATIONALE:

1. This will make the grading policy consistent regarding the minimum grade for all certificate- and degree-seeking students (Meeting #191, May 2013)
2. The catalog language for certificates and associate degrees will be brought in-line with the catalog language currently used for a bachelor's degree under General University Requirements.
3. A grade of C- is the minimum acceptable grade for General Education Requirements for Baccalaureate Students. Having a C- minimum standard will better serve students who are considering a bachelor's degree following a certificate or associate degree.
4. The grades of D-, D, and D+ will still be treated as passing grades in electives unless otherwise noted by the program.

Revised Catalog Language:

You must have a cumulative GPA of at least 2.0 in your major and overall. ~~Students~~ **YOU** must earn a ~~minimum grade of~~ C- **OR HIGHER** in all ~~major~~ courses **REQUIRED FOR YOUR DEGREE, UNLESS OTHERWISE SPECIFIED BY YOUR MAJOR (MAJOR, MINOR, GENERAL EDUCATION REQUIREMENTS, AND DEGREE REQUIREMENTS).**
~~Some majors require higher GPAs for major course work.~~

****

DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...

President, UAF Faculty Senate

The Chancellor: N Approves _____ Vetoes _____ Acknowledges

Date: 3/8/19

Daniel M. White, UAF Chancellor

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ORIGINAL

MOTION:

The Faculty Senate moves to update Faculty Senate Bylaws in regards to the member composition for the Curriculum Review Committee. See changes highlighted below:

BYLAWS of the UNIVERSITY OF ALASKA FAIRBANKS FACULTY SENATE
Revised May 7, 2018 (Meeting #232)
Sect. 3 (ART V: Committees) H. Permanent. 4.

The Curriculum Review Committee evaluates proposed substantive undergraduate course and program additions, changes, and deletions submitted by the appropriate school/college curriculum committees. Among the topics of its review are number and duplication of courses, credit assignment, establishment of need for new programs, and resource impacts of curricular changes. Decisions of the Curriculum Review Committee may be appealed to Curricular Affairs by the department submitting the proposal. The Committee shall be composed of the chairs of the college/school curriculum councils, the University Registrar or the Registrar's designee, an eCampus designee, and shall be chaired by a member of the Curricular Affairs Committee.

RATIONALE:
As recent years have witnessed an increase in the number of courses offered in an array of modalities through collaboration with eCampus facilities and staff, there is a growing need to include an eCampus delegate to the Faculty Senate Curriculum Review Committee. The presence of such a delegate serves to facilitate a better understanding of online learning environments and how to review courses that are offered by the myriad modalities this pedagogical platform provides.

****

DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 2/18/19

Daniel M. White, UAF Chancellor

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ORIGINAL

MOTION:

The UAF Faculty Senate moves to amend the approved updated procedure to accomplish the program review process as required by Board of Regents and UA Regulations (10.06) which it passed at Meeting #219 on December 5, 2016. The amendment adds a conflict of interest policy to Section One of the program review procedure.

EFFECTIVE: Immediately

Rationale: Faculty members selected to serve on the UAF Program Review and Special Program Review Committees are often faculty within the programs under review. This motion recognizes this conflict of interest by establishing the policy of abstaining from voting on programs in which one is a faculty member.

This has been historical practice, but passage of this motion makes it a formal policy.

AMENDMENT:

Faculty members serving on the UAF Program Review Committee must abstain from voting on programs in which they are affiliated.

****

DocuSigned by:
Syndonia Bret-Harte
C9791063AAE5410...

President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 2/18/19

Daniel M. White, UAF Chancellor

DocuSign Envelope ID: 2071B6B0-48EE-4F9E-A0FF-67DC4B741012

ORIGINAL

CAPS and **Bolded** = Addition

[[ ]] = Deletion

UAF GOVERNANCE COORDINATING COMMITTEE PROCEDURES

INTRODUCTION

Faculty, staff, and student governance is established by University of Alaska Board of Regents' policy. Each governance organization operates independently, but with formal interchanges of information made possible by reports as part of regular meetings. For example, the ASUAF and Staff Council **REPRESENTATIVES** [[presidents]] are non-voting members of the UAF Faculty Senate, and report on the work of their individual governance organizations at each meeting of the Faculty Senate. The **ASUAF AND** Faculty Senate **REPRESENTATIVES** [[president]] also deliver[[s]] a report on **ASUAF AND** Senate activities at each meeting of the Staff Council.

Issues can arise within governance that require the attention of more than just one governance body. In such a case, the issue can either be brought directly to each body by an appropriate individual or group (e.g., administration) or it can be brought to the UAF Governance Coordinating Committee[[, which is then charged with the responsibility]].

The fundamental obligation of the **UAF GOVERNANCE** Coordinating Committee, one associated with the reason for its creation, is to assure timely consideration of an issue by each governance body and final action on the issue: it acts as monitor of progress and guarantor of completion.

To further aid the **UAF GOVERNANCE** Coordinating Committee in carrying out its obligations, it also supports the existence of certain [[standing]] committees concerned with campus-wide activities [[(such as the health issues committee)]] and receives reports from other committees outside its control who are also concerned with campus-wide issues [[(such as the police advisory board)]].

The **UAF GOVERNANCE** Coordinating Committee also creates [[ad hoc]] committees as needed to address particular issues not under the purview of an existing committee. The procedures detailed herein define the structure and working of the UAF Governance Coordinating Committee.

ARTICLE I Name

Sect. 1 The name of this organization shall be the UAF Governance Coordinating Committee.

ARTICLE II Purposes, Responsibilities, and Authority

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Sect. 1 The purposes of the UAF Governance Coordinating Committee are:

A. The body will exist for the express purpose of coordinating [[unified]] action from the individual governance bodies and to address issues of common concern.

B. Provide a mechanism of communication [[between]] **AMONG** the governance bodies.

[[C.]] **E.** Work with [[standing]] committees to consider issues affecting multiple constituencies. The committees will report to the UAF Governance Coordinating Committee.

D. Appoint members to [[standing]] committees as needed, ensuring that there is representation from each of the governance constituencies. [[Exceptions to committee composition will be made when agreed upon by all constituencies.]]

[[E.]] **C.** Create and appoint [[ad hoc]] committees as needed.

F. The body coordinates recommendations from the [[standing and ad hoc]] committees.

[[G. The body will coordinate the review and acceptance of the academic calendar upon receipt from the Faculty Senate Administrative Committee. The Coordinating Committee will submit the academic calendar to the Chancellor for approval.]]

ARTICLE III Membership

Sect. 1 The UAF Governance Coordinating Committee will consist of the [[president and president-elect, or their designee, of the three governance bodies. In the case of ASUAF, the Senate president will serve on the UAF Governance Coordinating Committee (For the purpose of identifying membership, the three governance bodies are the Associated Students of the University of Alaska Fairbanks, Faculty Senate, and Staff Council).]] **GOVERNANCE MANAGER, THE PRESIDENT AND PRESIDENT-ELECT OF FACULTY SENATE, THE PRESIDENT AND VICE PRESIDENT OF STAFF COUNCIL, AND THE PRESIDENT AND VICE PRESIDENT OF THE ASSOCIATED STUDENTS OF THE UNIVERSITY OF ALASKA FAIRBANKS (ASUAF), OR THEIR DESIGNEES.**

ARTICLE IV Leadership

Sect. 1 **THE GOVERNANCE MANAGER WILL CONVENE THE UAF GOVERNANCE COORDINATING COMMITTEE.** The chairperson of the UAF Governance Coordinating Committee will be elected from its members for a one- year term. The election will occur at the last UAF Governance Coordinating Committee meeting of the academic year, which must follow the completion of all governance elections.

ARTICLE V Committees

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[[Sect. 1 The standing committees of the UAF Governance Coordinating Committee shall include:]]

Sect. [[2]] **1**

A. [[Standing c]]**C**ommittees shall have at least one representative from each of the governance constituencies, exception will be made when agreed upon by all constituencies.

[[B. Terms of all committee members will be one year for students and two years for faculty and staff.]]

B. COMMITTEES WILL FUNCTION UNTIL THEIR PURPOSE IS COMPLETE. NEW MEMBERS WILL BE APPOINTED AS NECESSARY.

C. Committee chairs will be elected from and by the respective committees.

D. Committee chairs shall forward committee business to the UAF Governance Coordinating Committee for disposition, except when limited by University of Alaska regulations.

E. Policy items from the [[standing]] committees must be forwarded to the individual governance bodies for action.

F. In addition to the committees' specific charges, the primary responsibility of the committees are formulation and oversight of university-wide policies under the purview of each committee.

G. Committees will meet as needed during the academic year to fulfill their duties.

H. The chairs of the [[standing]] committees will report recommendations [[at the monthly]] **TO THE** UAF Governance Coordinating Committee [[meetings]].

[[Sect. 3 Ad Hoc Committees may be established as demand warrants.]]

Sect. [[4]] **2** The **UAF** Governance Coordinating Committee will receive reports from other committees outside its control who are also concerned with campus issues. [[Examples include: police advisory board, technology board, one-card committee, and any other committee deemed relevant to faculty, staff, and students.]]

ARTICLE VI Meetings

Sect. 1 The UAF Governance Coordinating Committee will meet at least twice a semester during the academic year.

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ARTICLE VII Quorum

Sect. 1 A quorum will constitute at least one member from each of the governing bodies.

ARTICLE VIII Parliamentary Authority

Sect. 1 The parliamentary authority shall be the latest edition of Robert's Rules of Order.

ARTICLE IX Amendments

Sect. 1 Amendments to the Procedures require**S A MAJORITY VOTE TO INCLUDE ONE MEMBER FROM EACH GOVERNING BODY** [[two-thirds vote from each of the three governing bodies]].

Sect. 2 Amendments to the Procedures shall be forwarded to the Chancellor's office for approval.

Revised January 2019. This page is maintained by Meryem Udden, at maudden@alaska.edu.

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

The Chancellor: ✓ Approves _____ Vetoes _____ Acknowledges

Date: 2/14/19

Daniel M. White, UAF Chancellor

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ORIGINAL

RESOLUTION

to support Chancellor Daniel M. White, and the mayors of Fairbanks, North Pole, Ester, and the Fairbanks North Star Borough, in proclaiming Fridays as "Blue and Gold Fridays."

WHEREAS, UAF Staff Council supports the proclamation that Fridays be known as "Blue and Gold Fridays" in the Fairbanks North Star Borough communities; now

THEREFORE BE IT RESOLVED, that UAF Staff Council supports Chancellor Daniel M. White in advocating to the mayors of Fairbanks, North Pole, Ester, and the Fairbanks North Star Borough, that Fridays be known as "Blue and Gold Fridays."

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DocuSigned by:
Mathew Mund
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President, UAF Staff Council

Date: February 12, 2019

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Changes to the Facilities and Administration Rate: Likely Negative Consequences

To: Chancellor Dan White

From: Faculty Senate Research Advisory Committee (RAC)

Date: December 3, 2018

Faculty were recently informed that UAF has applied to the Office of Naval Research to allow the maximum Facilities and Administration rate (F&A, commonly known as "Overhead") that can be charged on grants to rise from 50.5% to 63.9%. If implemented immediately as a change to the standard overhead rate, such an increase would be likely to severely hinder the research effort at UAF and could potentially lead to a reduction, rather than the intended increase, in F&A income. This action would be in direct conflict with the UA President and Chancellor's stated goal of UAF achieving R1 Carnegie Classification (Highest Research Activity), increasing overall research revenues, and increasing enrollment. Some of the reasons why a rate increase of this size would be detrimental are:

- **A Zero-Sum Game:** Many funding sources explicitly or implicitly limit total budget. Consequently, an institutional increase in F&A is effectively a decrement to the money available to execute the work. Given that writing grant proposals is labor intensive and time spent writing proposals is time not doing research, faculty cannot cover the increase in F&A by simply generating more proposals. The likely outcome is that faculty will fund fewer students, postdocs, and technical staff in their proposals to accommodate the increased overhead rate.
- **Price Matters to Reviewers**: Even when a funding agency is sympathetic to higher overhead rates (and they rarely are), reviewers generally are put off by high overhead rates. In the current hyper-competitive environment for grants, where 1 out of 10 funding success is common, the less expensive of two equally worthy proposals will be funded.
- **Comparison with our Peers**: An overhead rate of 63% is higher than most universities, especially public universities (e.g., University of Washington is 55%, University of Idaho is 47.5%). Not only does this hurt faculty's competitiveness in the peer-review process, it hinders UAF's ability to recruit and retain faculty.
- **Collaborative proposals:** Many proposals are collaborative work between several universities. An excessive overhead rate makes UAF a less attractive partner for research proposals lead by other universities. Shared expenses are often directed to the organization with the lowest overhead, further limiting the research dollars to UAF.
- **Impact on Operational Programs:** UAF has many large operational programs, such as the Alaska Satellite Facility (ASF), the Alaska Earthquake Center (AEC), the Alaska Volcano Observatory (AVO), and the Wilson Alaska Technical Center (WATC). Many of these programs (in part) rely on competitive F&A rates to compete against peers. This marked increase in F&A rates will not be received well by funding agencies that have grown accustomed to the ~50% rate over the past ~20 years. This will result in either a

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loss of these large grants and contracts or reduced staffing in the proposal itself, resulting in a loss of jobs at UAF.

While the Faculty Senate acknowledges that the maximum overhead rate is proposed according to set formulas, how, when, and if that maximum rate is applied is at the discretion of UA administration. Therefore, we urge that UAF implement the following to help mitigate this potential increase and provide improved future decision making:

1. Existing grants and contracts, and those currently in review at the time the new rate is implemented, should be grandfathered in to the F&A rates when they were awarded or proposed.
2. Inform the faculty in advance when large-scale actions are likely to cause an increase in overhead rates, as this should be discussed as part of the decision-making process at the university.
3. Clear processes and pathways should be established for considering a lower F&A rate for a range of programs where the maximum allowed rate will be especially detrimental to the chances of funding success.
4. Any increase in F&A should be phased in over multiple years.

To summarize, there is little opportunity to pass along a higher overhead rate to funding entities, and the result of an overhead increase is likely to be a decrease in overall research funding and student support. We urge UAF administration to engage faculty in the decision-making process for application of allowed overhead rates.

Respectfully,

The Research Advisory Committee on behalf of the UAF Faculty Senate

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DocuSigned by:
Syndonia Bret-Harte
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President, UAF Faculty Senate

ORIGINAL

MOTION:

The Faculty Senate moves to update the description of academic credit calculations to align with current practices.

RATIONALE: The policy is written in several publicly posted places, such as the governance website, on new course submission forms, and in the catalogue, and the wording and thus interpretations vary. The following statement regarding credit hours will replace all such wording in order to enhance understanding and interpretation of how credit hours are actually calculated.

Website version:
The following standards establish the minimum requirements for one academic unit of credit for the course formats commonly used at UAF:

800 minutes of lecture or equivalent instructional activities plus 1600 minutes of student work outside of class.
2400 minutes of science laboratory.
1600 minutes of laboratory (non-science lab) plus 800 minutes of student work outside of class.
2400 - 4800 minutes of supervised practicum
2400 - 8000 minutes of internship (or externship, clinical)
2400 - 4800 minutes of supervised scholarly activity

Short form version:
# of credits are based on contact hours. 800 minutes of lecture + 1600 minutes of outside work=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab + 800 minutes of outside work=1 credit. 2400-4800 minutes of practicum or supervised scholarly activity=1 credit. 2400-8000 minutes of internship or externship=1 credit.

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Syndonia Bret-Harte
President, UAF Faculty Senate

The Chancellor: _____Approves _____Vetoes X Acknowledges

_____
Daniel M. White, UAF Chancellor

Date: 12/19/18

ORIGINAL

MOTION:

The UAF Faculty Senate moves to form the Student Extended Leave Policy (SELP) ad hoc committee to develop policy to benefit students who need to take an extended leave.

EFFECTIVE: Fall 2018
upon Chancellor acknowledgement

RATIONALE: Currently, there is no Faculty Senate policy that guides faculty or students when students need to take an extended leave of absence from their coursework, e.g. for bereavement, to care for a critically ill family member, to move for military deployment, and other reasons. The ad hoc committee will work with ASUAF and student affairs personnel to craft a policy that would benefit students and act as a guide for faculty.

Charter members may include:
Sandra Wildfeuer, Faculty Senate
Victoria Smith, Director of Student Support Services
Sine Anahita, Faculty Senate (and convener)
Chiebuka Lebechi, ASUAF member
Keith Champagne, Vice Chancellor for Student Affairs (invited)

****

Syndonia Bret-Harte
President, UAF Faculty Senate

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

Daniel M. White, UAF Chancellor

Date: 11/13/18

ORIGINAL

MOTION:

The UAF Faculty Senate moves to adopt the Program Review, Accreditation, and Assessment Committee (PRAAC) bylaws.

EFFECTIVE: Fall 2018
upon Chancellor acknowledgement

RATIONALE: to establish an ad hoc committee to review, assess and develop proposals to improve UAF's program review, program accreditation, and program assessment processes and policies.

****

Syndonia Bret-Harte
President, UAF Faculty Senate

The Chancellor: _____ Approves _____ Vetoes ___V___ Acknowledges

_____ Date: 11/13/18
Daniel M. White, UAF Chancellor

Program Review, Accreditation and Assessment Committee

An Ad Hoc Committee of the UAF Faculty Senate

Introduction

This committee has been constituted to review, assess and develop proposals to improve UAF's program review, program accreditation, and program assessment processes and policies.

Charge and Bylaws

(Modelled after the CSW and other Permanent committees of Faculty Senate described in the Senate Bylaws.)

Charge

Utilize principles of shared governance to develop a faculty-driven, accountable culture of program review, accreditation, and outcomes assessment by ensuring that a reflective process benefits student learning. PRAAC will review and recommend changes to engender a meaningful and faculty-driven system of continuous improvement and to increase coordination between program review, accreditation, and outcomes assessment. The committee will also facilitate coordination between faculty and administrative entities relating to the formulation and enforcement of review, assessment and accreditation policies.

Rules of order

Meetings of the committee shall be conducted in accordance with Robert's Rules of Order.

Membership

The voting membership of the committee shall consist of faculty representatives with at least one from each of the following areas of representation:

- CNSM
- CLA
- CEM
- CTC
- CRCD
- CFOS
- SoM

- NRE

The committee will also have ex officio (non-voting) members:

- Vice Provost and Accreditation Liaison Officer
- A Dean of a college

Meetings

All meetings of the Committee shall be open. Meeting notes and annual reports shall be provided to the Faculty Senate.

ORIGINAL

MOTION:

The Faculty Senate moves to postpone approval of the minutes from Faculty Senate meeting #233 to the November meeting.

EFFECTIVE: October 8, 2018

RATIONALE: due to unavoidable circumstances, the minutes from the meeting will not be completed until the November meeting.

Syndonia Bret-Harte

President, UAF Faculty Senate

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

Date: 11/5/18

Daniel M. White, UAF Chancellor

ORIGINAL

MOTION:

The UAF Faculty Senate moves to adopt the Title IX Policy Advisory Committee (TIXPAC) bylaws.

EFFECTIVE: Fall 2018
upon Chancellor acknowledgement

RATIONALE: to establish an ad hoc committee to increase faculty involvement in the development and deployment of university policies related to Title IX.

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Syndonia Bret-Harte

President, UAF Faculty Senate

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 11/6/18

Daniel M. White, UAF Chancellor

Title IX Policy Advisory Committee

An Ad Hoc Committee of the UAF Faculty Senate

Introduction

The intent of the committee is to help craft effective policy that not only meets federal requirements but most importantly is practical and effective at protecting the UAF community from threats to physical and mental well being based on gender, as well as to academic freedom from unnecessarily broad and sweeping policies.

Charge and Bylaws

(Modelled after the CSW and other Permanent committees of Faculty Senate described in the Senate Bylaws.)

Charge:

Utilize principles of shared governance to work with the UA and UAF administrations to craft practical and effective policies and practices that ensure adherence to Title IX while protecting academic freedom for students and faculty.

Purpose

This committee advises on Title IX university regulation and policy at the University of Alaska Fairbanks and serves as a pool of faculty representatives for system-wide Title IX faculty committees.

Such actions will include but are not limited to:

- Review current Title IX policies and practices at UAF and UA;
- Research best practices related to Title IX at other universities, OCR guidelines, AAUP statements and reports, scholarly research, and other sources of information;
- Suggest changes to policy and practices to ensure effectiveness, compliance with the law, and respect for the principles of academic freedom, due process, and shared governance
- Advocate for UA and UAF Title IX policy and practices to expand beyond a focus on sexual misconduct to fully embrace the original intent of Title IX as stated in the law itself: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."
- Support academic freedom, shared governance, due process, and other principles as well as strict adherence to the spirit and letter of Title IX;

- Coordinate with UAF governance organizations and other university and external groups and organizations who are engaged in work related to Title IX.

Membership

Membership on the committee consists of up to ten faculty who are voting members including a chair and a co-chair who are selected by the voting members of the committee; at least one staff person appointed by Staff Council and who has voting rights; at least one student appointed by ASUAF and who has voting rights; and the UAF Title IX Coordinator as a non-voting ex officio member. At least two members shall be members or officers of the Faculty Senate.

Meetings

All meetings of the Committee shall be open. Meeting notes and annual reports shall be provided to the Faculty Senate.

ORIGINAL

The following motion passed at Faculty Senate meeting #233 on September 10, 2018

MOTION:

The UAF Faculty Senate moves to approve mandatory academic advising for all undergraduate degree-seeking students for the summer semester.

EFFECTIVE:

Summer 2019

RATIONALE:

UAF is unique to the UA system in that we require mandatory academic advising for all undergraduate degree-seeking students for the fall and spring semesters. Summer session(s), in the past, has been left out of this requirement.

Summer semester has been considered a "regular semester" for purposes of financial aid eligibility and academic standing since the UAF Faculty Senate passed the motion at the December 7, 2015 (meeting #211) to change the academic disqualification policy to apply to students whose GPA falls below 2.0 per semester for two consecutive semesters (including summer session).

Students are now being held to the same standards during summer that they are during their fall and spring semesters. Since UAF is on a three-semester cycle for potential Academic Warning, Academic Probation, and Academic Disqualification standings, summer semester plays a significant role in students' academic standing depending on how many courses they are taking. Therefore, there should be equal support, equal accountability, and equal academic advising offered to students.

Academic advisors will inform students who are taking only one course of the negative effects of not successfully completing that single course offered in the summer. Advisors will explain the policy clearly so that students understand that the GPA associated with that single course is the cumulative GPA for the summer semester and can affect academic standing.

This change should not pose considerable stress on academic departments to provide additional academic advisors since the majority of students register for their summer session courses before the spring semester is completed. All schools and colleges have designated staff or faculty academic advisors that are available throughout the summer for advising of summer or fall.

For summer 2017 (undergraduate degree-seeking students ONLY)

1,143 registrations before May 1 (68%)
531 registrations after May 1 (32%)

For summer 2016 (undergraduate degree-seeking students ONLY)

1,192 registrations before May 1 (67%)
578 registrations after May 1 (33%)

Having mandatory academic advising will benefit the students by:

- Assisting them in identifying courses that will help advance their degree.
- Explore scholarship/grant options available for summer sessions students.
- Educate students on the benefits of taking courses during summer sessions as well as the negative ramifications of doing poorly in summer sessions course work.

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Syndonia Bret-Harte

President, UAF Faculty Senate

The Chancellor: _____ Approves _____ Vetoes ✓ Acknowledges

_____ Date: 9/12/18

Daniel M. White, UAF Chancellor

ORIGINAL

The following was passed at Faculty Senate meeting #233 on September 10, 2018

Resolution in Support of Allowing Candidates for Promotion, Tenure, or Comprehensive Review to Opt for Open Meetings

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, Meeting #192 in September 2013, Meeting #200 in September 2014, Meeting #208 in September 2015, Meeting #218 in November 2016, and Meeting #225 September 2017. For academic year 2017-2018, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #233 September 10, 2018.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2017-18 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

****

Syndonia Bret-Harte

President, UAF Faculty Senate

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION:

The UAF Faculty Senate moves to update the regulations and guidelines on course stacking.

Effective: Immediately

Rationale: The current regulations and guidelines on course stacking are unclear and need clarification for the purposes of CourseLeaf coding and its relationship with Banner. Stacked courses are being defined in order to codify the processes that are currently used for these types of courses.

The policy on Stacked and Cross-listed Courses was updated for the catalog at meeting #123 on May 3, 2004. Courses are sometimes offered simultaneously at different levels (100/200 or 400/600, for example) with higher level credit requiring additional effort and possibly higher order prerequisites from the student. Such courses are referred to as "Stacked" courses and are designated in the class listings by "Stacked with ____". In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit. For all stacked courses, the course syllabus (not the catalog) must stipulate the course content and requirements for each level. The catalog should indicate the difference in prerequisites for each level.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ ____Acknowledges ____Vetoes

Daniel M. White, UAF Chancellor Date: 5/18/18

Please see attached regulations and guidelines.

[[ ]] = deletions
BOLD = additions

COURSE STACKING REGULATIONS

With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. **STACKED COURSES ARE REQUIRED TO HAVE THE SAME TITLE, COURSE DESCRIPTION, AND NUMBER OF CREDITS. THE ADDITIONAL EFFORT REQUIRED FOR HIGHER LEVEL CREDIT MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABUS.**

[[ ]] = deletions
BOLD = additions

Guidelines for Stacking [[of 400 / 600 level]] courses:

IT IS IMPOSSIBLE TO OFFER IDENTICAL COURSES SIMULTANEOUSLY AT TWO DIFFERENT LEVELS. WE USE STACKING BECAUSE IT HELPS WITH COURSE ENROLLMENT PROBLEMS, BUT THE CHALLENGE IS TO CREATE SOMETHING THAT'S NOT SIMPLY ONE LEVEL. WE RECOGNIZE THAT THE DESIGN OF A 'STACKED' COURSE REQUIRES COMPROMISE TO CREATE CONTENT THAT CHALLENGES GRADUATE STUDENTS WHILE REMAINING ACCESSIBLE TO UNDERGRADUATES. WE OFFER THE FOLLOWING GUIDELINES TO HELP YOU PREPARE SUCH A COURSE AND TO PROVIDE THE UAF FACULTY SENATE COMMITTEES WITH SUFFICIENT INFORMATION TO ENTHUSIASTICALLY ENDORSE WHAT YOU'VE CREATED.

THE DIFFERENT LEARNING OBJECTIVES REQUIRED FOR CREDIT AT EACH LEVEL MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABI. THIS REDUCES THE OPPORTUNITY FOR LATER CONFLICTS BY PROVIDING STUDENTS WITH A CLEAR UNDERSTANDING OF THE DIFFERENCES IN REQUIREMENTS AND GRADING. THIS WILL BE GIVEN SERIOUS CONSIDERATION IN THE APPROVAL PROCESS FOR SUCH COURSES.

THE CREATION OF TWO DIFFERENT SYLLABI WILL HELP EMPHASIZE THE DIFFERENT LEARNING OUTCOMES OF WHAT ARE SUPPOSED TO BE TWO DIFFERENT COURSES. WE ENCOURAGE AT LEAST WEEKLY, IF NOT DAILY, DIFFERENCES IN READING ASSIGNMENTS, HOMEWORK ASSIGNMENTS, MEETINGS WITH STUDENTS, AND OTHER CLASS ACTIVITIES. ONLY ADDING AN EXTRA TERM PAPER TO THE GRADUATE SECTION OF A STACKED COURSE IS UNLIKELY TO TRANSFORM AN UNDERGRADUATE CLASS INTO A GRADUATE CLASS. SUCH AN EXTRA PAPER, HOWEVER, CAN BE PART OF A SYSTEMATIC DIFFERENCE BETWEEN THE TWO VERSIONS.

WITH THE EXCEPTION OF 400/600, STACKED COURSES MUST BE OF ADJACENT LEVELS (E.G. 200/300). OTHER STACKED COMBINATIONS (E.G. 100/600) ARE NOT ALLOWED UNDER ANY CIRCUMSTANCES. STACKED COURSES ARE REQUIRED TO HAVE THE SAME TITLE, COURSE DESCRIPTION, AND NUMBER OF CREDITS. THE ADDITIONAL EFFORT REQUIRED FOR HIGHER LEVEL CREDIT MUST BE CLEARLY SPELLED OUT IN THE COURSE SYLLABUS.

[[400 level (senior) courses may be double-listed (stacked) as 400/600.]] The [[600]]**HIGHER** level version of the course must require additional student effort[[,]]. **IN THE CASE OF 400/600 LEVEL STACKED COURSES ADDITIONAL STUDENT EFFORT FOR THE 600 LEVEL VERSION,** such as a seminar or a term paper, **SHOULD** [[to]] reflect the greater acuity that we expect from graduate students. [[

In the case of 400/600 level stacked courses,]]**PREREQUISITES OF** graduate standing or permission of the instructor is required for graduate enrollment.[[and a higher level of effort and performance is required on the part of students earning graduate credit.]]

[[The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that's not imply one level between 400 and 600. We recognizing that the design of a 400/600 'stacked' course requirements compromises to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help you prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse what you've created.]]

[[The creation of two different syllabi -- undergraduate and graduate versions -- will help emphasize the different qualities of what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.]]

400/600 LEVEL [[S]]stacked course applications are reviewed by the (Undergraduate) [[Curricular]]**CURRICULUM** Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions [[are]] **HAVE** sufficiently different **LEARNING OUTCOMES** (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate

students being undertaxed? In this context, the CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

In developing a proposal for a new stacked course or for revising an existing course, keep in mind the education level and training needs of undergraduates and graduates and provide documentation to show **HOW** each section of the course will offer learning experiences appropriate for your students. Your students will thank you for giving them -- within the limitations of the 'stacked' framework -- the best possible educational experience.

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION
=======

The UAF Faculty Senate moves to conduct a faculty-wide survey in early Fall 2018, no later than October 1, measuring faculty sentiment to adopt a Carnegie Hour course schedule for the 2019-2020 academic year for which the standard course blocks will be of either 50 or 75 minutes duration.

EFFECTIVE
Immediately

RATIONALE
The University of Alaska Board of Regents adopted policy in Spring 2014 (amended in Fall 2015):

> **P10.04.100. Academic Calendar**
> A common academic calendar for all university campuses will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days; start and end dates, recesses, and daily schedules.

The original policy adopted in Spring 2014 contained the following trailing verbiage that was deleted per suggestion of the Provosts[1]:

> ... and daily schedules, i.e., course blocks, will be common among all campuses. Class schedules must provide for a minimum of 800 minutes of instruction per credit hour.

At present, the semester start and end dates, break periods, add/drop and fee payment dates across the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast are now aligned. The course blocks, however, are not yet aligned. Alignment of course blocks helps to facilitate cross-campus course sharing and other dedicated synchronous activities. This motion continues UAF's initiative to implement the intent of BoR Policy.

Nationwide, most universities use 50 minute and 75 minute course blocks. See AACRAO March 2016 60 Second Survey Results, where for undergraduate courses 81% of institutions use 50 minute course blocks, 18% use 55 minute course blocks. (60 minute course blocks were not explicitly listed.)

In particular, UAA uses 50 minute course blocks. Aligning course blocks between UAA and UAF would enable more sharing of courses via synchronous video, which has been

[1] UA Associate Vice President Saichi Oba, *Re: UA Common Calendar Update*, Memorandum to UA President James Johnsen, 28 August 2015.

extensively used in Engineering; the limiting factor is currently the minimal number of matching course blocks. Currently no course times exactly match across campuses, but start times at 8:00 a.m. and 3:30 p.m. at least begin at the same time. If UAF used 50 minute blocks, the TR schedules would align perfectly with no additional work.

Switching from 60 to 50 minute blocks would allow one more course period per day, which could be used either for dedicated cross-campus meeting.

Because of the common course start times, UAF's 60 minute course blocks mean UAF teaches many more contact minutes than are required (16% more). With the ongoing effort to align GER courses, it is difficult to argue that aligned courses are equivalent when a course at one university meets for a significantly different amount of time than the equivalent course at another university.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor

Date: 5/18/18

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Natural Resources and Extension / Agricultural and Forestry Experimental Station (SNRE-AFES).

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Unit Criteria for the School of Natural Resources and Extension / Agricultural and Forestry Experimental Station. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

The revisions reflect the name change from the School of Natural Resources and Agricultural Sciences to the School of Natural Resources and Extension, and document formatting was brought into compliance with the current UAF Unit Criteria template. There were minor edits made to the existing unit specific criteria that did not modify the content or intent of the criteria.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor

Date: 5/18/18

See attached Unit Criteria.

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND UNIT CRITERIA, STANDARDS, AND INDICES FOR FACULTY APPOINTED IN NATURAL RESOURCES AND ENVIRONMENT PROGRAMS AND THE AGRICULTURAL AND FORESTRY EXPERIMENT STATION

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE NATURAL RESOURCES AND ENVIRONMENT PROGRAMS /AGRICULTURAL AND FORESTRY EXPERIMENT STATION. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV ***and in Natural Resources and Environment Programs/Agricultural And Forestry Experiment Station (NRE/AFES) unit criteria, standards, and indices***, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. ***Evaluations should be consistent with an individual faculty member's job description and workload assignment. This applies to tenured and tenure-track faculty and to non-tenure track faculty such as research faculty.***

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and

counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers ***will demonstrate the following characteristics pertinent to their workload assignment:***

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity; ***create an atmosphere of openness in the classroom that encourages students to freely express their own ideas and viewpoints;***

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***including web-based materials and distance-delivery teaching.***

   g. may receive prizes and awards for excellence in teaching

   h. demonstrate thorough understanding of UAF and NRE/AFES academic requirements in order to facilitate effective advising and mentoring of individual students during the term of their degree program.

   i. demonstrate effective service as an undergraduate advisor, senior thesis mentor, and/or graduate committee chair.

   j. promote undergraduate student involvement in faculty scholarly projects.

   Specific NRE/AFES criteria for teaching performance:

Assistant Professor: ***evidence of high quality teaching and a commitment to a quality teaching program in the department as demonstrated through peer, department, and/or student teaching evaluation.***

Associate Professor: ***evidence of the expected quality of instructional performance may include (but is not limited to) superior classroom teaching as demonstrated by teaching evaluations, course and/or curriculum development including contemporary and relevant material that stimulates the learning process, novel approaches to instruction and use of assignments, and effective guiding and mentoring of individual students.***

Professor: ***major contributions to the instructional program are expected. These contributions may include (but are not limited to) excellent classroom teaching as demonstrated by teaching evaluations, major improvements in course and/or curriculum offerings, upgrading of instructional techniques, ability to motivate and/or inspire students. Must provide evidence of excellence in training and mentoring of graduate students for faculty in programs that grant graduate degrees.***

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

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

   and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair classroom observation(s),

   d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Researchers who receive federal and state formula funds (such as Hatch and Macintire-Stennis funds) through the Agricultural and Forestry Experiment Station (AFES) have a special mission to conduct research with direct application to government agencies, private businesses, agricultural and forestry producers, natural resource managers, educators, and other researchers in Alaska. This is a fundamental obligation of the AFES to the people of Alaska. Each faculty member so funded is expected to disseminate the results of their research in activities such as AFES peer reviewed publications, workshops, seminars, conferences, newsletters, and forums directed specifically at end users, as well as in appropriate journals, conferences, and reports to the funding agencies.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, ***electronic journals, interactive electronic publications, maps,*** and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline and ***external to UAF.***

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs, ***sophisticated computer models that help in the understanding of complex systems,*** and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. Peer-reviewed publications internal to UAF, published by AFES or CES, including circulars, bulletins, research progress reports, and miscellaneous publications

Specific NRE/AFES Criteria for Research Performance:

Assistant Professor: evidence of the ability to establish a viable research program in the area of specialization and show creativity and productivity in research.

Associate Professor: must have established a research program that produces original publications in the peer reviewed or editorial board reviewed, literature. Demonstrated record of presentation of research results at professional meetings, submission of research proposals, and acquisition of external research funding.

Professor: demonstrate continued excellent record of presentation of research results at professional meetings, submission of research proposals, and acquisition of external research funding. The research program should have produced high impact, original publications in the professional literature. There should be a record of graduate involvement for faculty in programs that grant graduate degrees.

D. Criteria for Public and University Service *and Professional Service.*

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. ***Public service includes cooperation with agencies administering natural resource policies, public education, and response to the problems of local industry, agricultural and forestry producers, and the Alaskan public.*** Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting, ***unpaid consulting, one on one consultation with clientele, site visitations to agencies, farms, and production facilities for problem-solving consultation.***

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at ***clientele-oriented*** workshops, conferences, or public meetings, ***field days, conferences, and tours.***

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. Active participation in constituency organizations.

m. User-oriented presentations at workshops, field days, conferences, and tours.

n. Production of fact sheets and extension publications for general information.

o. Participation in K-12 outreach programs such as globe, map teach, math in a cultural context, school-yard LTER, Alaska rural research partnerships, and related programs.

p. Presentations outside one's specialty but of a professional nature in public forums such as community groups, professional groups, government bodies, and related forums, such as meetings of civic organizations.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***new faculty***.

j. Prizes and awards for excellence in university service.

3. **Professional Service**
   a. Editing or refereeing articles or proposals for professional journals or organizations.

   b. Active participation in professional organizations ***and professional meetings, including committee chair or officer of professional organizations, session organizer or moderator for professional meetings, and related activities.***

   c. Active participation in discipline-oriented service organizations.

   d. Committee chair or officer of professional organizations.

   e. Organizer, session organizer, or moderator for professional meetings.

   f. Service on a national or international review panel or committee.

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

   Specific NRE/AFES Criteria for Service Performance:

   Assistant Professor: should emphasize public service, limited university service, and professional service in accordance with discipline standards and individual workload.

   Associate Professor: contributions to the department and the university, contributions to the public in the faculty member's area of expertise, and service to the faculty member's profession are expected.

***Professor**: evidence of leadership in the service area is expected and may include, but is not limited to, service as committee chair, session organizer, officer of professional organizations. Evidence of excellent contributions to the development of department al and/or university programs and excellent application of professional expertise to professional or public processes and organizations.*

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Education.

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the School of Education. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

The revisions to the existing criteria primarily reflect document formatting and the criteria was brought into compliance with the current UAF Unit Criteria template.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Date: 5/10/18

Daniel M. White, UAF Chancellor

See attached Unit Criteria.

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND SCHOOL OF EDUCATION UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE SCHOOL OF EDUCATION DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

THE DOCUMENT GOVERNS EVALUATION OF ALL UAF FACULTY WITH A PRIMARY LOCUS OF RESPONSIBILITY IN THE SCHOOL OF EDUCATION. IT IS NOTED THAT THESE CRITERIA DIFFER FROM THOSE FOUND IN THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS MORE GENERALLY. REGULATIONS IN THE NATURAL SCIENCES UNIT CRITERIA OR THE DEPARTMENT OF MATHEMATICS AND STATISTICS UNIT CRITERIA DO NOT APPLY TO THE SCHOOL OF EDUCATION.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. ***The SOE recognizes the value of academic and scholastic diversity. As such, the unit does not require each candidate demonstrate equal strength in each area of tripartite responsibility. Candidates will be ranked in each area by the SOE peer unit committee (PRC). The PRC consists of all tenured members of the SOE. Members of the SOE who are on sabbatical or off campus for extended periods have the option of participating, but this is not required. Members of the committee may abstain from voting, but only in accordance with SOE operating procedures. Candidates will be ranked in each category of responsibility according to the following scale: excellent, very good, good, satisfactory, unsatisfactory.***

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

Tenure. A candidate for tenure will be judged on the basis of performance and indications of potential in all applicable areas of responsibility, with emphasis placed on the interval since the last promotion or hire, whichever is most recent. In order to qualify for tenure, a faculty member should have demonstrated a sustained performance in all their areas of responsibility. While there is no objective definition of "sustained" nor is there any requirement for any length of time at any particular rank, a typical candidate for tenure should normally have served at least five years at the rank of assistant professor at UAF or elsewhere. Untenured faculty should refer to their collective bargaining agreement and initial appointment letter regarding mandatory year of tenure review.

For tenure, a record of quality instruction and research is important. However, SOE also recognizes the particular importance of service to our many stakeholders (E.G., Alaska Department of Education and Early Development, the Council for the Accreditation of Educator Preparation (CAEP), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), support to clinical mental health organizations, and school counseling-related educational institutions). As such, the unit does not require each candidate demonstrate equal strength in each area of tripartite responsibility.

Assistant Professor. A faculty member at the assistant professor level must have an earned doctorate or demonstrated equivalent. Demonstrated equivalence will be decided on an ad hoc basis by the PRC. Those working at the rank of assistant professor should demonstrate a commitment to teaching, research, and service.

Associate Professor. In order to qualify for this rank, a record of quality instruction, research and service is important. Those working at this rank are expected to demonstrate a continuing dedication to research, teaching, and service.

Professor. This is the greatest single honor that the university can bestow on a member of its faculty. The honor must therefore be made upon careful consideration of the candidate's total demonstrated contribution to the university and the field of education. The honor is reserved for those who have demonstrated excellent performance in their field, which is sustained over a significant interval of time. Specifically, in the year the candidate applies for promotion to professor, a vote will be taken by the PRC.

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

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

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

B. Criteria for Instruction
A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, ***supervision of teacher education and counseling students/candidates,*** laboratory or field and preparatory activities, such as preparing for lectures, ***providing professional development training,*** setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, ***directing undergraduate and graduate research, teaching, and service;*** training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, ***including curricular revision required to meet national***

accreditation and/or state licensure requirements, and academic recruiting and retention activities.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. may engage in diverse instructional activities such as teaching at rural or branch campuses, teaching distance-delivered courses, teaching in summer school, and development of curriculum materials, professional development workshops and courses for counselors, teachers, and educators, including those uniquely suited to Alaska schools, school counseling-related organizations, and clinical mental health organizations.

i. may provide supervision of students during formal clinical practice, student teaching, or internships.

j. may involve students, undergraduates as well as graduates, in research activities.

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s), ***or similar observations of instruction outside classrooms,***

d. peer/department chair evaluation of course materials.

Additional sources of evidence of effectiveness in teaching may consist of but are not limited to:

e. Instructor may utilize a class pretest/posttest.

f. Examples of student progress or skills, represented by improvements in early and late semester skills **or products, or other mechanisms that can document improvement.**

g. Instructor-designed student opinion of instruction to supplement (not replace) UAF-approved instructional assessment system.

h. Letters of support from students or peers.

Specific SOE criteria for instructional performance before promotion to:

Associate professor: the record must show that the material taught is relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include (but not limited to) course and/or curriculum development, novel approaches to instruction, effective advising and mentoring of students, effective classroom teaching performance, and/or evidence of supervision of graduate student research (as a major supervisor or co-supervisor) leading to successful completion of the degree program.

Professor: significant contributions to the instructional program are expected. These may include, but are not limited to: contributions to major improvements in course and/or curriculum offerings, ability to motivate and/or inspire students,

awards for excellence in teaching, leadership in directing graduate students' research, significant experience as graduate committee chair leading to successful completion of graduate degree program(s), and/or effective recruitment or retention of students, as evidenced by letters of support from advisees or other advisors.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. ***SOE recognizes the value of diversity in research. As such, the unit values disciplinary and interdisciplinary work as well as independent scholarship with single authorship and collaborative work with joint authorship. Candidates involved in collaborative research are recommended to describe their contributions to the collaborative project and their individual role in joint publications in their narrative self-evaluation.***

A faculty member's complete publication record, including papers published prior to their affiliation with the UAF School of Education, is relevant to promotion and tenure decisions. Candidates will demonstrate relevant research throughout their career, as well as adequate performance in residence at UAF.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to ***the following items, which the unit considers to be important considerations in the promotion and tenure process:***

a. Books, ***book chapters, edited books,*** reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, ***including electronic journals and presses,*** that accept works only after rigorous review and approval by peers in the discipline. ***SOE also values publication in journals devoted to both scholarly and practitioner audiences.***

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research ***or invited*** papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions ***pertaining to education, counseling and related fields,*** selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline. ***Production of educational videotapes or multimedia digital works reviewed and utilized by schools, colleges or communities.***

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as ***educational and counseling models,*** computer programs and systems

for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

- ***Textbooks, curricula, or curricula materials for k-12 schools or colleges that result in publications that are peer reviewed or editorial board reviewed.***

- ***National and state educational policy and planning that result in peer-reviewed or editorial board reviewed publication.***

- ***Development of curricula or curricular materials that are reviewed and utilized by state or local agencies, organizations, school districts, or community boards.***

Specific SOE criteria for scholarship performance before promotion to:

Associate Professor: must have established an appropriate research, scholarly, or creative program as evidenced by the criteria listed above.

The submission of research proposals, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the scholarly program is of high quality. The faculty member must show evidence of sustained scholarly productivity. The faculty member shows independence and leadership by the creation of scholarly ideas that involve collaborations with peers in their field of specialization, students, school personnel or personnel in state or national organizations.

Professor: the scholarly program should have produced clear evidence that the candidate is a leader in their field. Publications and other products should be of sufficient quality and quantity to demonstrate the existence of an on-going, professional scholarly program. A national or international reputation as demonstrated by professional activities or presentations at meetings, the receipt of awards, and documented opinions of others in the field is expected. There should be a record of successful completion of graduate work by his or her students.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

SOE faculty typically devote a significant percentage of their activities to service. Due to UA board of regents' and other UA administrative mandates, Alaska Department of Education and Early Development licensure requirements, school counseling-related organizations, and clinical mental health organizations and the requirements of national accreditation (e.g., CAEP, CACREP), faculty have significant responsibilities to numerous stakeholders both external and internal to the unit. Some service activities result in frequent travel and participation in numerous committees. These activities are recognized as of great importance to the unit.

1. **Public Service**
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting. ***Consulting in the faculty member's area of expertise and discipline consistent with the obligation for public service.***

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

   i. Training and facilitating.

   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media, ***curricular materials, informational bulletins, journals***

and newsletters utilized by state or local agencies, school districts or community boards, and organizations.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. Providing professional development for teachers, counselors as well as other education personnel, clinical stakeholders, and community members.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews ***is of particular importance and value to the SOE.***

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring, including ***faculty.***

j. Prizes and awards for excellence in university service.

k. Services as outside reviewer on UAF thesis committees.

l. ***Preparation of university reports.***

m. ***Consulting with UAF faculty in and outside SOE in discipline specific activities that are not counted as research (e.g., that do not lead to coauthored publication).***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

g. ***Providing professional discipline-oriented services to individuals, couples, families or organizations.***

4. Evaluation of Service

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

Specific SOE criteria for service performance before promotion to:

Associate Professor: must have demonstrated an appropriate contribution to public, university and/or professional service as evidenced through the criteria listed above.

Professor: Evidence of leadership in the service area is expected. contributions to departmental/school/ college/ university matters are expected as well as effective application of expertise to professional and public organizations.

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Geophysical Institute.

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Geophysical Institute (GI). Revisions were agreed upon by the GI department representatives and the Faculty Senate Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

The revisions to the criteria include addition of content specifically addressing inventions and development of intellectual property, and minor document formatting.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____Vetoes

Daniel M. White, UAF Chancellor

Date: 5/18/18

See attached Unit Criteria.

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND GEOPHYSICAL INSTITUTE (GI) UNIT CRITERIA, STANDARDS, AND INDICES

The following is an adaptation of the UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the Geophysical Institute (GI) Department/s. Items in boldface italics are those specifically added or emphasized because of their relevance to the department's/s' faculty, and because they are additions to UAF regulations.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment.

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

B. Academic Titles.

Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline.

C. Process for Appointment of Faculty with Academic Rank.

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

D. Process for Appointment of Faculty with Special Academic Rank.

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

E. Following the selection process.

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

F. Letter of Appointment.

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

This letter of appointment establishes the nature of the position and, while the percentage

of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III.

Periodic Evaluation of Faculty

Those faculty of the Geophysical Institute who hold a tenure-track joint appointment with a UAF college or school are evaluated under the unit criteria of the respective college or school.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

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

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

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

Bipartite faculty members at the Geophysical Institute predominantly fill positions performing in the research and service components of the University's mission, but may have a teaching component.

Specific sciences criteria for teaching performance:

Bipartite faculty who engage in teaching as an overload should not be required to do so as a condition for evaluation or promotion. Evaluations must be consistent with an individual faculty member's workload agreement. If a research faculty member has an assigned teaching component as part of their workload, teaching should be part of the

evaluation in the same proportion as it is to their whole workload for the entire review period.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. ***When evaluating the quality of the teaching, consideration should be given to the nature of the course.*** Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

h. Demonstrate effective mentoring of undergraduate and/or graduate

students.

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

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

   and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair classroom observation(s),

   d. peer/department chair evaluation of course materials.

Specific criteria for teaching performance:

- ***Assistant professor: Evidence of teaching ability and a commitment to a quality and current teaching program. Student evaluations and summary statistics should show that the majority of students rate courses favorably, and, if not, there should be a definite upward trend showing improvement over time. Course materials such as syllabi, exams, projects and homework should reflect the course description and be contemporary. The faculty may provide evidence for active support of student research at the undergraduate and/or graduate level.***

- ***Associate professor: The record must show that the teaching material is contemporary and relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include, but is not limited to, course and/or curriculum development, novel approaches to instruction, versatility in instructional assignments, effective guiding and mentoring of individual students, or high quality student or other teaching evaluations (e.g. peer-evaluation). The record may also show active and successful mentorship in research at the undergraduate and/or graduate level. Such mentorship can include membership on graduate advisory committees.***

- ***Professor: Significant contributions to the instructional program are expected. These contributions may include major improvements in course and curriculum offerings, securing funds to enhance instructional and/or laboratory settings, leadership in departmental level curriculum core revisions, student learning outcome assessments, student advising, and***

mentoring of graduate students to the completion of their degree. The faculty must show a consistent record of high-quality teaching.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas, ***support research and/or contribute to the support and development of research partnerships and research facilities, collaborations and campaigns,*** these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances

being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving ***research*** *problems, such as computer programs, and systems for the processing of data,* ***sample preparation,*** genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***Mentoring students in research and laboratory techniques.***

n. ***Conducting experiments and producing scientific data used in scholarly publications.***

o. ***Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.***

Specific criteria for research performance:

- ***Assistant professor: Evidence of the ability to establish a viable research program in the area of specialization, normally a sub-discipline of the natural sciences (with the option of research in science education). This should include several of the following:***
  - ***Peer-reviewed publications from research performed at least in part during their current appointment***
  - ***Proposals that were either funded or received favorable reviews.***
  - ***Recruiting graduate and/or undergraduate research students***
  - ***Acquiring data that promises to result in publications***
  - ***Establishing a professional reputation that demonstrates visibility in the scientific community***

- ***Presentations such as talks or poster presentations at scientific meetings***
- ***Development of intellectual property into protected formats (patents, including pending patents, copyrights, and trade secrets) and commercialization of such intellectual property through university or private ventures.***

➢ ***<u>Associate professor</u>: Must have established an appropriate research program. The faculty member should show independence and leadership by the creation of research ideas that translate into projects that may involve post-doctoral fellows, graduate and undergraduate students. Examples for such a successful research program may include:***

- ***Publications in refereed professional journals, or equivalent, demonstrating significant scientific contributions. It is important for the faculty member to clearly discuss the importance of their scientific contributions in the narrative.***
- ***Publication of discipline-relevant data and metadata, contribution to cyber infrastructure, or contributing to publicly available computer models***
- ***Presentation of research results at professional meetings***
- ***Leadership in preparation and submission of research proposals***
- ***Acquisition of external research funding***
- ***Having demonstrated successful mentoring of graduate and/or undergraduate students in the faculty's field of expertise which can be demonstrated for instance by graduating the student, student presentations and publications, student awards or grant success, professional placement of students after graduation.***
- ***Development of intellectual property into protected formats (patents, including pending patents, copyrights, and trade secrets) and commercialization of such intellectual property through university or private ventures.***

➢ ***<u>Professor</u>: the research program should have produced a sufficient quality and quantity of publications to demonstrate the existence of an on-going, professional, independent research program. There could be a record of student involvement including successful mentoring of graduate and/or undergraduate students. It is expected that the faculty member should have attained an international reputation (as demonstrated by professional activities or presentations at meetings and by citations of publications or documented opinions of other scientists in the field). Evidence of quality publications may include data concerning:***

- ***External reviews stating the papers made major contributions***
- ***Invited talks and book chapters***
- ***Professional awards***

Within many disciplines it is common for the primary author to be listed last (often as the corresponding author); it is also considered favorable for students to be included as

coauthors or first authors. Therefore, in evaluating research performance in publication the number of first or sole authorships should not be given additional weight. Furthermore, it is essential that the faculty member clarifies in their narrative their role and research/creative/scholarly contributions in all collaborative efforts, including multi-authored publications.

D. Criteria for Public and University Service *and Professional Service*

Public service is intrinsic to the land grant/sea grant/space grant tradition and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV program ***contributions, including interviews,*** newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***Providing tours of research facilities to the general public (may also be counted as university or professional service depending on the audience).***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, ***research group***, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***including serving as new faculty mentors.***

j. Prizes and awards for excellence in university service.

k. ***Serving on committees that represent the University at other professional institutions.***

l. ***Management and direction of research facilities and infrastructure that may include development of research partnerships, research expeditions and***

research and campaigns and maintaining scientific equipment.

m. ***Curating samples and data and/or the management and development of formally recognized university collections that serve as research resources for students and researchers at university, state, national and international levels.***

n. Invoicing, transferring and securing of funds for the university for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

3. **Professional Service**

   a. Editing or refereeing articles or proposals for professional journals or organizations.

   b. Active participation in professional organizations.

   c. Active participation in discipline-oriented service organizations.

   d. Committee chair or officer of professional organizations.

   e. Organizer, session organizer, or moderator for professional meetings.

   f. Service on a national or international review panel or committee.

   g. ***Serving as a mentor/advisor, committee member or external examiner for students at other institutions.***

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

Measures of effectiveness of service performance include (but are not limited to):

- ***Accomplishments of the effort of organization to which service was provided.***
- ***Official recognition of quality of service (e.g., awards, letters of recommendation).***

- ***Opinions of clients served and/or colleagues involved in delivery of service.***

Specific criteria for service performance:

- ***Assistant professor:*** ***None in addition to UAF criteria.***
- ***Associate professor:*** ***Positive contribution to research group and/or university matters, effective professional contributions to the public, and/or effective service to the profession are expected.***
- ***Professor:*** ***Evidence of leadership in the service area is mandatory. Significant contributions to the development of research group and/or university programs are expected, including service to the general public and/or Alaskan teachers.***

ORIGINAL

The following resolution passed at Faculty Senate meeting #232 on May 7, 2018

RESOLUTION:

The UAF Faculty Senate moves to adopt a resolution to advise Chancellor Dan White to not take action regarding the School of Natural Resources and Extension at this time, and to instead, provide opportunities for meaningful faculty input in honor of the spirit of shared governance.

EFFECTIVE: Immediately

BACKGROUND: In February, 2018, Provost Susan Henrichs announced that she planned to recommend to Chancellor Dan White that the School of Natural Resources and Extension (SNRE) be eliminated; that the Agricultural and Forestry Experiment Station (AFES) be split from the Natural Resource Management (NRM) academic program; and that the NRM academic faculty be moved into a department within the College of Natural Sciences and Mathematics (CNSM). The Resolution asks the Chancellor to take no action on the Provost's recommendation for a number of reasons including lack of shared governance in the decision-making process, and proposes an alternative action.

Resolution Requesting UAF Chancellor Daniel White To Not Take Action Regarding the School of Natural Resources and Extension Without Faculty Input and Shared Governance

WHEREAS, the University of Alaska faces severe fiscal constraints that require cost savings and innovative approaches to maintain academic quality and breadth, increase enrollment, and build constituent support; and

WHEREAS, the University of Alaska Board of Regents Policy states "...that faculty, staff and student participation in university governance be an integral part of the university community's culture (P03.01.010)"; and

WHEREAS, the University of Alaska Regulations states "...that shared governance is an integral part of the business of the university (03.01A)"; and

WHEREAS, faculty have unique expertise in the University of Alaska system in curriculum development, academic program delivery, identification of academic and research priorities, and research development and success; and

WHEREAS, prior reorganizations and mergers of SNRE that failed to provide for meaningful faculty involvement have had disappointing results; and

WHEREAS, the SNRE Land Grant based mission to promote the responsible development, conservation, and preservation of Alaska's natural resources for the benefit of all Alaskans is unique in the University of Alaska system; and

WHEREAS, the faculty of SNRE were excluded from the process in which school elimination was decided; and

WHEREAS, no analysis has been presented that demonstrates the costs and benefits of the decision to eliminate SNRE and no significant cost savings have been identified; and

WHEREAS, there may be negative impacts to the SNRE academic, research and service programs, undergraduate and graduate students, and other constituents and clientele; and

WHEREAS, elimination of SNRE sends a negative message to faculty, students, clientele, and the public that the school's academic programs are in peril and further reinforces public perception that UAF is in decline; and

WHEREAS, SNRE has long been closely interlinked with the UAF Agricultural and Forestry Experiment Station (AFES), and the effects of the proposed administrative split on SNRE/AFES mission attainment are unclear; and

WHEREAS, elimination of the SNRE may jeopardize the school's ongoing efforts to expand enrollment in its academic programs; and

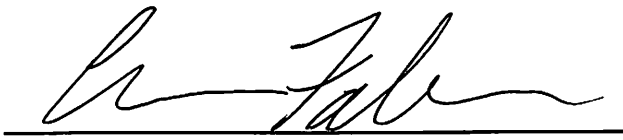
WHEREAS, realignment at UAF should occur in a thoughtful, thorough, and inclusive process that makes the most efficient use of university resources in delivering quality teaching, research and service programs; and

WHEREAS, the current provost is retiring June 30, 2018 and we recommend that the new provost should be involved in the decision-making process; and

WHEREAS, meaningful faculty involvement will strengthen decision making, result in better decisions, and ensure UAF's future success;

THEREFORE, be it resolved that the UAF Faculty Senate requests that UAF Chancellor Daniel White take no action on the elimination of SNRE until meaningful faculty input has been obtained in the spirit of true shared governance.

****



Chris Fallen, UAF Faculty Senate President

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The following resolution passed at Faculty Senate meeting #232 on May 7, 2018

RESOLUTION

to endorse the charge given to the Chancellor's Task Force on Inclusion, Diversity, Equity, and Accessibility (IDEA) at the University of Alaska Fairbanks

WHEREAS, in response to the petition, "Supporting Leadership at UAF," (available online at https://goo.gl/PmnqRy) Chancellor Daniel White appointed a sixteen member task force named the Chancellor's Task Force on Inclusion, Diversity, Equity, and Accessibility; and

WHEREAS, the Chancellor further responded to the petition by developing a comprehensive charge for the IDEA Task Force to define the problems, collect and analyze data, and make recommendations (view the complete charge here: https://sites.google.com/alaska.edu/ideataskforce/charge-for-the-idea-task-force; and

WHEREAS, the Task Force expects to complete its work and issue a publicly available final report by March, 2019 and will then disband; and

WHEREAS, the UAF Faculty Senate supports the Chancellor's initiative; now

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate endorses the charge given to the IDEA Task Force.

****

DocuSigned by:
Chris Fallen
122BC913EF97462...

Chris Fallen, UAF Faculty Senate President

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The following resolution was passed at Faculty Senate meeting #232 on May 7, 2018

RESOLUTION
Open Source Educational Resources

Whereas, this resolution is a response to Associated Students of the University of Alaska Fairbanks (ASUAF) SR 189-004B - Resolution to the Faculty Senate to Encourage Use of Open Educational Resources (ASUAF SR-189-004B_FY18 Resolution to Encourage Use of Open Educational Resources); and

Whereas, the Faculty Senate recognizes that the cost of textbooks places a financial burden on students; and

Whereas, the Faculty Senate recognizes that open educational resources are readily available; and

Whereas, the Faculty Senate acknowledges that UAF eLearning and the Rasmuson Library offer assistance to faculty in the use of open source resources; and **therefore, be it**

Resolved that the Faculty Senate encourages faculty to use or consider using open educational resources in their classes.

****

DocuSigned by:
Chris Fallen
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Chris Fallen, UAF Faculty Senate President

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The following resolution was passed at Faculty Senate meeting #232 on May 7, 2018

RESOLUTION
Student Emergency Absence

Whereas, this resolution is a response to Associated Students of the University of Alaska Fairbanks (ASUAF) SR 189-001 - Resolution to the Faculty Senate in Regards to Student Bereavement Leave (ASUAF SR-189-001-FY18-Resolution-for-Student-Bereavement-Leave.pdf). This resolution seeks to develop consistency in how faculty respond to emergency student absence; and

Whereas, the University of Alaska Fairbanks recognizes students may have unexpected emergency absences during the semester; and

Whereas, the University of Alaska Fairbanks recognizes students may experience times of grief and bereavement due to the loss of someone close; and

Whereas, the Faculty Senate supports student academic development and achievement; and

Whereas, the Faculty Senate recognizes that students who have experienced a significant loss might not return to school, might choose to drop classes, might be unable to return to classes within a week, might be unable to complete late work, might struggle with returning to academic life, might require delayed assistance/services, and might feel uncomfortable asking for more help; and

Whereas, the Faculty Senate encourages students that have emergencies during the semester to notify a university representative of their absence, and to communicate directly with their instructor; and

Whereas, the Faculty Senate encourages faculty to work with students that have an emergency absence to develop a plan that makes it possible for the student to continue their degree progress; or to discuss other options, including: No Basis (NB), Audit (A), Withdrawal (W), and Incomplete (I); and **therefore, be it**

Resolved that the University of Alaska Fairbanks (UAF) recognizes that students will have emergency absences and that these absences may impact academic performance. Students are encouraged to notify a university representative (e.g., their instructor, the Dean of Students, an academic advisor, a Campus Director) of the unplanned absence, and faculty are encouraged to work together with students to develop a plan to complete the semester.

Be it further resolved that the Faculty Senate create an adhoc committee composed of faculty, staff, and student representatives to formulate a policy regarding Student Bereavement and/or Emergency Absence in 2018-2019.

****

DocuSigned by:
Chris Fallen
122BC915EE97462...

Chris Fallen, UAF Faculty Senate President

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION

The UAF Faculty Senate moves to amend the 2018-19 catalog language on WRTG placement as follows:

"Writing placement exams ~~must~~ **SHOULD** be taken within two calendar years before the start of a course; mathematics placement exams must be taken within one calendar year prior. Students enrolling in developmental or lower-division general education requirement courses must have completed any prerequisite courses within two calendar years of their enrollment."

The Faculty Senate further moves to eliminate the lower cutoff score for placement into WRTG 080, allowing any student with a placement score below placement into WRTG 090 to be enrolled in WRTG 080.

EFFECTIVE

Academic Year 2018-2019

RATIONALE

Placement score ranges for Accuplacer are changing this summer, and the UA-wide WRTG Community of Practice has recommended new cut-off score levels for WRTG 080, 090,110, and 111X. In the process, we at UAF became aware of two areas of WRTG placement policy that are out of alignment with UAA and UAS, both of which are not currently being done in practice.

First, when the Faculty Senate passed the most recent English placement motion in 2013, the motion stipulated that placement scores would expire after two years and students would need to retake the placement tests (usually Accuplacer) for placement if their scores had expired . However, according to the Registrar's office, this "expiration" is unenforceable in Banner and is not consistently followed in practice. This motion will eliminate the expiration of placement after a specified time, but will still encourage students to retest if they have not taken a WRTG class within two years after the original test.

Second, UAA does not have a lower cutoff for WRTG 080, which means that our universities are out of alignment for WRTG placement at that level. In the past, our recommendation was that students testing below the 080 cutoff be referred to a program such as Adult Learning Programs of Alaska; however, the number of students affected by this cutoff is very small, and, in practice, these students have been admitted to WRTG 080 despite the lower placement score. This motion will align UAF policy with UAA's and will also align policy with current practice.

These changes primarily affect students placing into developmental WRTG classes, but will have no impact on those placing into WRTG 111X and above.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor

Date: 5/18/18

ORIGINAL

The following motion was passed at Faculty Senate meeting #232 on May 7, 2018

Class Cancellation Policy

MOTION:

The UAF Faculty Senate moves to adopt the Class Cancellation Policy as follows:

Class will be cancelled if the instructor is not present 15 minutes after the start time for class, unless the instructor has notified the students prior to class. A cancellation under these circumstances will not result in the student being marked as absent.

EFFECTIVE: Fall 2018

RATIONALE: Currently there is no policy in place guiding students in the event that an instructor does not arrive for class.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor

Date: 5/18/18

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws.

Effective: Immediately

Rationale: The Research Advisory Committee believes an update to the bylaws was necessary to define the current mission and direction of the committee. The updated bylaws will allow for more coordination between researchers, the faculty senate and the UAF administration.

****

Chris Fallen, UAF Faculty Senate President

See the attached bylaw changes

[[ ]] = Deletions
Bold = Additions

UAF Faculty Senate Bylaws, Sect. 3 (ART V: Committees), Subsection H.

7. The Research Advisory Committee. The Research Advisory Committee **(RAC)** consists of up to ten voting members, **including two** [[a chair and a]]co-chair**s**, along with at least one **non-voting** ex-officio member **such as** [[who is]]the [[v]]**V**ice [[c]]**C**hancellor for [[r]]**R**esearch **(VCR)**. **Voting members are restricted to those appointed by the Faculty Senate. Members of RAC will be nominated to the Chancellor for service on the UA President's Research Council (PRC). At least half of the voting RAC membership must be Faculty Senators or Alternates. At least two of the ten voting members must be Research Faculty.** The committee [[exists to]]review**s** the issues of researchers at the University of Alaska Fairbanks and [[to]] provide**s** reports, recommendations, and resolutions to the UAF Faculty Senate **and/or Administration** on behalf of the UAF research community. The [[Research Advisory Committee]]**RAC** [[will]] provide**s** a connection between the [[f]]**F**aculty and the UAF [[vice chancellor for research]]**Administration**[[,]] and **will** advise the [[VCR]]**Administration** on **research matters. At the first RAC meeting, the RAC appoints 1) two co-chairs and 2) a RAC member to represent RAC at the VCR's Research Planning Group (RPG) meetings. It is recommended that each RAC meeting agenda include updates from the RPG and the PRC.** [[developing productive relationships with the different research facilities across UAF.]]

ORIGINAL

The following motion passed at Faculty Senate meeting #232 on May 7, 2018

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws regarding the Information Technology Committee.

Effective: Immediately

Rationale: This motion is to revise the membership rules for the Information Technology Committee in an effort to enhance participation from stakeholders who are heavier users of educational technology. The change will add membership flexibility so that when planned technology changes or issues arise, membership can adapt to include affected users.

****

Chris Fallen, UAF Faculty Senate President

See the attached bylaw changes

[[ ]] = Deletions
Bold = Additions

UAF Faculty Senate Bylaws, Sect. 3 (ART V: Committees), Subsection H. PERMANENT

9. The Information Technology Committee will address information technology issues and needs affecting aspects of work faculty engage in. They will also be the recognized committee to work with requests submitted for consideration by the Office of Information Technology (OIT).

   To help ensure that perspectives from across UAF are represented, membership will consist of at least five representatives, with [[not more than one]] **up to three members** from each of the schools, colleges, institutes or libraries. Members who are not Faculty Senators may be appointed to one-year terms. Representatives from OIT and eLearning shall be ex-officio members of the committee. The committee chair must be a senator or an alternate.

Joint UAF Faculty Senate and Staff Council
Resolution of Appreciation for Emily Perryman

WHEREAS, Emily Perryman is moving on from one year of outstanding service as Faculty Senate and Staff Council Coordinator of the University of Alaska Fairbanks in June 2018; and

WHEREAS, Emily Perryman has been the coordinator for both Staff Council and Faculty Senate; and

WHEREAS, Emily Perryman has managed this dual role with grace, competence, and professionalism; and

WHEREAS, Emily Perryman has developed a variety of tools to make the role of Faculty Senate and Staff Council Coordinator more efficient; and

WHEREAS, Emily Perryman has always been prompt in responding to requests for her assistance; and

WHEREAS, Emily Perryman has provided excellent support to all Faculty Senate and Staff Council committees, to the entire Faculty Senate and Staff Council, and to leadership of both Faculty Senate and Staff Council; and

WHEREAS, Emily Perryman has shown adept skill at prioritizing the many tasks involving Faculty Senate and Staff Council; and

WHEREAS, Emily Perryman has maintained a superb level of friendly professionalism despite daily conflicting demands from a variety of faculty and staff personalities; and

WHEREAS, Emily Perryman has shown a willingness to assist in any capacity necessary in order to accomplish the goals of Faculty Senate and Staff Council; now

THEREFORE BE IT RESOLVED, That the Faculty Senate and Staff Council of the University of Alaska Fairbanks acknowledge the exemplary and lasting contributions to Faculty and Staff governance made by Ms. Emily Perryman during her first year at the university; and

BE IT FURTHER RESOLVED, that this resolution be appropriately signed by the Chancellor of the University of Alaska Fairbanks as further evidence of the esteem and respect in which he holds Ms. Emily Perryman and conveyed to her during this month of May 2018.

WHEREAS, Cynthia L. Hardy has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect for nearly three decades; and

WHEREAS, Cynthia L. Hardy has served as Senator to the UAF Faculty Senate and as an alternate to the UAF Faculty Senate; and

WHEREAS, Cynthia L. Hardy was 2012-2013 Outstanding Faculty Senator of the Year; and

WHEREAS, Cynthia L. Hardy has served as a member of the Student Academic Development and Achievement (SADA) Committee (formerly Developmental Studies Committee) *continually* since 1994, and its chair 1999-2001 and 2006-2014; and

WHEREAS, Cynthia L. Hardy has served on the Committee on the Faculty Senate Status of Women 2005-2009, helping to set its direction as a new committee; and

WHEREAS, Cynthia L. Hardy has been a member of the Administrative Committee; and

WHEREAS, Cynthia L. Hardy has served on the Curricular Affairs Committee, and on the Curriculum Review Committee; and

WHEREAS, Cynthia L. Hardy has served on the CRCD Academic Council, and on the Chancellor's Diversity Action Committee; and

WHEREAS, Cynthia L. Hardy has served as a member of the UAF General Education Revitalization Committee (GERC); and

WHEREAS, Cynthia L. Hardy has served as a member of the UA Faculty Alliance statewide Community of Practice task force on English and Writing placement; and

WHEREAS, Cynthia L. Hardy has served as a member of the UA Faculty Alliance statewide task force on General Education Alignment; and

WHEREAS, Cynthia L. Hardy has served on many other ad hoc and subcommittees of the Faculty Senate; and

WHEREAS, Cynthia L. Hardy was a co-founding member of the Department of Developmental Education, served as Department Chair 2011-2014, and in other capacities too numerous to enumerate; and

WHEREAS, Cynthia L. Hardy has been a mentor to junior faculty; and

WHEREAS, Cynthia L. Hardy served for many years as an academic advisor with the Academic Advising Center, and won the Outstanding Advisor Award in 2000, 2004, and 2008; and

WHEREAS, Cynthia L. Hardy has successfully helped students who are considered to be developmentally unprepared to succeed at college level work; and

WHEREAS, Cynthia L. Hardy is highly respected by her colleagues and students; and

WHEREAS, On the occasion of her retirement, the UAF Faculty Senate wishes to recognize the outstanding service rendered to the students, faculty, and the University by the work of Cynthia L. Hardy; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Cynthia L. Hardy and expresses its profound appreciation for her exemplary service.

Outstanding Senate Service of the Year Award
Academic Year 2018

WHEREAS, Anna Liljedahl has served as a Co-Chair for the Research Advisory Committee during the 2017-2018 academic year and has done so in an exceptional and positive manner; and

WHEREAS, Anna Liljedahl has been a dedicated and highly effective co-chair of the Faculty Senate Research Advisory Committee (RAC) for the past two years, facilitating productive and effective discussions among committee members and UAF leadership; and

WHEREAS, through her leadership, Anna Liljedahl has built up valuable relationships between the RAC and the administrative Research Planning Group, leading to a literal seat at the RPG table for a rotating RAC member; and

WHEREAS, through her leadership, Anna Liljedahl has built up valuable relationships between the Office of Grants and Contracts Administration (OGCA), leading to increased OGCA participation in RAC meetings and activities; and

WHEREAS, Anna Liljedahl is a co-founding member of the Faculty Senate Ad Hoc Faculty Title IX Committee; and

WHEREAS, Anna Liljedahl is a tireless advocate for research faculty and the research enterprise at UAF; and

WHEREAS, Anna Liljedahl as a Faculty Senate member, strongly encouraged our Chancellors to hold appreciation gatherings for faculty; and

WHEREAS, Anna Liljedahl, as a Faculty Senate member, frequently took the time during faculty senate meetings to ask our Chancellor insightful and penetrating questions, that many of us may have been thinking, but certainly were not going to ask; and

THEREFORE BE IT RESOLVED that the UAF Faculty Senate acknowledges these valuable contributions of Anna Liljedahl, and bestows upon her the 2017-2018 Outstanding Senate Service of the Year Award.

RESOLUTION OF APPRECIATION
FOR DR. CHRIS FALLEN

WHEREAS, Chris Fallen has served the University of Alaska Fairbanks (UAF) in the UAF Faculty Senate for seven years; and

WHEREAS, Chris Fallen has served as a Senator to the UAF Faculty Senate from 2011-12 through 2014-15; and

WHEREAS, Chris Fallen has served as Alternate to the UAF Faculty Senate in 2015-16; and

WHEREAS, Chris Fallen served on the Faculty Affairs Committee from 2011-12 through 2015-16, and chair for the Faculty Affairs Committee from 2014-15 through 2015-16; and

WHEREAS, Chris Fallen served as President-Elect of the UAF Faculty Senate in 2016-17; and

WHEREAS, Chris Fallen has served as President of the UAF Faculty Senate during the current academic year where he continued shared collaborative documents to maximize efficiency for Senate Meetings; and

WHEREAS, Chris Fallen has represented UAF Faculty Senate on Faculty Alliance with our colleagues from the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS) to advance education outcomes across the UA system; and

WHEREAS, Chris Fallen's dry sense of humor enlivens Senate meetings while reminding us of important principles of shared governance and the need to treat people kindly and with respect; and

WHEREAS, Chris Fallen is an excellent facilitator and has always made an effort to bring everyone's voices into the conversation in a productive way, while not imposing his personal views, thus exemplifying a servant leader; and

WHEREAS, Chris Fallen has been diligent about responding to input from Senators and attending the myriad of meetings at which his presence is desired; and

WHEREAS, Chris Fallen would rather be "Keeping Calm" in the Tesla Roadster in orbit than participating in the politics of another Faculty Senate meeting, which he could probably control through HAARP; and

WHEREAS, Chris Fallen could identify readily the senators that were effectively "in space," rather than being mindful at the Senate meetings, and bring them back through fervent laughter; and

Higgs boson walks into a church, and the priest says, 'I'm sorry we don't allow Higgs bosons to come to churches.' And [the Higgs] says, 'But without me, you can't have mass.'

WHEREAS, Chris Fallen diligently advocated for thoughtful, intelligent actions by the Faculty Senate and encouraged senators to discuss and research issues pertinent to the UAF community, all the while directing the important research and business of generating artificial auroras at the HAARP Facility as evidenced at #haarpexplodingspaceunicornsatuaffairbanks;

THEREFORE BE IT RESOLVED, that the University of Alaska Fairbanks Faculty Senate acknowledges and proclaims that Dr. Chris Fallen has been a stellar Faculty Senate President, and we look forward to his leadership next year as Chair of the Faculty Alliance.

RESOLUTION OF APPRECIATION
FOR PROVOST SUSAN HENRICHS

WHEREAS, Susan Henrichs is retiring from eleven years of service as the Provost and Executive Vice Chancellor for Academic Affairs of the University of Alaska Fairbanks in June 2018, after 36 years at the university; and

WHEREAS, Susan Henrichs served with distinction as Dean of the Graduate School and Vice Provost from 2003 to 2007; and

WHEREAS, Susan Henrichs served as Program Head of the Marine Sciences and Limnology Graduate Program from 1994 to 2003; and

WHEREAS, Susan Henrichs earned the academic rank of Professor in 1994; and

WHEREAS, Susan Henrichs joined the University of Alaska Fairbanks in 1982 as an Assistant Professor of Marine Science in the Institute of Marine Science, now part of the College of Fisheries and Ocean Sciences; and

WHEREAS, Susan Henrichs has had her chemistry academic work cited more than 3,000 times with an H factor greater than the age of many of our faculty members; and

WHEREAS, Susan Henrichs cares deeply about the University of Alaska Fairbanks community and has earned the respect of faculty; and

WHEREAS, Susan Henrichs has been a role model for many faculty, staff, and administrators over the years, providing selfless service and effective leadership that her successors may envy for years to come; and

WHEREAS, Susan Henrichs has organized and led annual year-long leadership training workshops for faculty and staff, demonstrating her commitment to the future of the University of Alaska Fairbanks; and

WHEREAS, Susan Henrichs is a tireless worker dedicated to the well-being of the entire University of Alaska Fairbanks community as indicated by the fact that she answers emails over the weekend and while on airplanes, is often seen pulling weeds and trimming shrubbery on campus, and picking up cigarette butts in the Eielson parking lot; and

WHEREAS, Susan Henrichs has demonstrated her Alaska-ness by being an ice hockey goalie, presiding over a herd of reindeer through the Office of the Provost, and claiming to be an introvert but owning almost every room she enters with her wit; and

WHEREAS, throughout her distinguished career, Susan Henrichs has served with quiet, respectful, and thoughtful grace and easy but subtle humor; and

WHEREAS, Susan Henrichs has strongly supported the shared governance process and has administered her service within its purview; and

WHEREAS, Susan Henrichs has always approached challenging issues using a rational, data-based approach that also includes caring for the well-being of the people involved; now

THEREFORE BE IT RESOLVED, That the University of Alaska Fairbanks Faculty Senate acknowledges and proclaims that Dr. Susan Henrichs has been an outstanding Provost; and

THEREFORE BE IT FURTHER RESOLVED that the Faculty Senate thanks her sincerely for her contributions to the University of Alaska Fairbanks.

ORIGINAL

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the UAF Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor

Date: 5/18/18

See attached list of graduates.

ORIGINAL

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to approve the new Occupational Endorsement request.

Effective: Fall 2018

Rationale: The previous process was outdated due to the implementation of Courseleaf. The new documented process will replace the previously approved New Occupational Endorsement Request (Format 3A) approved on May 12, 2006 by Faculty Senate.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor Date: 4/19/18

See attached process

New Occupational Endorsement Request

(UA Regulation R10.04.020)

New Occupational Endorsements are requested using the CourseLeaf program effective Fall 2017. You will login to the Program Management page of CourseLeaf and complete all required fields.

The following items must be included within the CourseLeaf proposal:

Description of the Occupational Endorsement:

- Academic Level, Effective Catalog, Department, College (will auto-populate once the department is selected), Certificate or Degree Type (Select OEC) are all required fields.
- Title and Code for the Occupational Endorsement
    - The title appears in the catalog and on student's transcript.
- Brief Program statement needs to be included.
    - Specify the objectives and career opportunities. It is essential that the objectives of the program be clearly identified so that the activity may be evaluated in terms of how successfully it fulfills its stated objectives.
- Admissions requirements
    - This includes any prerequisites needed prior to being admitted to the program.
- Requirements for the Degree (catalog layout copy of the program):
    - Credit Requirements
    - Courses Requirements
    - Grade Requirements
- Sample course of study and a 3-year Cycle of course offerings
    - Include a proposed general catalog layout copy of the program with short descriptive paragraph.

Endorsement Goals:

- Brief identification of objectives and subsequent means for their evaluation.
- Relationship of endorsement objectives to "Purposes of the University"
- Occupational/other competencies to be achieved
- Relationship of courses to the endorsement objectives.

Personnel Directly Involved with the Program:

- List current faculty teaching the required and elective courses and titles, including brief statement of duties and qualifications.
- Administrative, coordinating, and classified staff personnel associated with the endorsement.

Enrollment Information:

- Projected enrollment
- How was projected enrollment determined? Who was surveyed and how?
- Minimum enrollments to maintain program for years 1-5.
- Maximum enrollment which endorsement can accommodate (endorsement capacity).

Need for Occupational Endorsement:

- Employment market needs:
    - Who surveyed? How? (Standard procedures with industry/advisory council listed)
    - Job opportunities now, and two, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys, periodic review will ensure the currency)
    - How have positions been filled to date?

Relation of Endorsement to other Programs within the System:

- Effects on enrollments elsewhere in the system
- Does it duplicate/approximate endorsements anywhere in the system?

Implementation/Termination:

- Plans for recruiting students
- Plans for phasing out endorsement if it proves unsuccessful
- Assessment of the endorsement
- Student Learning Outcomes Assessment Plan (attached file)

Other:

- Additional Rationale not previously stated.
- Additional Attachments - any supporting documentation
    - A letter of Support from Industry or Advisory Council Representatives.*****

Route of Approval:

1. Program Head responsible for the transcription request
2. The Academic Council of the college/school housing the Occupational Endorsement.
3. Dean of school/college housing the Occupational Endorsement
4. Chair for the Faculty Senate Curriculum Review Committee (not the full committee).
5. Chair for the Faculty Senate Curricular Affairs Committee (not the full committee).
6. President of Faculty Senate (not the full Senate).
7. Provost
8. Chancellor (designated by President as approving authority)

ORIGINAL

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to amend the syllabus checklist in order to update wording, links, and other contact information, to update required syllabus components for curriculum review, to clarify required and optional syllabus components for faculty to use, and to provide a link to a repository (student handbook) of student rights and resources as follows:

Effective: Fall 2018

Rationale: The following reasons are submitted as the basis for amending the UAF syllabus checklist:

1. A general update was needed to align with the layout of current course formats.
2. Clarification on required versus optional components was needed.
3. Change the format of the form to increase usability by both faculty developing or making changes to courses, as well as those committees reviewing them.
4. Add in clarifying statements for student protections, such as Title IX and protection of minors due to changes in the University's climate, and services.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____Vetoes

Daniel M. White, UAF Chancellor

Date: 4/19/18

New checklist is proposed as follows:

SYLLABUS CHECKLIST FOR ALL UAF COURSES

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied. DISCLAIMER: radically changing your course requirements once a semester has started is problematic and should be avoided to limit possible negative impacts on you and your students.

Instructor's Name and email, Date, course number (enterable fields)

Required components (in no particular order); Responses include: Yes, No, unsure

- ❑ Course information: Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits for more information go here: uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/).
- ❑ Course type indicated: in person, online, online synchronous, field, lab, internship, etc.
- ❑ Instructor (and if applicable, Teaching Assistant) information: such as name, office location, office hours, telephone (if applicable), email address, etc.
- ❑ Course description: Inclusion of current catalog description is *required* in 50 words or less.
- ❑ Representative Course Readings/Materials: Course textbook title, author, edition/publisher. Supplementary readings (indicate whether required or recommended) and any supplies needed.
- ❑ Student Learning Outcomes: (assessment of which are crucial for accreditation) Measurable output that the student can expect to gain and demonstrate by completing the course requirements successfully. For more information on how to develop SLO's go to iteachu.uaf.edu/objectives/
  - ❑ If a GER course: ensure that SLO's align with BOR policy.
  - ❑ Copy/paste SLOs here (enterable field)
- ❑ Instructional methods: Describe the teaching techniques (eg: lecture, case study, small group discussion, private or studio instruction, simulations, games, journal writing, labs, use of distant delivery, audio/video conferencing, etc.).
- ❑ Course calendar: A detailed week-by-week, at a minimum, schedule of class topics, readings, and major assignments and exams. You may refer to the outline as tentative or subject to changes to allow for modifications during the semester.
- ❑ Course policies: Specify course rules, including your policies on expectations on progress in coursework, attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity; in particular those that would affect evaluation of student performance in the course.

- ❑ Evaluation: Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.).
- ❑ Student protections and services statement: Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. *As required,* if I notice or am informed of *certain types of* misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site:https://cms-test.alaska.edu/handbook/
- ❑ Graduate Student version
    - ❑ Student protections and services statement: Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: https://cms-test.alaska.edu/handbook/

Optional components (in no particular order)

- ❑ UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: alaska.edu/nondiscrimination.
- ❑Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy: "The letter "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an "I" grade."
- ❑ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) PDF summary of grading policy for "C"
- ❑ Department/program In-depth Course description: Additional course description that includes overall instructor vision for the course (i.e., more thorough description of course above the 50 word catalog description).
- ❑ Course Goals: The overall ideas of the course, and the rationale for its respective components.
- ❑ Technology requirements: Access the internet, create pdfs, specific software, play video/audio, record video/audio, bandwidth, access to phone line, etc...
- ❑Effective communication: Students who have difficulties with oral presentations and/or

writing are strongly encouraged to get help from the UAF Department of Communication's Speaking Center (907-474-5470, speak@uaf.edu) and the UAF English's Department's Writing Center (907-474-5314, Gruening 8th floor), and/or CTC's Learning Center (604 Barnette st, 907-455-2860).

Have you included all required elements into your syllabus or provided rationale for not including them? yes/no

Submit form button

[END MOTION HERE]

ORIGINAL

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

Motion to Allow
UAF Associate of Arts and Associate of Science Degrees to Meet GER

MOTION:

The UAF Faculty Senate moves to revise the current policy of allowing students with bachelor degrees from regionally accredited institutions to be considered to have met general education requirements (GER), to also allow students with associate of arts and associate of science degrees from regionally accredited institutions to be considered to have met GER.

RATIONALE:

Under current policy, students who have earned bachelor degrees at UAF are considered to have met the GER when they return to complete additional degree programs. (See http://catalog.uaf.edu/bachelors/ under *Bachelor's Degree Requirements*.) Students who have earned UAF associate of arts and associate of science degrees are *not* considered to have met the GER, however transfer students who have completed bachelor, associate of arts, or associate of science degrees at regionally accredited institutions *are* considered to have met the GER. With this proposed revision, UAF students would be given the same consideration as transfer students.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor Date: 4/19/18

Proposed catalog language revision at http://catalog.uaf.edu/bachelors/:

Bachelor's Degree Requirements

THE GENERAL EDUCATION REQUIREMENTS

For a summary of the general education requirements see the general education requirements chart. Undergraduate bachelor's study at UAF is characterized by a common set of learning experiences known as the General Education Requirements. General education objective and learning outcomes for undergraduate students seeking baccalaureate degrees at the University of Alaska Fairbanks:

1. Build knowledge of human institutions, sociocultural processes, and the physical and natural world through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts.

2. Develop intellectual and practical skills across the curriculum, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning.

3. Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaska issues.

4. Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions and responsibilities, and forming a foundation for lifelong learning.

If you completed your bachelor's degree, **ASSOCIATE OF ARTS DEGREE, OR ASSOCIATE OF SCIENCE DEGREE** from a regionally accredited institution, you will be considered to have completed the equivalent of the general education requirements when you have been officially accepted to an undergraduate degree program at UAF.

ORIGINAL

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

Walk-through Policy 2018 Commencement

MOTION:

The UAF Faculty Senate moves to allow the names of PhD students approved to "walk-through" for the 2018 commencement ceremony be listed in the commencement program booklet at the discretion of the UAF Registrar.

Effective: Immediately

Rationale: The Graduate School is requesting a temporary amendment to the Commencement Walk-Through Policy to add the names of the PhD students approved to "walk-through" at the 2018 Commencement Ceremony to the program booklet, at the discretion of the Registrar who will clearly identify the participating students' intended graduation semester. The current policy does not consider the publishing time required for the commencement program booklets. A permanent change to the Commencement Walk-Through policy is forthcoming. There currently is a Walk-Through Policy in place that allows students to participate if they have finished all but the final revisions to their thesis: http://www.uaf.edu/gradsch/faculty/commencement-walk-through/. Students will not receive their diploma until they have completed all requirements.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Daniel M. White, UAF Chancellor

Date: 4/19/18

Updated: 03/13/2018 sb

ORIGINAL

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Fisheries in the College of Fisheries and Ocean Sciences.

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Department of Fisheries. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

The revisions reflect the name change from the Fisheries Division, School of Fisheries and Ocean Sciences, to the Department of Fisheries, College of Fisheries and Ocean Sciences, and document formatting was brought into compliance with the current UAF Unit Criteria template. Aside from these revisions, no substantial modifications were made to the previously approved unit criteria.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____Vetoes

Daniel M. White, UAF Chancellor

Date: 4/19/18

See attached Unit Criteria

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF FISHERIES ~~DIVISION~~ UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE DEPARTMENT OF FISHERIES ~~DIVISION~~ OF THE ~~SCHOOL~~ COLLEGE OF FISHERIES AND OCEAN SCIENCES (CFOS). ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. EFFECTIVE TEACHING ENABLES LEARNERS TO GAIN KNOWLEDGE AND /OR SKILLS. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for THEIR students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject BEING TAUGHT;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at AN appropriate level;

IN ADDITION, EFFECTIVE TEACHERS WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:

a. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

b. may receive prizes and awards for excellence in teaching;

C. SUCCESSFULLY MENTOR GRADUATE STUDENTS;

D. MAY WRITE TEXT BOOKS, TEXTBOOK CHAPTERS, OR ARTICLES ON TEACHING METHODS, DEVELOP CASE STUDIES, ORGANIZE TEACHING WORKSHOPS, OR PREPARE COURSE MODULES FOR BROAD DISTRIBUTION.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

TEACHING IS AN IMPORTANT ROLE OF DEPARTMENT OF FISHERIES ~~DIVISION~~—FACULTY. FACULTY MEMBERS DISCHARGE THEIR RESPONSIBILITY BY TEACHING FORMAL COURSES, ADVISING UNDERGRADUATE AND GRADUATE STUDENTS, DIRECTING INDEPENDENT STUDIES (497 OR 697), SUPERVISING EXPERIENTIAL LEARNING AND INTERNSHIPS, AND CONDUCTING INFORMAL COURSES OR WORKSHOPS. TEACHING AND ADVISING GRADUATE STUDENTS IS MORE DEMANDING THAN TEACHING AND ADVISING UNDERGRADUATE STUDENTS; NEVERTHELESS, THE EXTRA EFFORT FACULTY INVEST IN GRADUATE TEACHING AND ADVISING ARE CENTRAL TO THE MISSION OF THE DEPARTMENT OF FISHERIES~~ DIVISION'S MISSION~~. FACULTY WORKLOAD ASSIGNMENTS MAY REFLECT DISSIMILAR LOADS RELATED TO FORMAL CLASSROOM TEACHING AND GRADUATE AND UNDERGRADUATE ADVISING LOADS; HOWEVER THE GUIDELINE EXPECTATION IS THAT FACULTY MEMBERS WILL TEACH AT LEAST FOUR ACADEMIC CREDITS IN THE CLASSROOM EACH YEAR. QUALITY OF CLASSROOM TEACHING IS INDICATED BY PEER EVALUATIONS OF COURSE MATERIALS, PEER EVALUATIONS OF TEACHING PERFORMANCE, AND THE RECURRING LEVEL OF ENROLLMENT IN CLASSES. QUALITY GRADUATE ADVISING IS INDICATED BY THE SUCCESS OF STUDENTS IN COMPLETING DEGREES UNDER THE FACULTY MEMBER'S SUPERVISION. FACULTY WILL BE RECOGNIZED FOR ADVISING GRADUATE STUDENTS WHO ARE NOT BASED IN ~~SFOS~~–CFOS IN THE SAME WAY THAT THEY ARE RECOGNIZED FOR ADVISING GRADUATE STUDENTS WHO ARE BASED IN ~~SFOS~~CFOS. ADDITIONAL EVIDENCE OF EFFECTIVE TEACHING AND MENTORING INCLUDES RESULTS OF STUDENT EVALUATIONS, PEER-REVIEWED PUBLICATION OF STUDENTS' THESIS OR DISSERTATION RESEARCH; STUDENT PRESENTATIONS AT REGIONAL, NATIONAL AND INTERNATIONAL MEETINGS; AND AWARDS TO STUDENTS.

RECOGNIZING THAT WORKLOAD ASSIGNMENTS VARY AMONG FACULTY MEMBERS THE GUIDELINE EXPECTATION IS THAT EACH CANDIDATE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST TWO SUCCESSFUL GRADUATE STUDENTS WHO HAVE COMPLETED DEGREES UNDER HER OR HIS SUPERVISION (AS COMMITTEE CHAIR OR CO-CHAIR). SIMILARLY, EACH FISHERIES FACULTY MEMBER WITHOUT A JOINT APPOINTMENT WHO IS A CANDIDATE FOR PROMOTION TO PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST SIX SUCCESSFUL GRADUATE STUDENTS UNDER HER OR HIS SUPERVISION. FISHERIES FACULTY WITH JOINT APPOINTMENTS WITH THE MARINE ADVISORY PROGRAM OR THE MUSEUM (FISH CURATION) WHO ARE CANDIDATES FOR PROMOTION TO PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST FOUR SUCCESSFUL GRADUATE STUDENTS UNDER THEIR MENTORSHIP. IN

ADDITION, CANDIDATES FOR PROMOTION TO ASSOCIATE PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST TWO REGULARLY SCHEDULED COURSES THAT THEY HAVE DEVELOPED OR HAVE PRIMARY RESPONSIBILITY FOR DELIVERING AND WHICH ARE CENTRAL TO THE UNDERGRADUATE OR GRADUATE PROGRAM REQUIREMENTS.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

FACULTY IN FISHERIES APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF SUBSTANTIAL, HIGH-QUALITY CONTRIBUTIONS IN RESEARCH. WHILE THERE IS NO SUBSTITUTE FOR THE EXERCISE OF GOOD JUDGMENT ON THE PART OF THOSE WHO ARE CALLED UPON TO ASSESS RESEARCH AND SCHOLARLY PRODUCTIVITY, IT IS THE RESPONSIBILITY OF EACH FACULTY MEMBER TO EXPLAIN AND/OR OTHERWISE PROVIDE EVIDENCE OF THE SIGNIFICANCE OF THEIR RESEARCH AND SCHOLARLY ACTIVITIES. THE VARIED NATURE OF RESEARCH AND SCHOLARLY CONTRIBUTIONS MAKE IT DIFFICULT TO IDENTIFY SIMPLE CRITERIA FOR ASSESSING THE QUALITY AND SIGNIFICANCE OF SUCH CONTRIBUTIONS. IN GENERAL, THE PRIMARY EVIDENCE OF HIGH QUALITY RESEARCH IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED PEER-REVIEWED JOURNALS, BOOKS OR OTHER MEDIA AND EVIDENCE OF SUBSTANTIAL CONTRIBUTION TO RESEARCH IS PRIMARY AUTHORSHIP BY THE APPLICANT OR HIS OR HER STUDENT, OR LEADERSHIP AS PRINCIPAL INVESTIGATOR OF THE RESEARCH—QUALITY, AS JUDGED BY ~~FISHERIES DIVISION~~ DEPARTMENT OF FISHERIES FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY. ~~FISHERIES—DIVISION~~

DEPARTMENT OF FISHERIES FACULTY ARE EXPECTED TO AUTHOR AN AVERAGE OF AT LEAST ONE REFEREED PUBLICATION PER YEAR. THUS CANDIDATES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST SIX REFEREED PUBLICATIONS; CANDIDATES FOR PROMOTION TO PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST TWELVE REFEREED PUBLICATIONS. THESE EXPECTATIONS SHOULD BE INTERPRETED IN THE CONTEXT OF ACTUAL WORKLOAD AND ADJUSTED ACCORDINGLY.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH THE UAF DEPARTMENT OF FISHERIES~~FISHERIES DIVISION~~, IS RELEVANT TO TENURE AND PROMOTION DECISIONS. IN ADDITION, THE NATURE OF THEIR WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION AND TENURE DECISIONS. THE STANDARD FOR TENURE, PROMOTION TO ASSOCIATE PROFESSOR, AND SATISFACTORY POST-TENURE REVIEW IS SATISFACTORY RESEARCH PERFORMANCE FOR THE PERIOD BEING EVALUATED. THE STANDARD FOR PROMOTION TO PROFESSOR IS SUSTAINED, EXCELLENT RESEARCH PERFORMANCE, RECOGNIZED NATIONALLY AND INTERNATIONALLY.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

UNIVERSITY AND PUBLIC SERVICE IS EXPECTED OF ALL FISHERIES FACULTY. PERTINENT SERVICE IS RELATED TO THE FACULTY MEMBER'S PROFESSIONAL EXPERTISE OR UNIVERSITY POSITION. SOME MEMBERS MAY HAVE GREATER OR LESSER THAN AVERAGE ASSIGNMENTS IN SERVICE AND THE EXPECTATIONS OF THEM SHOULD BE ADJUSTED ACCORDINGLY. HOWEVER, EXCEPT FOR FACULTY ON SABBATICAL LEAVE, THE GUIDELINE EXPECTATION IS THAT EVERY FACULTY MEMBER WILL SPEND AT LEAST ONE MONTH OF TIME ANNUALLY ON SERVICE RELATED ACTIVITIES REGARDLESS OF THEIR LEVEL OF RESEARCH AND TEACHING. SERVICE IS TYPICALLY LIMITED TO 5 UNITS (APPROXIMATELY 1.5 MONTHS) UNLESS OTHERWISE AUTHORIZED IN THE WORKLOAD PROPOSAL. SOME FACULTY IN THE ~~FISHERIES DIVISION~~ DEPARTMENT OF FISHERIES HAVE A LARGER THAN USUAL SERVICE COMPONENT, WHICH IS REFLECTED ON THEIR ANNUAL WORKLOAD. THE MIX OF PUBLIC, UNIVERSITY, PROFESSIONAL, AND OTHER SERVICE MAY ALSO VARY WITH THE FACULTY MEMBER'S FIELD OF EXPERTISE AND STAGE OF CAREER. SOME FACULTY MAY HAVE SUBSTANTIAL ADMINISTRATIVE OR SPECIAL ASSIGNMENTS THAT INCREASE THE SERVICE PORTION OF THEIR WORKLOAD.

1. **Public Service**
Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. AMONG OTHERS, THESE CONSTITUENCIES INCLUDE MEMBERS OF FISHING COMMUNITIES, SEAFOOD INDUSTRY, AND OTHER FISHERY STAKEHOLDERS. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth, INCLUDING ANSWERING QUESTIONS AND SOLVING PROBLEMS POSED BY THE PUBLIC AND THE INDUSTRY REGARDING FISHERIES, SEAFOOD SCIENCE AND MARINE RESOURCES.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. UNREMUNERATED Consulting IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, SEMINARS or public INFORMATIONAL meetings.

   i. Training and facilitating.

   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. **University Service**
   University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

   a. Service on university, college, school, institute, or departmental committees or governing bodies.

   b. Consultative work in support of university functions, such as expert assistance for specific projects.

   c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school, OR PROGRAM.

   d. Participation in accreditation reviews.

   e. Service on collective bargaining unit committees or elected office.

   f. Service in support of student organizations and activities.

   g. Academic support services such as library and museum programs.

   h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

   i. Mentoring.

   j. Prizes and awards for excellence in university service.

3. **Professional Service**
   a. Editing or refereeing articles or proposals for professional journals or organizations.

   b. Active participation in professional organizations.

   c. Active participation in discipline-oriented service organizations.

   d. Committee chair or officer of professional organizations.

   e. Organizer, session organizer, or moderator for professional meetings.

   f. Service on a national or international review panel or committee.

4. **OTHER SERVICE: CURATION**

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND THE UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN FISHERIES, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH, AND SERVICE.

CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:

A. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);

B. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

C. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;

D. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);

E. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

F. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;

G. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;

H. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;

I. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS AND INTERNATIONAL TREATIES AND AGREEMENTS THAT PERTAIN TO THE COLLECTION.

SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

A. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

B. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

(I). CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

(II). CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

(III). CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGS OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.

(IV). CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.

C. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA.

D. CURATORS WILL ACTIVELY SUBMIT GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC, AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. HE OR SHE MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

5. Evaluation of Service

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

EVIDENCE OF HIGH-QUALITY PERFORMANCE CAN INCLUDE SPECIFIC ACCOMPLISHMENTS RELATED TO THE SERVICE. SERVICE ON NATIONAL OR INTERNATIONAL BODIES IS EXPECTED OF CANDIDATES FOR PROMOTION TO PROFESSOR.

FOR FACULTY PROVIDING CURATION SERVICES, THE APPLICATION FOR PROMOTION SHOULD INCLUDE A LETTER PREPARED BY A COMMITTEE OF TENURED CURATORS AT THE MUSEUM. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

ORIGINAL

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Faculty with primary workload assignment in the Discipline of Sociology.

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the faculty in the Discipline of Sociology and found the unit criteria to be consistent with the UAF guidelines. The discipline specific criteria were agreed upon by the faculty and the Dean of College of Liberal Arts, and reviewed and approved by the Provost.

Over the past three years the University has discontinued some programs and combined others into single departments. The BA in Sociology was discontinued in 2017 and there is one remaining faculty member in Sociology. While this is an unusual circumstance, the Unit Criteria Committee has determined:

- the process of approval of Unit Criteria guidelines have been met (see Guidelines below), and
- the single faculty in the Discipline of Sociology meets current parameters for a "unit" (see Unit below).

Guidelines

The Unit Criteria for Faculty with primary workload assignment in the Discipline of Sociology were developed by the faculty, approved by the Dean of the College of Liberal Arts, and approved by the Provost. This fits current guidelines.

- Blue Book "Regulations for the Appointment and Evaluation of Faculty" Chapter III Section E para. 3 states:

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

- The Faculty Senate approved the following motion regarding the path for approval of unit criteria:

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1995.

MOTION PASSED (Unanimous approval)
==========

The Faculty Senate moves to establish the following path for approval of unit criteria for promotion and tenure.

1. New unit criteria or changes to established criteria are submitted to the Faculty Senate Ad Hoc Committee on Unit Criteria.

2. The Committee either returns the criteria to the unit for suggested changes, or approves the criteria and forward them to the Provost for approval. The Provost returns the criteria to the Committee, either asking for suggested changes or approving them. If they are not returned within thirty days they will be assumed to have been approved.

3. Upon return from the Provost, the Committee brings the unit criteria to the Faculty Senate for approval, and then on the Chancellor for final approval.

EFFECTIVE: Immediately on Chancellor's approval

RATIONALE: Unit Criteria have been stranded repeatedly over the last several years, partly because no clear path of approval has been in place. This procedure should make it possible to finally resolve the issue of supplementary unit criteria for promotion and tenure.

Signed: Colin Read, President, UAF Faculty Senate Date: 3/22/95

Approved: Joan Wadlow, Chancellor Date: 3/27/95

Unit

There is currently no specific definition of a "unit" for unit criteria and no clear standard appears in UA or UAF regulation. The Discipline of Sociology fits existing standards and practice.

- Board of Regents Policy Part X – Academic Policy Chapter 10.02 - Academic Administrative Organization P10.02.040. Academic Unit Establishment, Major Revision, and Elimination states:

Academic units are created within the university for the purposes of instruction, research, advanced study, outreach, or economic development. All such units, at any level of the university structure, must provide for the effective management and productivity of their activities. Degree and Certificate programs approved by the board or president in accordance with P10.04.020 may be offered only within accredited units.

- The UAF Provost Website (http://www.uaf.edu/provost/promotion-tenure/unit-peer-criteria/) states:

Units and/or departments may compose special criteria (referred to hereafter as "unit criteria") that must be used in evaluation of their faculty during the promotion and tenure process.

- The list of approved unit criteria on the Provost's website is inconsistent in terms of the level of a "unit" and includes unit criteria for schools and institutes, departments, and disciplines with departments. Given this situation, the Discipline of Sociology falls within the parameters for a "unit."

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ____ Vetoes

Date: 4/19/18

Daniel M. White, UAF Chancellor

See attached Unit Criteria

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND *SOCIOLOGY* UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING FACULTY WHOSE PRIMARY WORKLOAD ASSIGNMENT IS IN THE DISCIPLINE OF SOCIOLOGY. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit,

and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

   f. Scholarly reviews of publications, art works and performance of the candidate.

   g. Citations of research in scholarly publications.

   h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***Active engagement in public sociology, defined as using sociological research methods, sociological theories, and sociological analytical frameworks to make sociological research and analysis accessible and useful to the lay public. Public sociology includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained sociological presence on social media.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

The following motion passed at Faculty Senate meeting #231 on April 2, 2018

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Anna Liljedahl for the Outstanding Senate Service of the Year for 2017-2018.

Effective: Immediately

Rationale: The screening committee has carefully reviewed the nominations according to the award criteria, and the concurrence of the Faculty Senate President, forwards the nomination of Anna Liljedahl for confirmation by the Faculty Senate. Procedures stipulate that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

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Chris Fallen, UAF Faculty Senate President

The UAF Faculty Senate passed the following at meeting #230 on March 5, 2018:

RESOLUTION
Commemorating the 30th Anniversary of UAF Faculty Senate

Whereas January 2018 marks the 30th anniversary of the first meeting of the University of Alaska Fairbanks Faculty Senate, called to order by Ron Gatterdam at 4:00 p.m. on Wednesday, January 20, 1988 in the Wood Center Ballroom; and

Whereas the voting members present were B. Barnes, C. Brennen (for Marum), R. Carlson, B. DiCecco, J. Duff, L. Duffy (for Newberry), M. Falk, R. Gabrielli, R. Gatterdam, D. Hagstrom, L. Husley, D. Jones, R. Krejci, J. Leipzig, D. Lokken, S. MacLean, E. Madsen, J. McKendrick, L. Milner, J. Morton, H. Nielsen, R. Ostermann, R. Piacenza, J. Reynolds (for Goering), R. Schroeder, D. Smith, W. Smoker, B. Sponder, D. Stephens, R. Tabbert, K. Torgerson, A. Weflen, and F. Wooding; and voting members absent were R. Highsmith, R. Logan, R. Seifert, and J. Shuler; and the non-voting members present were J. Drew, G. Mohatt, S. Schwael, and Wilhelm (for A. Tremarello); and

Whereas the opening comments by VCAA Wayne Thomas included a welcome to members of the new Senate, noted the importance of Humanities and Social Sciences in the Baccalaureate Core Proposal, urged the Senate to consider how the Graduate Council will fit into processes of the new Senate, informed that the UAF will have difficulty functioning under the new Alaska procurement law, and warned that compensation issues for faculty and staff need to be addressed otherwise the university will continue to lose good people; and

Whereas the first order of business was the Election of Officers, electing David Smith as President, John Leipzig as President-Elect, Rudolph Krejci as Chair of the Promotion and Tenure Committee, and Dennis Stephens as Chair of the Service Committee; and

Whereas the Senate moved to direct the Assembly Committee to consider several actions, failed to adopt a tentative calendar of meetings, and moved to direct the President to form an ad hoc committee on the calendar; and

Whereas the Senate President announced during the second meeting, held on Wednesday, February 17 in the Library Media Classroom, that Agendas and Minutes will be distributed by Computer and that the following Senate meetings will be held in the Wood Center Ballroom, where Senate still meets today; and

Whereas Chancellor P. O'Rourke remarked during the second meeting about the need to maintain open lines of communication between the four representative groups at UAF--The Executive Council of Deans, Directors, the Vice Chancellors, and the three Presidents from Faculty Senate, Assoc. Students of the University of Alaska (ASUA)--The Faculty Senate, the Staff Council, and ASUA; and

Whereas the Senate moved during its second meeting to adopt three Basic Assumptions and seven Guiding Principles as the framework for development of UAF tenure and promotion policies and

regulations, including the assumption that each school and college within the University has a tripartite responsibility that includes teaching, research, and service:

Now, therefore, be it resolved, that the UAF Faculty Senate—

Recognizes the 30th anniversary of the first meeting of the UAF Faculty Senate;

Continues to support the UAF mission of educating students for active citizenship; preparing them for lifelong learning and careers by way of teaching, research, and service emphasizing the circumpolar North and its diverse peoples.

Finds itself immersed in a common effort begun in 1988 with the purpose of unifying the faculty throughout Alaska to respond to the impact of an economic crisis on higher education systems across the state;

Honors the Senate's founders, their successors, and their collective determined efforts as the Senate continues to look to their example while navigating similar storms these three decades later.

Integrates the faculty and campuses throughout Alaska, giving the faculty one voice in the protection and advancement of academics for the benefit of all Alaskans;

Reaffirms its support of shared governance at the University of Alaska Fairbanks and the University of Alaska system;

Recognizes Alaska Board of Regents' Policy stating that the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service;

Calls upon the President of the University of Alaska system and administrators in the system to abide by strong principles of shared governance according to Board of Regents' and the Constitution of the University of Alaska Fairbanks Faculty Senate.

Source material from the UAF Faculty Senate Archive:
Agenda FS Meeting 1_1-20-1988.pdf
Agenda FS Meeting 2_2-17-1988.pdf
FS Meeting 2 Actions.pdf

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Chris Fallen, UAF Faculty Senate President

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION;

The UAF Faculty Senate moves to revise the Student Grade Appeals Policy.

EFFECTIVE: Fall 2018
upon Chancellor approval

RATIONALE: to clarify and simplify the process while ensuring due process for both parties; to reduce the number of people on the hearing committee to increase efficiency and to ease scheduling difficulties; to lower the bureaucratic burden on students and the university by limiting the number of people who must be involved in the process; to align with BoR policy and UA regulation, usually by adopting the specific language of the policies or regulations; and to ensure adherence to federal and state law, especially in regards to due process.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Approves ____ Disapproves

Daniel M. White, UAF Chancellor Date: 3/14/18

See the attached Student Grade Appeals Policy:

additions in bold italic and ~~deletions indicated by strikethrough~~

Changes suggested by Faculty Affairs Subcommittee: Sine Anahita, Jak Maier, Gordon Williams, and Ataur Chowdhury with General Counsel Rachel Plumlee and FY18 chair of the student grade appeals ad hoc committee Jim Arkell. Changes then vetted by Faculty Affairs Committee at its 11-8-17 meeting.

Rationale: to clarify and simplify the process while ensuring due process for both parties; to reduce the number of people on the hearing committee to increase efficiency and to ease scheduling difficulties; to lower the bureaucratic burden on students and the university by limiting the number of people who must be involved in the process; to align with BoR policy and UA regulation, usually by adopting the specific language of the policies or regulations; to ensure adherence to federal and state law, especially in regards to due process.

Grade Appeals Policy

The following is a complete copy of the Grade Appeals Policy as passed by the UAF Faculty Senate at its Meeting # 56 (March 20, 1995) and amended at Meeting #61 (February 5, 1996), Meeting #80 (May 4, 1998), Meeting #89 (September 27, 1999), Meeting #109 (May 6, 2002), Meeting #157 (March 2, 2009), Meeting #183 (May 7, 2012), Meeting #189 (March 4, 2013) and Meeting #215 (May 2, 2016).

- Alignment with BOR Policy and UA Regulations, Chapter 09.03 - Student Dispute Resolution (Meeting #215, May 2, 2016).
- Clarification made to the time period within which grade appeals will be reviewed (Meeting #189, March 4, 2013).
- Policy at Section III, Procedures, subsection B, Item 4, was revised at Meeting #183 (May 7, 2012).
- Deadlines were revised at Meeting #157 (March 2, 2009).

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below~~., and may not seek further review of the matter under any other procedure within the university.~~

II. Definitions

A. A "grade" refers to final letter grades A, B, C, D, F, and Pass or Fail. The I (incomplete) and DF (deferred) designate a temporary grade, not a final grade, so these are not subject to appeal until they becomes final.

B. There may be extenuating circumstances when the deadlines cannot be met due to illness or other situations over which the ***parties or the university*** ~~student~~ may have no control. In such a case, upon request from ***either party or the university,*** ~~the student~~, the ***deadlines may be extended.*** ~~dean/director, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. At the discretion of the dean/director, an extension of the deadline will be limited to one semester but every~~ ***Every*** effort should be made to complete the appeal process within the current semester.

~~B.~~

C. ~~For the purpose of this procedure~~ ***In accordance with Board of Regents (BoR) policy and University of Alaska regulation***, "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course, or

2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or

3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

D. ~~C~~. "***A*** Grading errors" ~~denotes errors in the assignment of grades rather than~~ ***is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade, not an*** errors in judgment.

E. A class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review, as defined in university regulations (R09.03.024). Final examination periods are counted as class days.

F. "Department chair" for the purposes of this policy denotes the faculty member responsible for the academic unit offering the course.

G. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

H. The "final grade" is the grade assigned for a course upon its completion.

I. The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. Informal Procedures

Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention following the normal change of grade procedure.

1. Review the UAF Appeal of Grade form. [The form is available ~~through the Registrar's Office~~ ***online at https://www.uaf.edu/uafgov/faculty-senate/policies-procedures/grade-appeals/***] {Policy revision committee suggests the development of a new template to simplify and clarify the process for students. New template to include information about the grade appeal advisers in the Academic Advising Center}

2. ***To begin the informal process, the student shall*** ~~It is a student's obligation to~~ notify the instructor in writing with an explanation of the perceived grading error within 15 class days of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester). ~~A copy of the request should also be provided to the department chair.~~

3. The instructor is responsible for notifying the student in writing of ~~his or her~~ ***the instructor's*** final judgment concerning the grade in question within 5 class days of receipt of the request, and for promptly submitting the appropriate change of grade form to the Registrar's Office if an error occurred. If the decision was not to ~~reconsider~~ ***change*** the grade, the instructor ~~should~~ ***shall*** notify the student~~, the department chair, and the dean/director~~ in writing by completing the informal portion on the Appeal of Grade form.

4. If the student does not receive a response from the instructor ~~or the unit department chair~~ by the required deadline, the student ~~must~~ ***shall*** seek the assistance of the ***chair of the department*** ~~dean of the college or school in~~ which the course was offered ~~to begin the formal appeal process~~.

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student ~~must~~ ***shall seek the assistance*** ~~bring the matter to the attention~~ of the unit department chair who will make every effort to contact the instructor by the 15th class day of the next regular semester.

a. If the instructor ~~can not~~ ***cannot*** be contacted but course records are available, the department chair ~~will~~ ***shall*** effect resolution within 5 class days of notification by the student. The department chair may correct a grading error through the regular change of grade process on behalf of the instructor.

b. If the instructor ~~can not~~ ***cannot*** be contacted and course records are either unavailable or indecisive, the student may request a formal review as described in section B. below.

B. Formal Procedures

If not resolved ~~int he~~ ***in the*** informal process, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and resolution is not forthcoming from the appropriate department chair.

1. This review is initiated by the student through a signed, written request to the department chair with a copy to the dean of the college or school in which the course was offered.

a. The student's request for review ~~may~~ ***shall*** be submitted using university forms specifically designed for this purpose and available ***online*** at ~~the Registrar's Office.~~ ***http://www.uaf.edu/files/provost/new_grade_appeal-form.pdf***

b. The student completes the grade appeal checklist and submits the Grade Appeal form, acknowledging the completion of the informal process.

c. The request for a review must be received by the dean/director of the college or school in which the course was offered within 5 class days of completion of the informal grade appeal process.

d. The request must detail the basis for the allegation that a grade was the result of arbitrary and capricious grading and must present the relevant evidence. {the policy revision subcommittee suggests a new template to make it easier for the student to understand what arbitrary and capricious grading is, and the types of evidence that would assist in making their case}

2. ~~The~~ ***Within five days of receipt of the written request for review, the*** dean ~~formally~~ notifies ***in writing*** ~~both~~ the instructor who issued the grade and the department chair of the unit that a formal grade appeal has been filed***, and supplies a copy of the student's request for a formal grade appeal to the instructor.***

3. The instructor shall be invited to respond in writing to the student's allegations; the instructor's response shall be directed to the grade appeals committee.

4. If the instructor of the course is also the Dean of the College, the Provost will designate another Dean within the University to act as the college's monitor of all proceedings.

5. A review committee will be appointed as follows:

~~a. The dean shall appoint one non-voting faculty member holding academic rank, who is represented through the current applicable collective bargaining agreements, from the academic unit in which the course was offered (other than the instructor of the course). This individual shall serve in an advisory role~~

b. Three faculty members holding academic rank, who are represented through the current applicable collective bargaining agreements, from the Faculty Senate ad hoc Student Appeals Committee (SAC) shall be appointed by the SAC chair. One voting member shall serve as chair of the student appeal committee.

c. ***The Associated Students of the University of Alaska Fairbanks shall appoint a non-voting member to each grade appeal committee.*** ~~The fifth member to *shall* be appointed by the Associated Students of the University of Alaska Fairbanks (ASUAF) *and shall* will be a non-voting *member of the committee* student representative.~~ ***If practicable, an undergraduate student will be appointed when the petitioner is an undergraduate, and a graduate student shall be appointed when the petitioner is a graduate student. This member shall not be excluded from any of the proceedings.***

d. A facilitator appointed by ***the*** administration shall serve as a non-voting member for formal grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.~~\~~

~~e. In the case of a grade appeal from a graduate student, a representative of the Graduate School may serve on the committee in a non-voting capacity.~~

5. The committee ~~must~~ ***shall*** schedule, within 10 class days from receipt of the student's request, ~~a mutually agreeable date, time and location for the appeal hearing~~ ***the initial review meeting. Only members of the committee shall attend the initial review meeting.*** ~~If the request for appeal is received any time other than during a regular semester, then the hearing must be scheduled on or before the 10th class day of the next regular semester.~~

a. ~~During this and subsequent meetings~~, ***Throughout the grade appeals process,*** all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

~~b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.~~

~~c.~~ ***b. At the initial review meeting, the committee shall first examine the student's request and the instructor's written response, if any, and shall*** ~~The mandatory first item of business at this *the initial review* meeting is for the committee to~~ rule ***whether to proceed with a formal hearing, to request additional information, or to***

dismiss ~~on the validity of~~ the student's request. Grounds for dismissal of the request for review are:

1) A properly prepared formal appeal of the particular grade has already been denied.

2) The alleged actions of the instructor do not constitute arbitrary and capricious grading, as defined herein.

3) The request was not made within the policy deadlines ***and no extenuating circumstances exist that would allow for the deadlines to be extended.***

4) The student has not completed the informal procedures to resolve the grade conflict with the instructor.

5) In the event that the committee votes to dismiss the request, a written notice of dismissal ~~must~~ ***shall*** be forwarded to the student, instructor, department chair, and dean within five class days of the decision, and will state clearly the reasoning for the dismissal of the request.

6. Acceptance for consideration of the student's request ~~will~~ ***shall*** result in ~~the following~~:

~~a. A request for and receipt of a formal response from the instructor to the student's allegation.~~

~~b. A second meeting~~ ***a review hearing*** scheduled to meet within 10 class days of the decision to review the request.

(the section a-g formerly were numbered 1-6)

a. ~~The~~ ***Both the*** student and instructor will be invited to attend the review ***hearing*** ~~meeting~~. ***In accordance with BoR policy and UA regulation, neither party may be excluded from the review hearing.***

b. At the committee's discretion, witnesses for either party may be invited to testify at the review hearing.

~~c.~~ ***Student dispute resolution proceedings will normally be closed. Requests for an open proceeding must be made by a party prior to the start of the proceeding. Such requests shall be granted to the extent allowed by law unless the committee's chair determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors.*** ~~The meeting will be closed to outside participation , and~~

*d. **Both*** the student and the instructor may be accompanied by ***a supporter*** ~~an advocate or representative~~. ***Supporters for the student or instructor may speak only at the discretion of the committee. Supporters shall not act as representatives.***

e. Other matters of format will be announced in advance.

~~3)~~ *f.* The proceedings will be recorded and the recordings will be stored with the campus conduct office.

~~4)~~ *g.* The ~~meeting~~ ***hearing*** must be ~~informal, non-confrontational and~~ fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

7. The ***committee will make its*** final decision ~~of the committee will be made~~ in private by a majority vote.

~~a. Actions which the committee can take if it accepts the student's allegation of arbitrary and capricious grading must be directed towards a fair and just resolution, and may include, but are not limited to, the following:~~

~~1) direct ***request*** the instructor to grade again the student's work ***with oversight provided by*** under the supervision of the department chair ***or other faculty member appointed by the dean***,~~

~~2) direct ***request*** the instructor to administer a new final examination and/or paper in the course,~~

~~3) direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.~~

a. ~~b.~~ The academic decision review committee proceedings will result in the preparation of written findings and conclusions. Conclusions will result in one of the following:

1) the request for a grade change is denied.

2) the request for a grade change is upheld; the review committee requests the course instructor to change the grade; and the course instructor changes the grade in accordance with the University of Alaska Fairbanks rules and procedures.

3) the request for a grade change is upheld; the course instructor is either unavailable to change the grade or refuses to, and the review committee directs the dean/director to initiate the process specified by the University of Alaska Fairbanks rules and procedures to change the grade to that specified by the review committee.

~~c.~~ ***b.*** A formal, written report of the decision ~~must~~ ***shall*** be forwarded to the student, instructor, department chair, dean, and registrar within five class days of the meeting.

~~d.~~ ***c.*** The decision of the committee is final.

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate endorses the UA Faculty Alliance request, stated in the letter from the Chair of Faculty Alliance dated February 18, 2018 to the Presidents of the UA Faculty Senates, to amend University Regulation R10.04.040.

Effective: Fall 2018

Rationale: UAF Faculty Senate moved to recommend changes to University Regulation R10.04.040 Section A, Categories for the Common Core of General Education Requirements, General Education Requirements, during meeting #229 as described in the letter from the Faculty Alliance. This motion to endorse the UA Faculty Alliance letter as a recommendation to enact all changes to University Regulation described in the letter, specifically including requested changes to R10.04.040 Section B, Credit Distribution for General Education Requirements, and Section C, Assumptions Regarding General Education Requirements for Baccalaureate Degrees.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Approves ____Disapproves

Daniel M. White, UAF Chancellor Date:_____

Faculty Alliance letter on Revisions to UA Regulation R.10.04.040

UNIVERSITY of ALASKA

Many Traditions One Alaska

Date: February 15, 2018

To: Faculty Senate chairs
Faculty Alliance members

From: Faculty Alliance Chair, Lisa Hoferkamp

Subject: Revisions to UA Regulation R.10.04.040

Dear Governance Colleagues,

The General Education Requirement Coordinating Task Force (GER-CTF) along with disciplinary leads from all three UA universities and representatives from the Faculty Alliance (FA) met on the UAA campus from February 10 through February 11, 2018 at a GER Retreat to discuss what actions remain in order to complete the Board of Regent's (BoR) mandate to align GERs across the UA system. Among the GER courses that have not already been aligned, those for which reasonable modification will bring them into compliance with the alignment criteria set forth by the BoR were distinguished from those requiring unreasonable modification. It was agreed by attendees that between now and the end of faculty contracts, May 12, 2018, alignment of the former will be completed and the latter will be formally unaligned through changes in course number and title. Those in attendance at the GER Retreat agreed to make every possible effort to complete these tasks by May 12, 2018 such that the only task remaining after May 2018 is completion of curriculum committee process. The curriculum committees at each of the universities will process the necessary changes to the GER courses in AY18-19 with the expectation that aligned GERs will be entered into each university's AY

19-20 catalogue. The GER alignment work will be coordinated at each university by the disciplinary leads who will be responsible for reporting progress to that university's GER-CTF representative. The chair of the GER-CTF will report regularly to the FA. Through this line of communication, adherence to the agreed upon timeline will be encouraged and supported.

Changes to University Regulation R.10.04.040 regarding descriptions of GER categories, GER credit distributions and GER credit assumptions previously formulated by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015 were also discussed at the GER Retreat. The group considered potential benefits and impacts to each university resulting from the proposed revisions and unanimously agreed that the former generally outweighed the latter. It was agreed that the proposed revisions to University Regulation R.10.04.040 should be presented to the UAA and UAS curriculum committees and faculty senates through their Faculty Alliance representatives. The UAF faculty senate has already considered these revisions and passed a motion of support for subsequent action by the FA. If the UAA and UAS curriculum committees and faculty senates approve the revisions, a motion is requested from each of those senates stating curriculum committee and faculty support as well as approval for the FA to move forward with presenting the proposed revisions to the Academic Council. Please note that the motion requested from the UAA and UAS faculty senates should reflect thorough vetting at each university such that the three motions (UAA, UAF and UAS) demonstrate system-wide approval for the proposed revisions to UA R.10.04.040.

A succinct description of each of the proposed revisions followed by the original regulation with edits is appended to this letter. Please consider this request to present these documents to your faculty senates for distribution to curriculum committees and constituent faculty. Once adequately reviewed, please report to me each body's decision regarding a motion of support for presentation to the UA Academic Council.

Best Regards,

Lisa Hoferkamp

Digitally signed by Lisa Hoferkamp
DN: cn=Lisa Hoferkamp, o=University of Alaska Southeast, ou=Natural Sciences, email=lahoferkamp@alaska.edu, c=US
Date: 2018.02.17 09:40:41 -09'00'

Lisa Hoferkamp

Motion: The General Education Task Force 2017-18 proposes that UAA, UAF, and UAS Faculty Senates propose to the UA system president, via the Faculty Alliance, the following modification to University Regulation R.10.04.040.

Effective: Upon approval by all three institutions

Rationale:
The language in Board of Regents Regulation regarding the general education requirements (GERs) has not been revised since 1996. The descriptions in the regulations no longer clearly describe the GER categories in a way that is acceptable to the corresponding academic areas, the humanities description combines two categories. Changing the credit distribution among the categories enables the universities to determine how best to support their individual student populations. Finally, the option for students to use GERs to satisfy major and degree requirements not only allows for more flexibility, especially for students in credit-heavy majors, but it also allows departments to use GERs as recruitment courses for their programs.

While we recognize that separating courses into strict disciplinary buckets may not be ideal, we also recognize that revising and improving these disciplinary descriptions will be helpful to all three universities as they continue to revise their GERs.

In addition, having up-to-date language may be helpful to individual university GER committees, such as the UAF General Education Requirements & Core committee (GER&C), which bases its determination as to which courses are allowable into GER buckets on the language in the university regulations.

The language provided in this motion was developed initially by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015. The revisions were sent to Faculty Alliance in the report "Report on General Education Alignment across the UA System: A Proposal for Student Success" in May 2015 but were not forwarded to the president for consideration at that time. Simultaneously, this language was being considered in the UAF General Education Revitalization Committee; basically the same language, with the exception of the change from Quantitative Skills to Mathematics, was submitted to UAF Faculty Senate as part of the report "Proposal for Common Baccalaureate Requirements and General Baccalaureate Education at UAF" in March 2014. The Expanded General Education Task Force, comprised of the Statewide GER Task Force plus faculty members from UAA, UAF, and UAS serving as disciplinary leads for each of the GER categories, finalized the language that follows in the revised regulations at the General Education Task Force & Disciplinary Leads retreat in February 2018.

Specific commentary on changing subsection A: the consequences of the revision of each of the disciplinary categories:

- Oral Communication Skills:

- Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.

- Written Communication Skills
  - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Quantitative Skills/Mathematics
  - This change would require UAA to change the title of one of its GER buckets. At all three universities, all courses that satisfy this GER requirement are mathematics and statistics courses (viewing statistics as a subfield of mathematics); this change would codify this current practice in university regulation.
- Natural Sciences
  - The proposed change *could* be interpreted to mean that natural sciences GER courses must include a laboratory to satisfy the "practice" component, but we don't think it *must* have that interpretation. All UAF GER natural science courses have a lab.
- Arts
  - Currently, the description of arts courses is confusingly smushed in with the description of humanities courses. The new description would allow 'skills' classes into the GER (e.g., painting, drawing, sculpting, movie making, acting....) as long as there is some 'academic discipline' content. Currently only fine arts appreciation and fine arts history classes are allowed. Note that we choose the name "arts" rather than "fine arts" to recognize that there are various arts disciplines, such as creative writing, that are not traditionally recognized as "fine arts".
- Humanities
  - This change clearly separates arts from humanities. Note that specific fields are not mentioned; this change to the language leaves open the contentious question of whether History is a social science (as at UAF) or a humanities (as at UAA).
- Social Sciences
  - Removing the requirement that social sciences be "broad survey courses", which is required of no other category, would allow a greater diversity of acceptable GER courses in the social sciences.

Specific commentary on changing subsection B: minimum credit distribution

- University regulations should allow for as much flexibility as possible for each university, while maintaining a core of commonality across the three universities for general education.
- Moving 'minimum' to the heading saves repetition
- To satisfy their GER, students would be allowed to take one to three social science classes (possibly all in the same

discipline), one to three arts classes and one to three humanities classes; that is, 1 of each category plus 2 more of any. However, each university could choose to set stricter guidelines, with the proviso that---as in current practice---a student who had taken courses to complete GERs at one institution would be considered to have completed GERs at the other university.

- Currently (although not explicitly required by UA regulations) all three Universities require 2 natural sciences plus 1 mathematics (including statistics) class. The proposed wording change would not change this minimum requirement, although it would allow for flexibility in the future if desired.

Specific commentary on changing subsection C: assumptions

- Emphasizes the expectation that general education courses should be at the 100 and 200 level.
- Allows for more flexibility for majors and programs that want to include GER courses explicitly in their major requirements (e.g., calculus is required for engineering courses) while maintaining the credit requirements described in subsection B.

R10.04.040. General Education Requirements.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.~~ Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.

2. Written Communication Skills

~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.~~ Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.

3. ~~Quantitative Skills~~ Mathematics

Courses that fulfill this requirement ~~are those which emphasize the development and application of quantitative problem-solving skills and~~ expose students to the theory, methods, and practice of mathematics as an intellectual discipline.~~, as well as skills in the manipulation and/or evaluation of quantitative data.~~

4. Natural Sciences

~~Courses that fulfill this requirement are those that provide the student with broad exposure and include general~~

~~introduction to the theory, methods, and disciplines of the natural sciences.~~
Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.

5. Arts
Courses that fulfill this requirement introduce the students to the methods and context of the arts as academic disciplines.

~~5~~.6. Humanities
~~Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.~~ Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

~~6~~7. Social Sciences
~~Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.~~ Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B. Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits ~~minimum~~
Oral Communication Skills	3 credits ~~minimum~~
Humanities/~~Social Sciences~~	~~15~~3 credits ~~minimum~~
Arts	3 credits
Social Sciences	3 credits
~~at least 3 credits in the arts~~	
~~at least 3 credits in general humanities~~	
~~at least 6 credits in the social sciences, from 2 different disciplines~~	
~~Quantitative Skills/Natural Sciences~~	~~10 credits minimum~~
~~at least 3 credits in mathematics~~	

~~at least 4 credits in the natural sciences, including a laboratory~~

Mathematics	3 credits
Natural Sciences, including a laboratory	4 credits

In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences
At least 3 more credits from among natural science and mathematics

---

Total general education credits: 34 credits ~~minimum~~

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.

2. R~~Most r~~equirements should~~will~~ be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.

3. ~~Credit may be counted towards general education or a degree major requirement, but not both.~~ A student shall not use a single course to meet more than one general education category. However, general education courses may also satisfy degree or major requirements.

4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.

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The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

Motion:

The UAF Faculty Senate endorses the 28-Feb-2018 letter from UAS Faculty Senate President, Dr. Megan Buzby, to the UA Board of Regents about the proposed plans for the Alaska College of Education. We concur with the concerns expressed in that letter. This endorsement will be delivered to the UA Faculty Alliance for consideration for transmission to UA President Johnsen.

Effective: Spring 2018

Rationale: The letter from Dr. Megan Buzby was submitted to the UA Board of Regents (BoR) on 28 February 2018 as public testimony for the 1-2 March 2018 full BoR meeting, was acknowledged received at 4:48 p.m. on 2 March 2018, and was sent as response to a letter from UA President Johnsen to "education students, faculty, and staff" delivered to the UAS Chancellor's Cabinet on 26 February 2018 and subsequently to the UAS Faculty Senate Executive Board. The 26-Feb-2018 letter from UA President Johnsen requests feedback on the Alaska College of Education for discussion during the 1-2 March 2018 full meeting of the BoR.

The proposed Alaska College of Education and associated organizational changes affects all three universities in the UA system, with the Schools of Education at UAF and UAA proposed to be eliminated and their programs moved to other colleges within their respective universities. Inadequate time was provided to faculty, staff, students, and administrators at all three universities to solicit feedback and gather data regarding this potentially disruptive process at all three universities. In addition, students have expressed confusion to faculty about the proposed Alaska College of Education, with some apparently under the impression that students must travel to Juneau to pursue degrees in education. The UAF Faculty Senate has elaborated its own concerns with the decision and the decision-making process, and concurs with the concerns expressed in the letter from Dr. Buzby. The UAF Faculty Senate therefore requests that UA President Johnsen and the UA Board of Regents address those concerns.

****

DocuSigned by:
Chris Fallen
122BC915EF97462...
Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Acknowledges ___ Vetoes

Daniel M. White, UAF Chancellor

Date: 3/21/18

The 28-Feb-2018 Buzby letter to the UA Board of Regents
The 26-Feb-2018 Johnsen letter to "education students, faculty, and staff"

February 28, 2018

Dear distinguished members of the Board of Regents,

This letter is in response to President Johnsen's letter, dated February 26, 2018, regarding the latest proposal for the Alaska College of Education structure. It represents my personal opinion informed by numerous discussions I have had with UA faculty, staff, students, community members, and consultants involved with the University of Alaska system.

The changes now before you do not reflect what was approved in concept after Strategic Pathways Phase I in 2016. The President proposed and the Board approved a single college of education for the state of Alaska. The gradual changes being made to that proposal no longer represent one college. While I believe these changes were made to make the best of a flawed decision, it appears as though only names and locations were changed with the addition of an ineffective administrator split between two high priorities. I agree that creating the teacher education council is a wise decision.

Two Schools of Education at UAA and UAF and one branch of the Alaska College of Education at UAS – are still three schools of education, regardless of the title you give them. Whether you call the administrative positions over those entities Directors, Deans, or Executive Deans, they are still responsible for the accreditation of programs, the faculty overseeing those programs, and the students enrolled in those programs. They are still full-time jobs that require experience and expertise in higher education.

Changing the title of "Dean of the College of Education" to "Director of the School of Education" at both UAA and UAF will not decrease the workload nor the responsibility of that position. If the goal is to pay a director less than a dean, you create a situation of high turnover which is inconsistent with the President's 2025 goal. If no money is saved, what is the point of changing names?

A major concern I have over the Executive Dean position is the lack of distinction between the Statewide home for the AKCOE and the UAS AKCOE. This change will most negatively affect UAS students and faculty who will be given a dean that does not have time to address local needs. This position will be split among the priorities for the system of three universities (and many more locations across the state) and trying to manage the daily concerns and accreditation at UAS. I believe UAS needs a Dean and the system needs a chair for the Teacher Education Council. UA does not need an Executive Dean to micromanage three schools of education nor is it reasonable to expect a single person to do such a thing. In addition, the Executive Dean position, as outlined in President Johnsen's letter, has no authority over UAA and UAF schools of education. At best, this position is set up to be ineffective. At worst, the position is set up to make uninformed decisions that create problems rather than fixing them.

It has been stated that one of the reasons for establishing a single college of education stemmed from a concern for a single point of contact for K-12 administrators. This seems like a useful improvement, but these elaborate structural changes and the addition of an Executive Dean are not necessary to create a single point of contact. That duty could easily be assigned to an existing position.

Perhaps the biggest positive outcome that came from Strategic Pathways was an acknowledgement that the three universities need to communicate more and work together. Education is like every other program across the state in that it needs to improve communication. Given its size and importance statewide, I think the education programs and the state could benefit from such a council. However, improving communication does

not require an Executive Dean. Form the UA Teacher Education Council and rotate the chair among the three universities.

The other major concern I have over this proposal is the justification which stems from the currently low percentage of new teacher hires that are UA-educated in the state. Perhaps we should back up and consider why this hiring percentage is only 30%. There are many factors, but availability is an important one that will not be fixed by 2025. Enrollment in colleges and universities is down across the entire country. The number of people pursing a degree in education is down across the entire country. The number of high school graduates is down in the state of Alaska. Now consider that the time it takes to complete an undergraduate degree is four years plus one more year to get a Masters of Arts in Teaching. That means we need to recruit record numbers of students from around the country to enroll in a teacher education program at UAA, UAF, or UAS by the year 2020 – that's 2 years from now. We would then need every single one of those students to earn their degree in five years and every single one of those students to apply for and receive jobs to teach in Alaskan schools. Do we really believe all this is possible in two years' time, simply because we changed the names of UAA and UAF Colleges of Education to Schools of Education and the name of UAS's School of Education to the Alaska College of Education? I do not. *Increase* the percentage of UA-educated new teacher hires, yes - but the state cannot hire people who do not exist.

The goal of 90 percent of new teacher hires to be UA-educated by 2025 is unattainable. What will we do when that goal is not met? All signs point to the new Executive Dean as the fall person. We will be hiring for this position again in 2025, if not before. The people that can make these changes are in the existing colleges and school of education. Mandate these units to increase their enrollment and graduates by an attainable amount. Take the money you save from hiring an executive dean to support their efforts.

In closing, I would like to remind us all that the simple solution is often the right one. Create a UA Teacher Education Council with membership from all three universities and outside stakeholders, but have the chair rotate among the three Education Schools/Colleges. Make that chair the contact person for the superintendents of the state. Support the existing colleges and school of education to achieve an attainable goal of more UA-educated teachers. We do not need an executive dean and we do not need an Alaska College of Education that looks and feels exactly like the system we have now – only less efficient.

I do realize these are challenging times and I very much appreciate your deliberations on this matter.

Sincerely,

Megan Buzby

Megan Buzby, PhD
Associate Professor of Mathematics at UAS
UAS Faculty Senate President

February 26, 2018

Dear Education Students, Faculty and Staff,

After numerous discussions with the Chancellors, I wanted to make you aware that the University of Alaska Board of Regents will discuss the proposed framework for establishing the Alaska College of Education when it meets in Fairbanks, March 1-2. The information that I will present at the board meeting about the Alaska College of Education can be found here: https://www.boarddocs.com/ak/alaska/Board.nsf/files/AWCTQV6A5199/$file/AKCOE%20Update%201%20Mar%202018%20RVSD%20Final.pdf

The university is making good progress toward establishing a single college of education, and the change is crucial to creating a culture in Alaska that encourages education and promotes the value of the teaching profession.

Below is a summary of the proposed changes.

What will change:

- The name: The new name will be the Alaska College of Education (AKCOE), with administrative leadership from the University of Alaska Southeast (UAS). In addition to this statewide coordinating role, the AKCOE will be the academic home for UAS teacher education.
- Leadership: UAS is nearing completion of the search for an Executive Dean for the Alaska College of Education. The Executive Dean will work closely with the schools of education at UAA and UAF to coordinate and align programs and courses and to encourage innovation across the university system. The Executive Dean, working with the UA Teacher Education Council (see below) will have input on budgets, promotion/tenure, marketing, hiring of faculty positions, engagement with external partners, and alignment and coordination of programs statewide.
- Reporting structure: The action will eliminate two dean positions and place the UAA and UAF programs inside existing colleges. The College of Education at UAA will become the School of Education and be part of the College of Arts & Sciences; the School of Education at UAF will become part of the College of Natural Science & Mathematics. These Schools of Education will be led by directors.
- UA Teacher Education Council: The Executive Dean for the College will chair the council with administrative and faculty representatives from all three universities. The Council's charge will be to promote coordination, alignment, and innovation across the UA system.

What will not change:

- Access and courses: UAA, UAF and UAS will continue to offer education programs and have faculty and staff at their campuses to support students in their programs.
- Degrees: Students will continue to earn their degree from any of the three universities.
- Accreditation: To ensure that all UA students receive a quality education, each university will work to maintain its accreditation with the Council for the Accreditation of Educator Preparation (CAEP), the national education accrediting body. The Northwest Commission on Colleges and Universities will also be notified of the administrative changes at UAA, UAF and UAS.

- Marketing: The university system will continue to work to recruit more students and to promote the virtues of a career as an educator.
- The university's goal: Fill 90 percent of new teacher hires in Alaska by 2025 with a UA-educated teacher. Currently, 30 percent of new teachers hired in our schools each year are UA-educated.

What can you do?

- You can express your views to the Board of Regents. **Written testimony** is accepted at *any* time and is shared with the board and the president. Please submit to: ua-bor@alaska.edu.
- If you are in Fairbanks, you can attend the Board of Regents' public gathering and talk to the regents personally. The gathering is from 4:30 p.m. – 5:30 p.m. on Thursday, March 1 in the Globe Room, 215 Elvey Building on the University of Alaska Fairbanks campus.

Sincerely,

Jim Johnsen
President

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate moves to approve a new Bachelor of Applied Management degree, housed in the School of Management.

Effective: Fall 2018, upon all approvals

Rationale: The Bachelor of Applied Management (B.A.M.) degree will play a vital role in attracting new students, from around Alaska, to attend the University of Alaska Fairbanks while helping to achieve its enrollment growth goals. The B.A.M degree will be the first of its kind in the nation and has the potential to draw many **new** students.

The fully online Bachelor of Applied Management (B.A.M.) degree will give Alaskans, who have educational training in specific skill occupations and often accompanying work experience, the chance to continue their education. Students will be able to finish their four-year degree while continuing to work and obtain a degree that will allow them to become proficient middle-managers and supervisors in their chosen career fields. This unique, AACSB accredited business degree, offers students the opportunity to use their skills and degrees/certificates for academic and career growth. The B.A.M degree will also attract students outside of Alaska, which will enrich the program for Alaskan students and bring in additional revenue allowing the program to be financially sustainable. This degree will eventually be collaborative with the UAA College of Business and Public Policy, which plans to submit their program for review next AY and will allow the two business schools to lower their costs.

The B.A.M. degree is designed specifically for students who have a technical hands-on degree or certificate in fields such as mechanics, culinary arts, welding, healthcare, etc. and who are looking to develop management skills within their fields. Applied Management majors are desired in nearly every industry including, for example, aviation, automotive technology, hospitality and the growing field of healthcare. This desirability provides a unique opportunity as only a limited number of applied management bachelor degrees exist and many of those are located in for-profit institutions. The proposed degree would be even more exceptional as it would likely be the only AACSB accredited applied management degree in the nation.

The Alaskan workforce will experience gains as skill-based workers transform their management practices using a more educated approach. The relationship between the business community and the universities will be strengthened as more business leaders

earn four-year accredited degrees from the University of Alaska. Finally, the Alaskan population will benefit from an increased level of college-educated citizens.

Support:

UAA College of Business and Public Policy Dean Bogdan Hoanca- The proposed joint program will further strengthen the cooperation between the CBPP and the SOM, will better align our course offerings and will provide an opportunity for adults with technical and vocational training to gain management skills that will help them advance in their careers. This type of initiative directly supports President Johnsen's 65% by 2025 initiative (to get 65% of Alaskan workforce to have a postsecondary credential by 2025). We currently lack such an accredited program in Alaska, and I am confident it will be a useful addition to the menu of options available to Alaskans.

Carol Gering UAF eLearning supports development of the new BAM (Bachelor of Applied Management). We appreciate the School of Management's efforts to grow UAF enrollment through innovative new programs. We believe the BAM program will be effective in drawing new students to UAF; offering it online will make the degree accessible to working adults and non-traditional students who wish to grow their skills and advance their careers. eLearning commits to provide faculty development and instructional design support, as well as recruitment efforts and student service support.

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Chris Fallen, UAF Faculty Senate President

See the attached program description:

Brief Statement of the Program:

The Bachelor of Applied Management (B.A.M.) online degree is designed for individuals who have completed 21-30 credit hours in an area of specialization or trade and aspire to assume middle management-level positions in their chosen field.

Applied Management majors are desired in nearly every industry including, for example, aviation, automotive technology, hospitality and the growing field of healthcare. This desirability provides a unique opportunity as only a limited number of applied management bachelor degrees exist and many of those are located in for-profit institutions. The proposed degree would be even more exceptional as it would likely be the only AACSB accredited applied management degree in the nation.

The online Bachelors of Applied Management degree provides students with the academic education required to be proficient middle-managers in their career fields. It offers students with degrees and certificates, not usually designed to fulfill the requirements within a bachelors program, the opportunity to use their skills and degrees/certificates for academic and career growth.

Objectives:

1. To expose students to a general management degree that can be used across non-traditional business disciplines.
2. To provide students the skills to be proficient and competent middle-managers in their career fields.
3. To provide students the opportunity for both career and academic growth by allowing them to use the skills they already possess and develop them into a baccalaureate degree.

Evaluation of objectives:

1. Academic performance.
2. The number of students who move to managerial roles after completing B.A.M. degree.

Relations to Purpose of the University:

A. Educate: The degree is designed to further educate students who are interested in management and have a technical expertise in a trade.
B. Research: Through course embedded projects, undergraduate students will develop and utilize real-life management skills. Students will have the opportunity to work with professors on real management projects.
C. Prepare: This degree will prepare students for mid-level management positions in their current fields, something that is not currently available to students in Alaska. This degree is key to workforce development.

D. Connect: The online format of the B.A.M. degree will allow students not only to connect with the instructor for classroom requirements but also to network with other students throughout the state and country. This networking will provide a better educational, and possibly an even better professional, experience for the student.
E. Engage: B.A.M. is designed specifically to engage Alaskans, and other students across the nation, in continuing education outreach. The key feature of the program is to target students who would like to continue their education.

Plans for recruiting students:
Alaskan Students will be recruited through traditional means such as job fairs, high school visits and marketing campaigns. Additionally, lower-48 students will be recruited through the use of Articulation Agreements with two-year community colleges. The School of Management (SOM) already has an extensive network of articulation agreement with two-year colleges:

- Allen Hancock College- Santa Maria, California
- Central Texas College- Killeen, Texas
- Clackamas Community College- Oregon City, Oregon
- Coastline Community College- Fountain Valley, California
- Columbus State Community College- Columbus, Ohio
- Mount Hood Community College- Gresham, Oregon
- Rio Hondo College- Whittier, California
- Rogue Community College- Grants Pass, Oregon
- Salt Lake Community College- Salt Lake City, Utah
- Santa Ana College- Santa Ana, California
- Sinclair Community College- Dayton, Ohio
- Skagit Valley College- Mt. Vernon, Washington
- Truckee Meadow Community College- Reno, Nevada
- Red Rocks Community College- Lakewood, Colorado

Employment Market Needs:
This program was discussed extensively with the UAF School of Management Business Advisory Council (BAC) and well as the Accounting Advisory Board (AAB). This group is made up of business leaders, mainly from Fairbanks and Anchorage but also with representation from the Lower 48. Alaska Department of Labor and Workforce Development and the United States Department of Labor statistics were examined. Finally, business faculty from the University of Alaska Anchorage College of Business and Public Policy were also consulted.

Job opportunities:

Now:

From the UAF business advisory councils, there was widespread enthusiasm for the proposed B.A.M. degree as part of the SOM five-year strategic planning process. In addition, the Alaska Department of Labor and Workforce Development categorize General and Operations Managers as those who "plan, direct, or coordinate the operations of public and private sector organizations. Duties and responsibilities include formulating policies managing daily operations, and planning the use of materials and human resources." This is a good description of the graduates of the B.A.M. program. The Alaska mean wage for this group is competitive at over $50,000 annually. In total, the Alaska Department of Labor categorizes over 30,000 jobs that B.A.M. trained students would qualify for, however, this is a substantial understatement as it does not allow for the many students who would already be employed in a technical area and improving their business acumen (these statistics pertain just to Alaska.)

Currently, these positions are being filled by employees with no formal management skills or by managers that have little technical backgrounds in the field in which they are managing. The positions are often filled by employees with business degrees that do not have the technical background required to make them successful leaders in these fields.

Two years from now:

Extrapolating from the 10-year Alaska growth, a two-year growth would be approximately 1.3% new jobs, not counting the jobs opened up by workers retiring, or otherwise, leaving their position. The forecasted nationwide growth is 1.8%.

Five years from now:

Extrapolating from the 10-year Alaska growth, a five-year growth would be approximately 3.2% new jobs, not counting the jobs opened up by workers retiring, or otherwise, leaving their position. The forecasted nationwide growth is 4.5%.

Ten years from now:

Alaska Department of Labor and Workforce Development, for General and Operations Managers, forecasts a 6.3% ten-year rate of growth for this group of mid-level managers which slightly exceeds the 5.8% growth rate overall all occupations. Across the United States, the United States of Labor forecasts the ten-year job growth to be 9% in addition to workers that will need to be replaced as they retire, or otherwise, leave.

Facilities/Space Needs:

No new space is needed for the B.A.M. degree as it is a strictly online program and the B.A.M. courses will be strictly offered online.

Credit Hour Production:

Most all of the required courses are currently offered every spring and fall semester. Credit hour production from 100 sustainable students annually is approximately 3,000 a year.

Library/Media Materials, Equipment and Services:

None, as UAF Elmer E. Rasmuson Library already has management curriculum resources (i.e. texts, journals, databases).

Effects on enrollments elsewhere in the system:

This should have no negative effects on enrollments elsewhere in the system as it is specifically targeting students that do not have a current option for management degrees. It is very different than a B.B.A. degree which is designed for business-specific students and as such should have the ability to attract a much different type of student. It should have substantial positive effects for the Community and Technical College as this degree should be very attractive to its students earning trade focused certificates, endorsements and degrees.

This program will also increase enrollments at UAF for non-business courses and, as it will be a collaborative between UAF and UAA, will benefit the UA system.

Catalog Layout:

The B.A.M. degree requires a minimum of 120 credit hours. It is an online degree designed for students that have a technical hands-on degree or certificate in fields like mechanics, culinary arts, welding, healthcare, etc. that are looking to develop management skills within their fields. This degree is designed for students who already have a career that are looking on expanding their skill-sets to become mid-level managers in their next career step.

Minimum Requirements for Degree: 120 credits

Students must earn a C- grade or better in each course.

CODE	TITLE	CREDITS
General University Requirements		
Complete the general university requirements		
General Education Requirements		
Complete the general education requirements		

MATH F122X	Essential Precalculus with Applications	3
Bachelor of Applied Management (B.A.M.) program requirements:		
Complete 21-30 credit hours in a single specialized technical area or trade		21-30
AIS F101	Effective Personal Computer Use	1
AIS F310 OR	Management of Information Systems	3
AIS F316	Accounting Information Systems	
BAM F352	Accounting and Finance	3
BAM F320	Management	3
BA F308	Professional Development: How to Prepare for a Job and Other Survival Skills	1
BA F309	Professional Development: Finding a Career	1
BA F307	Introductory Human Resources Management	3
BA F330	The Legal Environment of Business	4
BA F323X	Business Ethics	3
BA F343	Principles of Marketing	3

BA F390	Organizational Theory and Behavior	3
BA F490 OR BA F360	Services Marketing Operations Management	3
ECON F227 OR STAT F200X	Introductory Statistics for Economics and Business Elementary Statistics	3
HSEM F416	Cybersecurity Management	3
HSEM F445	Business Continuity and Crisis Management	3
BAM F462	Project Management	3
Electives		
Complete free electives as needed to meet 120 credits.		
Earn 39 credit hours at the 300 or 400 level		
Total Credits		**68-77**

Personnel

Name	Staff classification	Duties	Qualifications

Margaret Keiper	Faculty	Teach courses in School of Management Develop new courses in School of Management Publish original research Serve on academic and administrative committees	Ph.D., Sport Administration
Amber Lammers	Admin Coordinating Personnel	Develop syllabi, coordinate curriculum changes and scheduling	M.B.A.
Kevin Berry	Faculty	Associate Dean, School of Management. Teaches courses in School of Management. Publishes original research.	Ph.D. Accounting
Nicole Cundiff	Faculty	Program Director-Business Administration Chair Assurance of Learning and Impact Committee Teaches courses in School of Management Publishes original research	Ph.D. Applied Psychology

Enrollment Information

Projected Enrollment: New Majors annually

- Year 1: 20
- Year 2: 40
- Year 3: 50
- Year 4: 40
- Year 5: 40

Projected sustained enrollment (100 majors)

How was projected/present enrollment determine? Who was surveyed and how?

Projections were based on many things including the figure that UA President Johnsen has often mentioned of 120,000 people in Alaska with some college education but no degrees. This program is also closely modeled after the UAF SOM online Bachelors of Emergency Management in which there are now over 200 majors. UAF SOM has already set up several articulations with two-year colleges across the nation and we would utilize those to draw students from the low-48 who would like an AACSB accredited B.A.M. degree but are often being shut out of college opportunities in their own states (e.g. California; currently, the HSEM

program has students from 28 states). This is a "proof of concept" that will work here. This degree has also been discussed extensively with the UAF SOM Student Advisory Council (SAC) and the students believe there will be a large demand for this program. Finally, a survey was sent out to all current students and alumni with the results coming back favorable.

We believe this program is sustainable with 100 students. UAA School of Business and Public Policy has indicated an interest to share costs through the sharing of online courses.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5

Year 1= 20 new
Year 2= 20 new
Year 3= 20 new
Year 4= 20 new
Year 5= 20 new

Maximum enrollment which program can accommodate = 250

Resources Impact:

Resource Commitment

SOM is not requesting any new resources. It can start the program by leveraging its existing BA faculty. As the program grows resources will be supported from tuition.

Revenue and Expense Projection

Support Letters:

Dean UAA CBPP 1
Dean UAA CBPP 2
Former Student

Additional Forms:

BOR Action Request Form
BAM Degree Requirements
SLOA Plan
BAM Prospectus

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws.

Effective: Immediately

Rationale: The Graduate Academic and Advisory Committee has established a process for which Graduate Student members are selected and the Bylaws for the committee need to be updated to reflect this change.

****

Chris Fallen, UAF Faculty Senate President

See the attached bylaw changes:

[[ ]] = Deletions
Bold = Additions

UAF Faculty Senate Bylaws, Sect. 3 (ART V: Committees), Subsection H. PERMANENT

1. The Graduate Academic and Advisory Committee **has** responsibility for oversight, review and approval of all professional degree courses and programs. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial issues and dealings with other universities.

   The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of Library, and the University Registrar are non-voting ex officio members. Graduate student representatives are appointed by the Dean of the Graduate School[[.]] **using the process established by the Graduate Academic and Advisory Committee and passed by the Faculty Senate in March 5, 2018.**

The following motion was passed at Faculty Senate meeting #230 on March 5, 2018:

MOTION:

The UAF Faculty Senate moves to establish a process for the selection of the two (2) Graduate Student members of the Graduate Academic and Advisory Committee.

Effective: Immediately

Rationale: According to the Faculty Senate bylaws, "The Graduate Academic & Advisory Committee includes ten faculty members and up to two graduate students. The Dean of the Graduate School, Director of the Library, and the University Registrar are non-voting ex officio members. Graduate student representatives are appointed by the Dean of the Graduate School." http://www.uaf.edu/uafgov/faculty-senate/about/faculty-senate-constituti/

The purpose of this document is to establish an inclusive process by which graduate students select their representative(s), whose names are then sent to the Dean of the Graduate School for appointment to the GAAC.

****

Chris Fallen, UAF Faculty Senate President

See the attached process:

Process for Selecting Graduate Student Representatives on the Graduate Academic & Advisory Committee (GAAC)

Nomination and voting process

1. By the first Friday in March of each academic year, the Graduate School will solicit nominations from the entire graduate student body for the following academic year. Self-nominations are accepted. Each nomination should include the graduate student name, degree program, major, and no more than 100 words describing their background and interest in serving on the GAAC.

The email soliciting nominations will be sent to all graduate students registered for the current (spring) semester and previous fall semester. The Graduate School will request nominations within two (2) weeks of the date of the email.

2. After nominations are received, the Graduate School will set up a voting process and request that graduate student vote for their top two (2) choices within two (2) weeks of the date of the email. The names of the two (2) students receiving the most votes will be appointed to the GAAC by the Dean of the Graduate School. In the case of ties resulting in more than two students receiving the most votes, the Dean of the Graduate School will make the final decision.

The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

Motion:

The UAF Faculty Senate recommends the UA Faculty Alliance consider the following modification to University Regulation R10.04.040, subsection A:

Effective: Fall 2018

Rationale: The language in Board of Regents Regulation regarding the disciplinary categories has not been revised since at least 1996. The descriptions in the regulations no longer clearly describe the GER categories in a way that is acceptable to the corresponding academic areas, and in some cases (e.g., humanities) the descriptions combine two categories.

While we recognize that separating courses into strict disciplinary buckets may not be ideal, revising these disciplinary descriptions to work better while the three universities continue to work to revise their GER would be helpful.

In addition, having up-to-date language would be helpful to the General Education Requirements & Core committee (GER&C), since the language in the university regulations is the basis on which the UAF GER&C determines which courses are allowable into GER buckets.

The language provided in this motion was initially developed by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015. the revisions were sent to Faculty Alliance in the report "Report on General Education Alignment across the UA System: A Proposal for Student Success" in May 2015 but were not forwarded to the president for consideration at that time. Simultaneously, this language was being considered in the UAF General Education Revitalization Committee; basically the same language, with the exception of the change from Quantitative Skills to Mathematics, was submitted to UAF Faculty Senate as part of the report "Proposal for Common Baccalaureate Requirements and General Baccalaureate Education at UAF" in March 2014.

Specific commentary on the consequences of the revision of each of the disciplinary categories:

- Oral Communication Skills:
    - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Written Communication Skills
    - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Quantitative Skills/Mathematics
    - This change would require UAA to change the title of one of its GER buckets. At all three universities, all courses that satisfy this GER requirement are mathematics and statistics courses (viewing statistics as a subfield of mathematics); this change would codify this current practice in university regulation.
- Natural Sciences
    - The proposed change *could* be interpreted to mean that natural sciences GER courses must include a laboratory to satisfy the "practice" component. All UAF GER natural science courses have a lab.

- Arts
  - Currently, the description of arts courses is confusingly smushed in with the description of humanities courses. The new description would allow 'skills' classes into the GER (e.g., painting, drawing, sculpting, movie making, acting....) as long as there was some 'academic discipline' content. Currently only fine arts appreciation and fine arts history classes are allowed. Note that we choose the name "arts" rather than "fine arts" to recognize that there are various arts disciplines, such as creative writing, that are not traditionally recognized as "fine arts".
- Humanities
  - This change clearly separates arts from humanities. Note that specific fields not mentioned; this change to the language leaves open the contentious question of whether History is a social science (as at UAF) or a humanities (as at UAA).
- Social Sciences
  - Removing the requirement that social sciences be "broad survey courses", which is required of no other category, would allow a greater diversity of acceptable GER courses in the social sciences.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: X Approves ___Disapproves

Daniel M. White, UAF Chancellor Date: 2/13/18

See the attached policy changes:

[[ ]] = Deletion
Bold = Additions

R10.04.040. General Education Requirements.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. Oral Communication Skills

Courses that fulfill this requirement [[are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice]] **provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.**

2. Written Communication Skills

Courses that fulfill this requirement [[are those which emphasize the acquisition of English language skills in organizing and communicating.]] **provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.**

3. [[Quantitative Skills]] **Mathematics**

Courses that fulfill this requirement [[are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data.]] **expose students to the theory, methods, and practice of mathematics as an intellectual discipline~~, rather than focusing on rote computation.~~**

4. Natural Sciences

Courses that fulfill this requirement [[are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.]] **introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.**

5. **Arts**

Courses that fulfill this requirement introduce the student to the methods and context of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.

[[5]]**6.** Humanities

Courses that fulfill this requirement [[are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.]] **introduce the student to the theory, methods,**

and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

[[6]]**7**. Social Sciences

Courses that fulfill this requirement [[are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.]] **introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.**

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The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

MOTION:

The UAF Faculty Senate moves to approve a new Bachelor of Sport and Recreation Business degree, housed in the School of Management.

Effective: Fall 2018, upon all approvals

Rationale: The Bachelor of Sport and Recreation Business (BSRB.) degree will play a vital role in exciting new students, from around Alaska, the nation and the world, to attend the University of Alaska Fairbanks while helping to achieve its enrollment growth goals. The BSRB. degree will be the first of its kind in Alaska and has the potential to draw many **new** students, including many that will reside on campus, helping to fill underutilized dorms, and those that will attend (or partially attend) from distance.

The program will contribute to the mission of the University of Alaska through the dissemination of knowledge which prepares our graduates to succeed as leaders, professionals, responsible global citizens, and lifelong learners. The projected growth in the art, entertainment, recreation, and tourism industries by the United States Department of Labor shows great potential for graduates. Initially, the degree will be launched with two concentrations (Sport Management and Recreation Management), but the potential to offer further concentrations in the future exists.

Support:

- *UAF eLearning* recognizes the initiative SOM has shown in developing new academic programs with appeal and relevance for professionals. We appreciate SOM's efforts to create innovative programs that will attract new students to UAF. We are happy to partner with SOM to develop and deliver quality online programs. UAF eLearning pledges instructional design, faculty development, and marketing support for the proposed BSRB.
- *DRAW* is excited about the opportunity to work with BSRB to capitalize on Alaska's natural beauty and a unmet demand for students to do an intensive summer study in outdoor recreation. - Mark Oldmixon, Director of DRAW. *Outdoor Adventures* would be thrilled to share our expertise in outdoor recreation management and facilitate a summer intensive study program for this new major. - Brandon Worthington - Coordinator of Outdoor Adventures
- The *Applied Business and Applied Accounting (ABUS)* program believes that the new BSRB program will be a valuable addition to UAF, and we support the School of Management's effort in creating this new and innovative program. It is our firm belief that the BSRB's relevant, practical nature will draw students from inside and outside of Alaska.
- The *economics program faculty* strongly support the proposed B.S.R.B degree and view its approval as critical to rebuilding the economics program within the School of Management. Our colleagues have taken care to incorporate our courses within the design of program. This will provide a new opportunity for us to show students the value of study in our field. We hope to leverage these kinds of opportunities for enrollment growth as we develop a new concentration. Joe Little, Ph.D. -Economics M.S. Program Director

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DocuSigned by:
Chris Fallen
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Chris Fallen, UAF Faculty Senate President

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Brief Statement of the Program:

Bachelor of Sport and Recreation Business will prepare students for careers on the business side of sport, recreation, and/or tourism. The program emphasizes the critical business areas including accounting, marketing, management, economics, and finance applied to the sport, recreation, and tourism industries. The combination of business, leadership, and hands-on education are what set our students up to make an immediate impact within an organization.

Objectives:

1. Apply traditional business management concepts to major issues facing sport, recreation, and tourism managers.
2. Prepare students with a knowledge base and competencies to foster an understanding of the sport, recreation, and tourism industries.
3. Development of oral, written, research, career preparation, and interpersonal skills required for successful careers in sport, recreation, and tourism.
4. Utilize in-classroom and outside the classroom experiences to develop globally minded sport, recreation, and tourism professionals.

Evaluation of objectives:

1. Course-embedded direct, summative assessment including exams, research papers, and final projects.
2. Course-embedded direct, formative assessment including self-assessments, discussion, and strategic questioning.
3. Program-level indirect measures such as student surveys and alumni surveys.

Relations to Purpose of the University:

a) Educate: Students within the BSRB program will be exposed to both business and sport, recreation and tourism management focused undergraduate courses.
b) Research: Through course embedded projects undergraduate students will develop and utilize research skills. Students will also have the opportunity to work with professors on research projects outside of the classroom.
c) Prepare: The BSRB program is grounded in career development. Students will be gaining practical experience in every course as well as career development and exploration skills throughout the program.
d) Connect: The BSRB program will connect Alaskan communities through research as well as the program itself has the potential to attract students from all over the state of Alaska.
e) Engage: The BSRB program will partner with sport, recreation and tourism organizations and small businesses for experiential learning projects, guest speakers, student recruitment, and research projects.

How does the program relate to research or service activities? Contributions to research or service. Benefits from research or service activities:

The BSRB Program (referred to with the SPRT designator) will have a significant impact on research activities.

Over the last two years, SPRT-aligned faculty have developed and founded the SOM Virtual Reality (VR) Lab, obtained over $175,000 in research awards, and successfully advised the school's first Undergraduate Research and Scholarly Activity (URSA) funded student project, ultimately leading to a conference presentation and published journal article. GCI is showcasing the VR lab at the 2018 Alaska Society for Technology in Education annual conference at Anchorage which will be attended by 400-600 education technologists/leaders from all around the State. The VR lab was also be demonstrated at the 2nd annual Careers of Science and Math Opportunity Summit (COSMOS) at UAF.

In a fiscal climate charged with UA-System collaboration, the BSRB Program will do just that as there are meetings scheduled with the UAA College of Business and Public Policy to discuss future collaboration options. One example is a research partnership with the UAA Institute of Social and Economic Research

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(ISER) to investigate the economic impact of losing a professional sport franchise with the relocation of the Alaska Aces Ice Hockey club. Additionally, future research and curriculum collaboration will be discussed looking at the future of sport in Alaska (e.g. extreme sport, virtual reality sport consumption, tourism, and franchise survival)

The BSRB Program will also have a high impact on service activities. The UAF School of Management's SPRT-based curriculum has already had a positive presence within the UAF community, off-campus events, and community schools. Every semester, faculty can be seen speaking at local schools about career options and channels for students interested in pursuing sport- and recreation-based careers. Additionally, community organizations such as Explore Fairbanks have expressed interest in acquiring student interns and working with the School of Management on practical classroom projects to benefit the local economy through tourism. This program will serve to recruit for UAF as a whole. This month, one of our SPRT faculty is working with the Athletic Director at Hutchison, to bring 100 high school athletes, who will be in a basketball tournament at Hutch, on campus to visit and hear about UAF programs.

Plans for recruiting students:
The School of Management currently has articulation agreements and overarching memorandum of understandings (MOUs) between several schools in the lower 48 that also have sport, recreation, or tourism associate degrees. The SPRT program plans to expand the current MOUs to include articulation agreements for those degrees into the BSRB degree. The schools that SOM currently has MOU or are working on finalizing MOUs are:

- Allen Hancock College- Santa Maria, California
- Central Texas College- Killeen, Texas
- Clackamas Community College- Oregon City, Oregon
- Coastline Community College- Fountain Valley, California
- Columbus State Community College- Columbus, Ohio
- Mount Hood Community College- Gresham, Oregon
- Rio Hondo College- Whittier, California
- Rogue Community College- Grants Pass, Oregon
- Salt Lake Community College- Salt Lake City, Utah
- Santa Ana College- Santa Ana, California
- Sinclair Community College- Dayton, Ohio
- Skagit Valley College- Mt. Vernon, Washington
- Truckee Meadow Community College- Reno, Nevada
- Red Rocks Community College- Lakewood, Colorado

Also, we would look at the following:

- Two year colleges with a large number of athletic programs (over 500 National Junior College Athletic Association Institutions)
  - Two year colleges with large enrollment numbers
  - Two year colleges with sport /recreation management specific programs already established
  - Two year existing connections – LSU- Eunice, Santa Ana, Michigan CC's

Employment Market Needs:
All statistics are from the Bureau of Labor Statistics and the Alaska Department of Labor and Workforce Development. There are also letters included in this packet from local leaders in sport, recreation, and tourism from Fairbanks in support of the program.

- Bureau of Labor Statistics (BLS) identified Recreation Workers as having an estimated 108,000 jobs open between 2014-2024 and a faster-than-average growth throughout the U.S.
- Coaches and scouts are anticipated to have 99,400 job openings between 2014-2024
- Sales positions have the most openings within the sports industry out of all positions. Sales representatives/managers are anticipated as having a faster-than-average growth nationwide according to the BLS from 2014-2024

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Job opportunities:

Now:
From the Bureau of Labor Statistics for the Arts, Entertainment and Recreation Sector which includes wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons:

- Current Employment 2,278,000
- Average wage in recreation in Alaska $47,160 as of July 2017
- Current Job Openings 87,000 as of July 2017
- In Alaska, it is a small, but very visible industry. Job opportunities have grown in this industry 23% over the past decade (Alaska Department of Labor and workforce Development)

From the National Association of Colleges and Employers (NACE) 2016 Survey:

- Employers anticipated in 2016 they would hire 11% more recent college graduates in 2017
- Retail, Miscellaneous Professional Services and Management, all of which would contain sport, recreation, and tourism management professions indicated a good to very good job market rating in 2016
- The highest degree in demand by broad category is business (75.6% of respondents)

Two years from now:
The "bright outlook" occupations listed below are predicted to have faster-than-average growth, as identified by the Bureau of Labor Statistics. "Bright outlook" means the occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.

- Recreation Workers
- First line Supervisors and Spa Managers
- Meeting, Convention and Event Planners
- Sales Managers, Marketing Managers, Facility Managers are all relevant for sport management targeted careers.

Five years from now:
10.8% overall increase from 2014-2024 projected for Leisure and Hospitality Industry in Alaska and 10% higher than average growth in Arts, Entertainment and Recreation industries nationwide

Alaska-Specific for Arts, Entertainment and Recreation from Alaska Department of Labor and Workforce Development, Research and Analysis Section.

- 7.3% anticipated growth in Alaska for Lodging Managers
- 5.6% anticipated growth in Alaska for Meeting, Convention and Event Planners
- 5.8% growth for Coaches and Scouts
- 16% of those working in these industries are self-employed, the largest self-employment percentage among all Alaska Industries which emphasizes the need for business savvy entrepreneurs

Ten years from now:

- 10.8% overall increase from 2014-2024 projected for Leisure and Hospitality Industry in Alaska
- Arts, Entertainment, and Recreation Industry anticipated 10.9% projected change in employment from 2014-2024 in Alaska
- Recreation Workers in U.S. (from Bureau of Labor Statistics)
- 10% higher-than-average growth from 2014-2024 projected
- Anticipated employment change from 2014-2024 = 38,900 job

Facilities/Space Needs:

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No new space is needed for the BSRB Program, as this program further maximizes the use of UAF SOM classroom space and research space (i.e. SOM Virtual Reality Lab)

Credit Hour Production:

Four SPRT 200- or 400-level courses will be offered per semester on a rotating basis, providing students with 12 semester credits and eligibility for full-time financial aid. Total UAF credit hour production for all school and colleges from 150 sustainable students annually is approximately 4,500 a year.

Library/Media Materials, Equipment and Services:

None, as UAF Elmer E, Rasmuson Library already has SPRT curriculum resources (i.e. texts, journal databases).

Catalog Layout:

The Bachelors of Sport and Recreation Business (BSRB) requires a minimum of 120 credit hours. The BSRB will provide academic preparation and sought-after, critical education necessary for entry-level careers in the sport and recreation industries. This degree will also serve as a capstone program for students with relevant two-year associate degrees in sport and recreation management who wish to continue an education into a four-year business program, such as the Bachelor of Sport and Recreation Business degree at SOM.

Concentrations: Sport Management and Recreation Management, Minimum Requirements for Degree: 120 credits, Students must earn a C- grade or better in each course.

General University Requirements

Complete the general university requirements

General Education Requirements

As part of the general education requirements, complete:

SPRT F281X Introduction to Sport Management

BSRB Degree Requirements

Complete the BSRB degree requirements.

Program Requirements

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SPRT F280	Sport Leadership	3
SPRT F483	Sport Sales	3
SPRT F484	Legal Aspects of Sport and Recreation Management	3
ACCT F261X	Principles of Financial Accounting	3
BA F307	Introductory Human Resources Management	3
BA F343	Principles of Marketing	3
SPRT F482	Sport Marketing	3
Additional 12 credits of ACCT, BA, ECON, HSEM, SPRT, or additional concentration courses as approved by advisor		12
Concentrations		
Choose one or more from the following concentrations:		9
Sport Management		
Recreation Management		
Electives		
Electives may be taken to meet 120 credits		

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Total Credits	42

Concentrations

SPORT MANAGEMENT

Select 9 credits from the following:		9
SPRT F481	Entertainment and Sport Event Management	
SPRT F491	Sport Analytics	
BA F443	Social Media Marketing	
BA F436	Consumer Behavior	
HSEM F301	Principles of Emergency Management and Homeland Security	
PSY F337	Sport Psychology	
Total Credits		9

RECREATION MANAGEMENT

Select 9 credits from the following:		9
SPRT F485	Sport and Recreation Facilities	
BA F317	Employment Law	

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BA F360	Operations Management
BA F490	Services Marketing
NRM F365	Principles of Outdoor Recreation Management
RD F268	Rural Tourism: Planning and Principles
Recreation (RECR) electives [1]	
Total Credits	9

[1] No more than 3 credits of Recreation (RECR) courses may count toward the concentration.

Personnel directly involved with program:

Name	Staff classification	Duties	Qualifications
Joshua Lupinek	Faculty	Teach courses in School of Management Develop new courses in School of Management Publish original research Serve on academic and administrative committees	Ph.D., Sport Administration
Margaret Keiper	Faculty	Teach courses in School of Management Develop new courses in School of Management Publish original research Serve on academic and administrative committees	Ph.D., Sport Administration
Amber Lammers	Admin/Coordinating Personnel	Develop syllabi, coordinate curriculum changes and scheduling	M.B.A.

Enrollment Information

Projected new enrollment:

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- Year 1 = 15 Majors
- Year 2 = 25 Majors
- Year 3 = 30 Majors
- Year 4 = 35 Majors
- Year 5 = 40 Majors (project sustained enrollment 150 Majors)

How was projected/present enrollment determine? Who was surveyed and how?

Projected enrollment is based on our current enrollment of 30 students in SPRT 281 Introduction to Sport Management, matching UAF enrollment trends for the HSEM degree, extensive research into Sport and Recreation programs nationally, student surveys (see attached), the existing marketing channels that SOM has developed for recruiting, discussions with the SOM Business Advisory Council, Accounting Advisory Board, and the Student Advisory Council, and support statements of students.

The enrollment highlight of the BSRB. Program is that this new program has the potential to attract a high percentage of new/unique students who would not otherwise attend UAF. Relationships for articulation agreements are already in place through the School of Management's Bachelors of Emergency Management (B.E.M.) program and discussions have started to coordinate with UAF's Department of Recreation, Adventure, and Wellness (DRAW) for a hands-on summer outdoor recreation management option that will attract and retain new students. This BSRB/DRAW summer program will aid in program growth and visibility as participation will be open to non-UA System students as well.

Minimum Enrollments to maintain program for years 1, 2, 3, 4 and 5
Year 1= 10 new
Year 2= 15 new
Year 3= 20 new
Year 4= 20 new
Year 5= 20 new
Maximum enrollment which program can accommodate = 25/semester, 50/annually

Survey Results
Letter of support 1
Letter of support 2
Letter of support 3

Resources Impact:

Resource Commitment
SOM is not requesting any new resources. It can start the program by leveraging it existing two SPRT faculty and other BA faculty. As the program grows resources will be supported from tuition.

Revenue and Expense Projection
Attached are estimates for the first year (AY19) with a projected 15 new full-time majors and for AY24 with a projected 120 majors. At the sustained 120 students, programs outside of SOM would be able to support two new full-time faculty and adjuncts to teaching the remaining sections. SOM would be able to support one new faculty and adjuncts for the remaining courses. At this point SOM would likely need to start thinking about adding a second new faculty member but the additional revenue over expenses would only partially cover this. However, by this point we would hope to have private donations, or other innovative means, to support a second faculty. Also, if UAF moves to a 80% tuition recovery rate for Schools and Colleges that will help SOM, and all other programs, recover additional revenues from the BSRB to cover expenses. These are only rough ballpark estimates as the composition and success of the students (first-year vs. transfer, on campus vs. off, the extent that existing courses may not be a full capacity, retention and graduation rates) will affect these estimates. Finally, even if costs are just covered, this campus desperately needs revitalization of its student population with new students to

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maintain an equitable share of legislative general funds via UAA and also, in general, for the overall health of the campus.

Additional Forms:

BOR Action Request Form
SLOA Plan

The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws.

Effective: Immediately

Rationale: The Committee on the Status of Women believes the bylaws should be updated to better articulate their activities, objectives, and membership.

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Chris Fallen, UAF Faculty Senate President

See the attached bylaw changes:

[[ ]] = Deletions
Bold = Additions

UAF Faculty Senate Bylaws, Sect. 3 (ART V: Committees), Subsection H.

6. The purpose of Committee on the Status of Women is to monitor the status of women faculty at UAF and to work proactively for gender equity **and empowerment of women**.

Such actions [[will]] **may** include, but are not limited to: [[Maintaining lists of women faculty with hire, tenure and promotion dates;]] Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including facilitating workshops on mentoring, promotion and tenure, negotiating techniques, providing venues for networking, collaboration and advocacy, and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

Membership will consist of [[ten]] **nine** members, at least one of whom will be a senator, **and** eight to be elected at large from among UAF faculty[[, and the Coordinator of the Women's Center]].

The following motion was passed at Faculty Senate meeting #229 on February 5, 2018:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2018-2019 meetings.

Effective: Fall 2018

Rationale: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

2018-19 Faculty Senate Meetings
Wood Center Carol Brown Ballroom

Meeting	Date	Day	Time
#233	September 10, 2018	Monday	1:00-3:00 PM
#234	October 8, 2018	Monday	1:00-3:00 PM
#235	November 5, 2018	Monday	1:00-3:00 PM
#236	December 3, 2018	Monday	1:00-3:00 PM
#237	February 4, 2019	Monday	1:00-3:00 PM
#238	March 4, 2019	Monday	1:00-3:00 PM
#239	April 8, 2019	Monday	1:00-3:00 PM
#240	May 6, 2019	Monday	1:00-3:00 PM

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Chris Fallen, UAF Faculty Senate President

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to amend the policy on transfer of credits as follows:

Effective: Fall 2018

Rationale: The following reasons are submitted as the basis for amending the AA/AS waiver policy:

1. We currently accept a baccalaureate degree from a regionally accredited school as fulfilling our core/GER.

2. We accept an AA/AS from a regionally accredited school as fulfilling the lower division parts of the core/GER.

3. General education requirements are substantially the same across all the regional accrediting bodies.

4. Transfer programs are specifically designed by the granting institutions to allow students to be directly placed into 4-year institutions with an understanding that the core/GERs would transfer, such programs are not necessarily identified as 'AA' or 'AS' and thus do not fall under existing regulations.

5. As the policy currently stands it is frequently difficult for others (advisors, recruiters, etc.), without consulting the Office of the Registrar, to assure transfer students with these degrees that they will receive general education waivers.

6. If there is an easily understood policy in place, with a minimum of restrictions, it will make it easier for UAF's schools and colleges to develop MOUs with other institutions.

7. Some of the waivers currently being requested can be very labor intensive for the Registrar's office to facilitate.

8. The Registrar's office wants to produce transfer credit evaluations as quickly as possible so students can decide if they want to come to UAF or go elsewhere, or so they can work with their advisors to get registered. Given the current limitations it is difficult to complete the transfer core/GER waiver portion of the evaluation in a timely fashion.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Approves ____ Disapproves

Daniel M. White, UAF Chancellor Date: 12/11/17

See the attached policy changes:

BOLD CAPS = Addition

[[ ]] = Deletion

The following regulations apply to transfer of credit:

1. Students are eligible for transfer of credit when they have been admitted to an undergraduate degree or certificate program.

2. The applicability of transfer credit to a student's major and/or minor requirements is subject to approval by the major and/or minor department. Transfer students must fulfill the UAF graduation and residency requirements, including those specific to their programs.

3. Undergraduate credits earned at the 100 level or above with a C- grade or higher at institutions accredited by one of the six regional accrediting agencies will be considered for transfer. Transfer credit is not granted for courses with doctrinal religious content or for graduate courses (for undergraduate programs).

4. Transfer credit is awarded for courses in which the student received grades of C- or better. Instructor permission may be required for purposes of registration if the transfer credit courses have not satisfied the prerequisite requirements.

5. Any student who has completed a bachelor's degree from a regionally accredited institution will be considered to have completed the equivalent of the baccalaureate general education requirements, the Associate of Arts general education requirements and the Associate of Science general education requirements when officially accepted to a bachelor's, Associate of Arts or Associate of Science program at UAF. These students will also be considered to have completed the communication, computation and human relations requirements for the Associate of Applied Science and the certificate.

6. Any student who has completed an Associate of Arts or an Associate of Science degree from a regionally accredited institution will be considered to have satisfied the UAF general education requirements.

7. **ANY TRANSFER STUDENT WHO HAS COMPLETED AN ASSOCIATE DEGREE AT A REGIONALLY ACCREDITED INSTITUTION, WHICH WAS SPECIFICALLY DEVELOPED FOR TRANSFER TO A 4-YEAR INSTITUTION, WILL BE CONSIDERED TO HAVE SATISFIED THE UAF GENERAL EDUCATION REQUIREMENTS.**

8. Any transfer student who has completed the baccalaureate general education requirements at any regionally accredited four-year institution will be considered to have completed the baccalaureate general education requirements at UAF. The student is responsible for providing an official statement and documentation certifying general education requirements completion at the previous institution

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[END MOTION HERE]

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The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to amend the policy on course withdrawal as follows:

Effective: Fall 2018

Rationale: To date, UAF students have been required to use a paper form to withdraw from a course between the drop deadline and the withdrawal deadline (at which point the student receives a "W") because of the requirement that the student must obtain an advisor's signature. Students have been able to register and add and drop courses using UAOnline since 1998. However, due to limitations of Banner and the fact that it is shared with UAA and UAS, it has not been possible to build a withdrawal workflow that conforms to UAF's mandatory advising model. UAF's paper process stands out as an anachronism in 2017, especially with students who expect to take care of business transactions online. Students who are taking classes at more than one MAU have the experience of being able to withdraw from their UAA and UAS sections without an advisor's signature but not their UAF sections. Students who are taking classes via eLearning still have to get an advisor's signature on a paper form to withdraw from a class. Students who try to withdraw on the deadline date are frustrated to be told they have to track down their advisor, who may or may not be available to meet, and bring the form back. The first day after the deadline, there are always several students queued up at the registrar's office explaining that they couldn't get the signature and get the form back before 5:00 p.m.

Faculty Senate has been unwavering in its affirmation of the value of mandatory advising for all degree- and certificate-seeking students. This proposal is not intended to abrogate our commitment to that ideal. However, most advisors will agree that we would never actually *deny* students' requests to withdraw; the requirement for advisor approval is more a mechanism to ensure an important conversation happen. This proposal will require students to pause and consider the possible negative ramifications of withdrawing and hopefully will prompt a conversation with an academic or financial aid advisor if they have any question or doubt. We also recognize that we, as advisors, can only urge our students to consider the consequences of their choices. Ultimately, they have the right and the responsibility to make their own decisions regarding course enrollment and withdrawal.

Finally, we wish to update the formal policy language regarding withdrawals to conform with the UA Common Calendar.

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DocuSigned by:
Chris Fallen
122BC915EF974B2...
Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Approves ___ Disapproves

Date: 12/11/17

Daniel M. White, UAF Chancellor

See the attached policy changes:

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BOLD CAPS = Addition
[[ ]] = Deletion

Part 1

Withdrawing from a Class --

If you withdraw from a class after the **DROP DEADLINE AS ESTABLISHED IN THE UA COMMON CALENDAR [[**third Friday after the first day of instruction**]]**, a grade of "W" will appear on your academic record. The "W" grade does not affect your GPA. The last day you can withdraw from a class is **ESTABLISHED BY THE UA COMMON CALENDAR COMMITTEE AND IS USUALLY THE TENTH [[**the ninth**]]** Friday after the first day of instruction.

Faculty Initiated Withdrawal/DROP--

If you do not meet the prerequisites for a course in which you have enrolled, or if you have not participated substantially in the course, the faculty member teaching that course has the right to withdraw you from the class by the **WITHDRAWAL DEADLINE AS PUBLISHED IN THE UA COMMON CALENDAR [[**ninth Friday after the first day of instruction**]]**. If you are withdrawn from a class after the **DROP DEADLINE AS PUBLISHED IN THE UA COMMON CALENDAR (USUALLY THE SECOND [[**third**]]** Friday after the first day of instruction), a grade of "W" will appear on your academic record. Faculty-initiated withdrawals previous to the **DROP DEADLINE** [[third Friday after the first day of instruction**]]** will be treated as a dropped class.

Part 2

Allow withdrawing at UAOnline:

Allow students to withdraw using UAOnline, without advisor approval, with the advent of a pop-up that the student must acknowledge before finalizing the withdrawal. The pop-up will describe some of the possible negative consequences of withdrawing, and will encourage the student to meet with their advisor if they have any questions or concerns. Finally, the pop-up will give the student an option to cancel the withdrawal.

Are you certain that withdrawing from a class is the best option for you?
UAF recommends that you consult with your instructor, academic advisor, and financial aid office before withdrawing to understand the possible consequences and to determine if you have other options.

Withdrawing after the add-drop period can impact you in several ways including:

- Receiving a 'W' grade on your transcript.
- You may be required to return financial aid already received.
- You may lose your scholarship.
- You will not receive a refund of tuition or fees owed to the university.
- Impacting your eligibility for on-campus housing
- Impacting your Satisfactory Academic Progress (SAP) position, which may impact future financial aid eligibility.

If you understand the consequences and wish to continue withdrawing from a class at this time, click "I agree." Otherwise, click "Cancel" and contact your academic advisor or the financial aid office for assistance.

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<< I AGREE TO WITHDRAW >> << CANCEL >>

Part 3

Students in official programs that require a specific minimum number of credits may be blocked from withdrawing online. These students will be required to get special permission from the coordinator of their program in order to withdraw from any classes. Examples of student categories with restricted access to online registration are: student-athletes, international students on F or J visas, and graduate students with TA or RA funding.

[END MOTION HERE]

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to update the incomplete grade policy to: 1) clarify the faculty's obligation to communicate outstanding requirements to the student; and 2) establish a formal option and process for extension beyond one year.

Effective: Fall 2018

Rationale: Several times per semester, faculty request to extend beyond one year the time allowed for a student to make up work for an Incomplete. This request is made in writing to the Registrar, who almost always approves them, sometimes in consultation with the Provost. However, the current policy states that an Incomplete becomes F at the end of one year and makes no mention of extensions. Technically, under current policy, no extensions are allowed.

In preparing this motion, the Registrar surveyed UAA, UAS and UAF's peer institutions as defined by PAIR.

- UAA and UAS both allow one year for an Incomplete to be graded. If not graded within one year, the Incomplete remains permanently on the student's record.
- Of 11 peer institutions,
  - Six allow one year for completing the Incomplete.
  - Five designate time periods of less than one year for completing an Incomplete.
  - Seven designate F as the default grade if the Incomplete is not made up during the allowable time frame.
  - Five allow extensions beyond the original allowable time frame. Usually there is some kind of approval required (e.g. department chair and/or dean). Only one of the institutions that allow extensions is on the 1-year list. The other four institutions which allow extensions do so after shorter periods (such as the end of the next regular semester.)
  - Six out of the 11 institutions DO NOT ALLOW any extensions at all.
- Of 9 "aspirational" peer institutions,
  - Only one allowed a full year to make up Incompletes. The other nine allow shorter periods of time, such as the end of the next regular term.
  - The one school that allows a year DOES NOT allow extensions beyond one year.
  - Of the nine schools that allow time periods shorter than one year, five DO allow extensions. However, the total time allowed, including the original Incomplete window and the extension, is most often still less than one year.

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Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Approves ____ Disapproves

Daniel M. White, UAF Chancellor Date: 12/11/17

See the attached policy changes:

[[ ]] = Deletions
BOLD CAPS = ADDITIONS

The letter grade "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in the case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade. The Deferred grade (DF) should be used for those cases when a student is unable to complete a course due to institutional reasons, such as breakdown of laboratory equipment.

[[The instructor will also include a statement of the work required of the student to complete the course at the time the "I" grade is assigned. A copy of the notice of the Incomplete grade will be sent to the dean of the school or college in which the course is given. *An instructor intending to assign a grade of 'I" will make a concerted effort to contact the affected student and secure the student's acknowledgement of the conditions.*]]

NORMALLY, A STUDENT WILL INITIATE A REQUEST FOR AN INCOMPLETE. IF APPROVING THE REQUEST, THE INSTRUCTOR WILL SEND A COPY OF THE APPROVAL, A STATEMENT OF THE WORK REMAINING, AND THE TIMELINE FOR MAKING UP THE INCOMPLETE TO BOTH THE STUDENT AND THE REGISTRAR. IF THE INSTRUCTOR ASSIGNS A GRADE OF INCOMPLETE WITHOUT THE STUDENT HAVING REQUESTED IT, THE INSTRUCTOR WILL SEND A STATEMENT OF THE WORK REMAINING AND THE TIMELINE FOR MAKING UP THE INCOMPLETE TO BOTH THE STUDENT AND THE REGISTRAR.

An Incomplete must be made up within one year or it will automatically be changed to an "F" grade by the [[records]] **REGISTRAR'S** office. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed at which time it will be computed as an "F". A senior cannot graduate with an "I" grade in either a university or major course requirement. To determine a senior's grade point average at graduation, the "I" grade will be computed as a failing grade.

IN EXTRAORDINARY CIRCUMSTANCES WHICH ARE BEYOND THE STUDENT'S CONTROL (SUCH AS MILITARY DEPLOYMENT OR MAJOR AND EXTENDED ILLNESS OF THE STUDENT), AN EXTENSION MAY BE GRANTED. THE STUDENT MUST REQUEST THE EXTENSION IN WRITING PRIOR TO THE ORIGINAL DEADLINE DATE AND THE REQUEST MUST BE APPROVED BY: THE INSTRUCTOR, THE DEAN, AND THE PROVOST.

[END MOTION HERE]

Recent History of Incomplete @ UAF
The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)
==========

Accept the following current UAF incomplete grade policy university-wide:

Incomplete Grade Policy

The letter grade "I" (incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in the case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade. The deferred grade (DF) should be used for those cases when a student is unable to complete a course due to institutional reasons, such as breakdown of laboratory equipment. THE NO BASIS GRADE (NB) MAY BE USED SOLELY AT THE DISCRETION OF THE INSTRUCTOR IF THERE IS INSUFFICIENT BASIS FOR EVALUATION TO OCCUR. (PJOR)

[[The assignment of an incomplete grade can only be made by the instructor after consultation with the Dean of the school or college in which the course is given. Deans are encouraged to consult with the Dean of Students in questionable cases.]] The instructor will also include a statement of the work required of the student to complete the course at the time the "I" grade is assigned AND A COPY OF THE NOTICE OF INCOMPLETE GRADE WILL BE SENT TO THE DEAN OF THE SCHOOL OR COLLEGE IN WHICH THE COURSE IS GIVEN. (PJOR)

An incomplete must be made up within one year or it will automatically be changed to an "F" grade by the Records Office. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed at which time it will be computed as an "F". A senior cannot graduate with an "I" grade in either a University or major course requirement. To determine a senior's grade point average at graduation, the "I" grade will be computed as a failing grade.

FY 1996-97

- Motion on changes to the policies on "W", "I", and "NB". (a) Meeting #68

(Small mention, copied below)
"I" Incomplete--
A grade used to indicate that ((you've satisfactorily completed (C or better) the majority of the work in a course, but for personal reasons beyond your control,)) YOU haven't been able to complete the

course during the scheduled course time.

When the "I" grade is given, the instructor includes a statement of the work required of you to complete the course AND THE TIME LIMITS YOU HAVE TO COMPLETE THE WORK. THE MAXIMUM TIME TO BE ALLOWED IS ONE YEAR. AT THE END OF THE DEFINED TIME LIMITS THE INSTRUCTOR MAY ISSUE A GRADE BASED ON THE WORK TURNED IN. IF THE INSTRUCTOR DOES NOT CHANGE THE "I" GRADE IT BECOMES PERMANENT AT THE END OF ONE YEAR.

((You must make up an incomplete within one year or it will automatically be changed to an "F" grade.)) The "I" grade is not computed in your GPA. ((until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F")) Seniors cannot graduate with an "I" grade in either a UAF or major course requirement. ((To determine a senior's GPA at graduation , an "I" grade will be computed as a failing grade))

The UAF Faculty Senate passed the following at its Meeting #135 on March 6, 2006:

MOTION:
=======

The UAF Faculty Senate moves to change the Grading System policy for the "I" -- Incomplete grade and add the "NB" -- No Basis grading option (2005-2006 Catalog, page 70-71), as follows:

[[ ]] - Deletions
CAPS - Additions

Grading System and Grade Point Average Computation

"I" Incomplete -- [[Indicates that you have not been able to complete the course during the scheduled course time. When the I grade is given, the instructor will include a statement of the work required of you to complete the course and the time limit you have to complete the work. The maximum allowed time is one year. At the end of the defined time limit, the instructor may issue a grade based on the work turned in. If the instructor does not change the I grade, it becomes permanent at the end of one year. The I grade is not computed in your GPA. You cannot graduate with an I grade in any required course.]]

THE LETTER GRADE "I" (INCOMPLETE) IS A TEMPORARY GRADE USED TO INDICATE THAT THE STUDENT HAS SATISFACTORILY COMPLETED (C- OR BETTER) THE MAJORITY OF WORK IN A COURSE BUT FOR PERSONAL REASONS BEYOND THE STUDENT'S CONTROL, SUCH AS SICKNESS, HAS NOT BEEN ABLE TO COMPLETE THE COURSE DURING THE REGULAR SEMESTER. NORMALLY, AN INCOMPLETE IS ASSIGNED IN THE CASE WHEN THE STUDENT IS CURRENT IN THE CLASS UNTIL AT LEAST THE LAST THREE WEEKS OF THE SEMESTER OR SUMMER SESSION. NEGLIGENCE OR INDIFFERENCE ARE NOT ACCEPTABLE REASONS FOR AN "I" GRADE. THE DEFERRED GRADE (DF) SHOULD BE USED FOR THOSE CASES WHEN A STUDENT IS UNABLE TO COMPLETE A COURSE DUE TO INSTITUTIONAL REASONS, SUCH AS BREAKDOWN OF LABORATORY EQUIPMENT.

THE INSTRUCTOR WILL ALSO INCLUDE A STATEMENT OF THE WORK REQUIRED OF THE STUDENT TO COMPLETE THE COURSE AT THE TIME THE "I" GRADE IS ASSIGNED AND A COPY OF THE NOTICE OF THE INCOMPLETE GRADE WILL BE SENT TO THE DEAN OF THE SCHOOL OR COLLEGE IN WHICH THE COURSE IS GIVEN. *AN INSTRUCTOR INTENDING TO ASSIGN A GRADE OF 'I" WILL MAKE A CONCERTED EFFORT TO CONTACT THE AFFECTED STUDENT AND SECURE HIS/HER ACKNOWLEDGEMENT OF THE CONDITIONS.*

AN INCOMPLETE MUST BE MADE UP WITHIN ONE YEAR OR IT WILL AUTOMATICALLY BE CHANGED TO AN "F" GRADE BY THE RECORDS OFFICE. THE "I" GRADE IS NOT COMPUTED IN THE STUDENT'S GRADE POINT AVERAGE UNTIL IT HAS BEEN CHANGED TO A REGULAR LETTER GRADE BY THE INSTRUCTOR OR UNTIL ONE YEAR HAS ELAPSED AT WHICH TIME IT WILL BE COMPUTED AS AN "F". A SENIOR CANNOT GRADUATE WITH AN "I" GRADE IN EITHER A UNIVERSITY OR MAJOR COURSE REQUIREMENT. TO DETERMINE A SENIOR'S GRADE POINT AVERAGE AT GRADUATION, THE "I" GRADE WILL BE COMPUTED AS A FAILING GRADE.

"NB" NO BASIS --

The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to amend the catalog year and catalog time limit policy.

Effective: Fall 2018

Rationale: Part One: to allow students to graduate using any catalog during their seven years if a master's student or ten years if a doctoral student. Evaluating advancement to candidacies for master's or doctoral students is challenging because some students submit their advancements early in their academic career and we cannot predict what program changes may happen between when they are admitted/begin their program and when they graduate.

Part Two: The catalog does not address time limits for earning either the graduate certificate or graduate licensure. Students enrolled in a graduate certificate or graduate licensure program must complete all program requirements within seven years. Allow students to use any catalog to graduate using those requirements.

****

Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Approves ____ Disapproves

Daniel M. White, UAF Chancellor Date: 12/11/17

See the attached policy changes:

BOLD CAPS = Addition

[[ ]] = Deletion

PART 1: Catalog and Time Limit

You may elect to graduate under the degree requirements in effect **AND PUBLISHED IN THE UAF CATALOG IN ANY ONE OF THE PREVIOUS SEVEN YEARS IN WHICH YOU ARE ENROLLED AS MASTER'S OR PREVIOUS TEN YEARS IF A DOCTORAL STUDENT. [[**the first semester of your enrollment in your graduate degree program or under the catalog in effect when you graduate. However, if you do not meet continuous registration requirements, you waive the right to use the catalog in effect when you first entered your graduate program; you will use either the catalog in effect during the semester of your re-entry or the catalog in effect when you graduate.**]] TO BE CONSIDERED ENROLLED IN YOUR MASTER'S OR DOCTORAL DEGREE PROGRAM YOU MUST MEET THE REGISTRATION REQUIREMENTS PER ACADEMIC YEAR. IF YOU ENROLL THROUGH THE NON-DEGREE STUDENT REGISTRATION PROCESS, YOU ARE NOT CONSIDERED ENROLLED AS A DEGREE STUDENT DURING THAT TIME.**

All non-academic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your degree requirements. You must satisfactorily complete all course work listed on your Advancement to Candidacy form and all other degree requirements within seven years for a master's degree and ten years for a **DOCTORAL STUDENT [[**Ph.D.**]]**

PART 2: CATALOG AND TIME LIMITS FOR GRADUATE CERTIFICATES AND GRADUATE LICENSURES

YOU MAY ELECT TO GRADUATE UNDER THE GRADUATE CERTIFICATE OR GRADUATE LICENSURE REQUIREMENTS IN EFFECT AND PUBLISHED IN THE UAF CATALOG IN ANY ONE OF THE PREVIOUS SEVEN YEARS IN WHICH YOU ARE ENROLLED AS GRADUATE CERTIFICATE OR GRADUATE LICENSURE STUDENT. YOU ARE CONSIDERED ENROLLED IN YOUR GRADUATE CERTIFICATE OR GRADUATE LICENSURE PROGRAM WHEN YOU COMPLETE THE APPROPRIATE GRADUATE CERTIFICATE OR GRADUATE LICENSURE STUDENT REGISTRATION PROCEDURE. IF YOU DO NOT ENROLL FOR A SEMESTER OR MORE, OR IF YOU ENROLL THROUGH THE NON-DEGREE STUDENT REGISTRATION PROCESS, YOU ARE NOT CONSIDERED ENROLLED AS A GRADUATE CERTIFICATE OR GRADUATE LICENSURE STUDENT DURING THAT TIME.

ALL NON-ACADEMIC POLICIES AND REGULATIONS LISTED IN THE CURRENT CATALOG APPLY, REGARDLESS OF THE CATALOG YOU ARE USING FOR YOUR DEGREE REQUIREMENTS. YOU MUST SATISFACTORILY COMPLETE ALL COURSE WORK LISTED ON YOUR ADVANCEMENT TO CANDIDACY FORM AND ALL OTHER DEGREE REQUIREMENTS WITHIN SEVEN YEARS FOR A GRADUATE CERTIFICATE OR GRADUATE LICENSURE."

[END MOTION HERE]

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The following motion was passed at Faculty Senate meeting #228 on December 4, 2017

MOTION:

The UAF Faculty Senate moves to update the AHEAD enrollment policy to enroll AHEAD high school students as general studies pre-majors.

Effective: Fall 2018

Rationale: The restructuring of AHEAD into a Bachelor Intended track (BI) would allow UAF to effectively advertise and recruit for the program. Recruitment and admission into the program would be maintained for all eligible high school students, both homeschool and public high school. In addition to maintaining this pipeline UAF would begin to microtarget two groups of homeschool students. The first group would be students who complete the state requirements for high school graduation early, but who choose to remain in their homeschool program and use their stipend to pay for college courses. The second group would be students who have mostly completed their high school requirements by their Junior or Senior year but who have accumulated a large amount of unspent stipend. The homeschools, working closely with Admission staff, would assist in identifying these students and referring them to Anna Gagne-Hawes in the Office of Admissions and the Registrar.

Students who selected the BI track in AHEAD would receive a waiver for admission without ACT/SAT scores as long as they had completed 75% of their high school core with a 3.0 or better. The students who received the waiver would be required to take the Accuplacer and ALEKS and test into the required beginning writing and math classes for their chosen degree programs.

The University of Alaska Fairbanks would admit these students as a Bachelor Intended student and advise students to fulfilling the degree requirements for an Associate of Arts (and eventually, Bachelor of Arts) degree. This provides students an advisor to work with every semester with the goal of graduating with an Associate of Arts degree before graduating from high school or soon thereafter and continuing to complete their bachelor's degree.

****

DocuSigned by:
Chris Fallen
122BC915EF97402...
Chris Fallen, UAF Faculty Senate President

The Chancellor: ✓ Approves ____ Disapproves

Daniel M. White, UAF Chancellor Date: 12/11/17

See the attached policy changes:

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[[ ]] = Deletions
Bold = Additions

Pre-Major

High School Students in the AHEAD Program and [[S]]students who have not met the minimum requirements for admissions to a baccalaureate degree program will be admitted to pre-major status in general studies.

Students will be changed to major status when they are in good standing and have completed 14 credits at the 100 level or above with a C (2.0) average or higher[[;]]. **Of these 14 credits, 9 of the 14** [[credits]] must satisfy the general education requirements.

AHEAD Program

The Alaska Higher Education Admission Decision program allows qualified high school students to be formally admitted to UAF as **pre-major** general studies students. AHEAD students are assigned an academic advisor and follow the registration timeline for degree students. To qualify students must have completed three-fourth of their high school core curriculum and have a cumulative GPA of 3.0 or higher. Students who wish to apply to the AHEAD program may get a program application from the Office of Admissions [[and the Registrar]].

ORIGINAL

The following motion was passed at Faculty Senate meeting #226 on October 9, 2017

MOTION:

CTF
4 Dec 2017

The UAF Faculty Senate moves to amend Faculty Senate ~~Constitution and~~ Bylaws.

Effective: Immediately

Rationale: Replacement of Senate Alternates is not defined in the case that an elected alternate cannot represent the unit for the duration of the elected term.

****

[[ ]] = Deletions
Bold = Additions

UAF Faculty Senate Bylaws, Sect. 1 (ART III: Membership)

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates, with the concurrence of the affected constituency and the consent of the Administrative Committee.

2. If no alternate is available to replace the departing senator, the affected unit may hold a special election to replace that senator. This special election must be held within 30 days of the last day the departing senator served. All policies and procedures governing regular senate elections apply to these special elections.

3. **In the case of death, resignation, transfer, or other reason why an elected alternate can no longer represent the unit, the affected unit may replace that alternate by holding a special election. This special election must be held within 30 days of the last day the departing alternate served. All policies and procedures governing regular senate elections apply to these special elections.**

President, UAF Faculty Senate

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The UAF Faculty Senate Passed the following at Meeting #228 on December 4, 2017

RESOLUTION
In Appreciation of Joy Morrison

WHEREAS, Joy Morrison was initially hired by the Department of Journalism in 1990, taught multiple classes in that department for a decade, and acted as Chair for four years; and

WHEREAS, Joy Morrison was influential in the creation of the Women's Studies Program (WMS) in 1991, which was the first Women's Studies Program in Alaska; and

WHEREAS, Joy Morrison chaired Women's Studies 1998-2000, continued as an active faculty member, and created innovative courses and curriculum for WMS; and

WHEREAS, Joy Morrison became the Provost's Associate for Faculty Development in 2000, initiating workshops, discussion groups, orientation processes, and other professional development opportunities for UAF faculty; and

WHEREAS, Joy Morrison became the first full time Director for the Office of Faculty Development in 2002 and has served admirably in that position for the past fifteen years; and

WHEREAS, Joy Morrison, in her capacity of Director of Faculty Development, personally welcomed new faculty, organized social and professional development events for them, mentored and guided them, and in many other ways made new faculty feel connected to the University; and

WHEREAS, every faculty member at UAF has benefitted in some way from Joy Morrison's commitment and dedication to faculty well-being; and

WHEREAS, Joy Morrison is to be especially commended for her work on behalf of women faculty; and

WHEREAS, Joy Morrison's support of Term Faculty is sincerely valued; and

WHEREAS, Joy Morrison was instrumental in initiating the Experiential Learning program by providing opportunity for training to many faculty members and garnering support from a core group of faculty; and

WHEREAS, Joy Morrison has hardly missed a single faculty senate meeting and has at times spoken up courageously against what she considered was not conducive to the health of the university; and

WHEREAS, Joy Morrison has spent much of her life working for equality and connecting academia to communities;

THEREFORE BE IT RESOLVED that the UAF Faculty Senate recognize Joy Morrison's contributions to UAF, commends her on her dedication and commitment to UAF faculty, and expresses its profound gratitude to her for her many years of service.

****

DocuSigned by:
Chris Fallen
122BC915EF97462...

Chris Fallen, UAF Faculty Senate President

ORIGINAL

The following motion was passed at Faculty Senate meeting #227 on November 6, 2017.

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Faculty of Natural Science in the College of Natural Science and Mathematics.

Effective: Fall 2018
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by Natural Science Faculty in the College of Natural Sciences and Mathematics. These revisions implement revisions intended to be approved in the previous unit criteria but were omitted due to oversight.

****

President, UAF Faculty Senate

The Chancellor: ✓ Approves ____Disapproves

Chancellor

Date: 11/13/17

See the attached Unit Criteria:

UAF Regulations for the Appointment and Evaluations of Faculty And *Natural Science* Unit Criteria, Standards, and Indices

The following is an adaptation of UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of Natural Science in the College of Natural Sciences and Mathematics. Items in boldface italics are those specifically added or emphasized because of their relevance to the department's/s' faculty, and because they are additions to UAF regulations.

The CNSM Mathematics and Statistics Unit Criteria are submitted as a separate document.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as

specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

It is expected that the criteria for assistant professor are to be met for the fourth year comprehensive review. For promotion to and tenure as associate professor, an assistant professor has to meet the criteria at the associate level. For promotion to full professor an associate professor has to meet the criteria for full professor. Criteria for associate and full professor include an assumption that criteria at the previous level(s) continue to be met. Listed examples are not meant to imply that all of those provided are equally meritorious. Workloads vary between faculty members in their relative emphasis in the tripartite areas. Therefore expected amount of activity in teaching, research and service should be considered in the context of the faculty member's workload.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***and Natural Sciences Unit Criteria, Standards, and Indices,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. ***Tripartite faculty applying for tenure and/or promotion are strongly encouraged to give a seminar on their research to their peers before the peer-unit committee meets in that year to aid in these considerations.***

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. ***When evaluating the quality of the teaching, consideration should be given to the nature of the course (e.g., core, number of students, writing intensive, student demographics, etc.).*** Effective teachers ***will demonstrate some, but not necessarily all, of the following characteristics in an individual year:***

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

Specific Sciences criteria for teaching performance:

- ***Assistant Professor: Evidence of teaching ability and a commitment to a quality and current teaching program in the department. University-sanctioned teaching evaluation scores should show that the majority of students rate courses favorably, and, if not, there should be a definite upward trend showing improvement in scores over time. Course materials such as syllabi, exams, projects and homework should reflect the course description and be contemporary. The faculty should provide evidence for active support of student research at the undergraduate and/or graduate level.***

- ***Associate Professor: The record must show that the teaching material is contemporary and relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include - but is not limited to - course and/or curriculum development, novel approaches to instruction, versatility in instructional assignments, effective guiding and mentoring of individual students, or high quality University-sanctioned teaching evaluation scores or other teaching evaluations (e.g. peer-evaluation). Chair and/or peer evaluations should provide evidence of effective classroom instruction and student engagement. The record must also show active and successful mentorship in research at the undergraduate and/or graduate level. Such mentorship can include membership on graduate advisory committees.***

➢ ***Professor:*** ***Significant contributions to the instructional program are expected. These contributions may include major improvements in course and curriculum offerings, securing funds to enhance instructional and/or laboratory settings, leadership in departmental level curriculum core revisions, student learning outcome assessments, student advising, and mentoring of graduate students to the completion of their degree. The faculty must show a consistent record of high quality teaching.***

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. Invitation to edit or referee articles or proposals for professional journals or organizations can be taken as evidence of obtaining stature from colleagues.

n. Translational research efforts as evidenced by commercial activity, industrial partnerships, invention disclosures, patents, and licensing.

<u>Specific Criteria for Science research performance</u>:

➢ ***<u>Assistant Professor</u>: Evidence of the ability to establish a viable research program in the area of specialization, normally a sub-discipline of the***

natural sciences (with the option of research in science education). This should include several of the following:

- ***Recruiting and mentoring graduate and/or undergraduate research students***
- ***Peer-reviewed publications from research performed at least in part during their current appointment***
- ***Proposals that were either funded or received favorable reviews.***
- ***Acquiring data that promises to result in publications***
- ***Establishing a professional reputation that demonstrates visibility in the scientific community***
- ***Presentations such as talks or poster presentations at scientific meetings***

➢ ***<u>Associate Professor</u>: Must have established an appropriate research program. The faculty member should show independence and leadership by generating research ideas that translate into projects that involve graduate students and may also include undergraduate students. Examples for such a successful research program should include several of the following:***

- ***Publications in refereed professional journals demonstrating signficant scientific contributions as measured by standard indices (e.g. publication rate, citation rates, journal impact factor). It is important for the faculty member to discuss the importance of their scientific contributions clearly in the narrative.***
- ***Publication of discipline-relevant data and metadata, contribution to cyber structure, or contributing to publicly available computer models***
- ***Presentation of research results at professional meetings***
- ***Leadership in preparation and submission of research proposals***
- ***Acquisition of external research funding***
- ***Successful mentoring of graduate students in the faculty member's field of expertise, which can be demonstrated by student graduation, student presentations and publications, student awards or grant success, professional placement of students after graduation.***

➢ ***<u>Professor</u>: Must have established an internationally recognized research program. The faculty member should show independence and leadership in research by having produced a sufficient quality and quantity of publications to demonstrate the existence of an on-going, professional research program. The program's recognition and***

independence is also demonstrated through acquisition of external funding, as appropriate for the discipline. There should be a record of student involvement including successful mentoring of graduate students. The research program should demonstrate:

- ***Evidence of an international reputation that should include several examples of the following: professional activities or presentations at meetings, citations of publications, documented opinions of other scientists in the field, invited talks, book chapters, professional awards, and invitations to serve on steering committees, review panels, and working groups.***
- ***Evidence of an on-going, professional, independent research program that should include examples of the following: publication quality and quantity indicated by the number of citations, the quality of the journals as indicated by their impact factor, and/or external reviews stating the papers made major contributions. The faculty members acquisition of external funding should be described, including a description of the faculty member's contribution to collaborative projects.***
- ***Evidence of mentoring of graduate students that should include several examples of the following: student graduation, a significant body of student presentations, student awards, or student grant successes, and professional placement of students. Inclusion of undergraduate students in research programs is also valued and mentoring of undergraduate students should be demonstrated if they are included in the research program.***

As a point of clarification, there is no expectation for faculty at any rank to amass publications as either first or sole author. It is common for many disciplines to have the primary author listed last (often as corresponding author), and it is considered favorable for students to be included as coauthors or first authors. It is essential for the faculty member to clarify in their narrative their role and creative contributions in multiple-authored publications. This philosophy of explaining the role also applies to collaborative proposals.

D. Criteria for Public and University Service ***and Professional Service***

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. **Public Service**
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting, ***including clinical consulting in a faculty member's area of expertise.***

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

   i. Training and facilitating.

   j. Radio and TV programs, ***contributions including interviews***, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. **University Service**

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***including serving as new faculty mentors.***

j. Prizes and awards for excellence in university service.

k. Serving on committees that represent the University at other professional institutions.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations ***(if not counted as research; see C.2.F.)***.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

g. ***Serving as a mentor/advisor, committee member or external examiner for students at other institutions.***

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

Measures of effectiveness of service performance include (but are not limited to):

- ***Accomplishments of the effort of organization to which service was provided.***
- ***Official recognition of quality of service (e.g., awards, letters of recommendation).***
- ***Opinions of clients served and/or colleagues involved in delivery of service.***

Specific criteria for service performance:

➢ ***Assistant Professor:*** ***None in addition to UAF criteria.***

➢ ***Associate Professor:*** ***Positive contribution to departmental and/or university matters, effective professional contributions to the public, and/or effective service to the profession are expected.***

➢ ***Professor:*** ***Evidence of leadership in the service area is mandatory. Significant contributions to the development of departmental or university programs are expected. Service to the general public or Alaskan teachers is expected.***

E. Criteria for Curation as a service component when relevant.

Curators at the University of Alaska Museum (UAM) can hold a tenure-track faculty position. Rank and tenure are held within departments at UAF, and Curators are thus treated as joint appointments between a department and UAM. As is the case for all tenure-track faculty at CNSM, Curator's performances are evaluated on the basis of their activities in teaching, research, and service.

1. ***Curation involves the management and development of a formally recognized University collection that exists to serve as a research resource for students and researchers at university, state, national, and international levels. Examples of curatorial activities include, but are not limited to:***

    a. ***Maintaining, enhancing, and enlarging the collection (includes computerization and database development, archival upgrades, specimen conservation and identification, and adding specimens or objects to existing collection);***

    b. ***Interacting with state and federal agencies and with the public on collections-related issues;***

    c. ***Facilitating collections use through loans, exchanges, and visiting researchers;***

    d. ***Maintaining appropriate permits (as needed for the collections);***

    e. ***Supervising collections managers, student employees, and volunteers;***

    f. ***Working with public program staff to create exhibits and educational activities appropriate to the collection;***

    g. ***Pursuing funding for collections growth and maintenance;***

    h. ***Producing curatorial or collections-related publications, reports, and/or manuals;***

    i. ***Ensuring university compliance with state and federal laws and international treaties and agreements that pertain to the collection.***

2. ***Specific criteria for curatorial performance:***

Assistant Professor and Curator

Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:

a. ***Curators will develop the collections as a permanent record of the natural and/or cultural diversity of Alaska, the Circumpolar North, and beyond and as a research resource for studies of biological and/or cultural diversity.***

b. ***Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.***

    1. ***Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professionally accepted within their respective disciplines.***

    2. ***Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.***

    3. ***Curators will maintain current accession files, deaccession files, and catalogues of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAM.***

    4. ***Curators will develop, maintain, and revise written policies and procedures for curation of objects or specimens in their collections.***

c. ***Curators will take part in interpretive activities of the Museum in order to fulfill the Museum's mission to interpret the natural and cultural history of Alaska. In this regard, preparation of a small exhibit is approximately the equivalent of publication of a professional article; project direction of a large and complex exhibit that includes preparation of a serious catalogue is approximately the equivalent of publication of a scholarly book.***

d. ***Curators will actively submit grant applications for external support for their curatorial activities and collections-based research.***

<u>Associate Professor and Curator</u>

Consistent contributions to interpretive (education and exhibition) activities of the Museum, response to collection-related inquiries (from other professionals, the public, and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident.

Active solicitation for external funds to support curatorial activities and collections-based research must be evident.

Professor and Curator

Significant development of the collections under the Curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the Museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and or cultural history of Alaska and the Circumpolar North. Significance of collections will be measured in terms of research significance, value to University of Alaska research and instructional programs, and value to national and international research programs. The Curator should be a recognized authority in his/her field, locally and nationally. He or she must have a record of success in acquiring external funds for curatorial activities and collections-based research.

3. Evaluation of Curation

A committee composed of the tenured curators at the museum will provide an evaluation to the unit peer committee. In case there is just one or no tenured curators, it is imperative that two of the external reviewers be curators. In formulating criteria, standards, and indices for evaluation, promotion, and tenure, the Museum should include examples of curatorial activities and measures for evaluation appropriate for that unit. Excellence in curation may be demonstrated through, e.g., appropriate letter of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

ORIGINAL

The following motion was passed at Faculty Senate meeting #226 on October 9, 2017

MOTION:

The UAF Faculty Senate moves to amend Faculty Senate Constitution and Bylaws.

Effective: Immediately

Rationale: Replacement of Senate Alternates is not defined in the case that an elected alternate cannot represent the unit for the duration of the elected term.

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[[ ]] = Deletions
Bold = Additions

UAF Faculty Senate Bylaws, Sect. 1 (ART III: Membership)

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates, with the concurrence of the affected constituency and the consent of the Administrative Committee.

2. If no alternate is available to replace the departing senator, the affected unit may hold a special election to replace that senator. This special election must be held within 30 days of the last day the departing senator served. All policies and procedures governing regular senate elections apply to these special elections.

3. **In the case of death, resignation, transfer, or other reason why an elected alternate can no longer represent the unit, the affected unit may replace that alternate by holding a special election. This special election must be held within 30 days of the last day the departing alternate served. All policies and procedures governing regular senate elections apply to these special elections.**

President, UAF Faculty Senate

The following was passed at Faculty Senate meeting #225 on September 11, 2017

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, Meeting #192 in September 2013, Meeting #200 in September 2014, Meeting #208 in September 2015, and Meeting #218 in November 2016. For academic year 2017-2018, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #225 on September 11, 2017.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2017-18 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

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President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2017-2018 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

President, UAF Faculty Senate

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2017-18 Faculty Senate Meetings
Wood Center Carol Brown Ballroom

Meeting	Date	Day	Time
#225	September 11, 2017	Monday	1-3 PM
#226	October 9, 2017	Monday	1-3 PM
#227	November 6, 2017	Monday	1-3 PM
#228	December 4, 2017	Monday	1-3 PM
#229	February 5, 2018	Monday	1-3 PM
#230	March 5, 2018	Monday	1-3 PM
#231	April 2, 2018	Monday	1-3 PM
#232	May 7, 2018	Monday	1-3 PM

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to authorize the 2016-17 Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2017. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 1, 2017

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to endorse the 2017-2018 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

President, UAF Faculty Senate

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2017-18 Faculty Senate Committee Assignments

CURRICULAR AFFAIRS COMMITTEE
Ken Abramowicz, SOM (18)
Ana Aguilar-Islas, SFOS (18)
Eileen Harney, CLA (19) - Chair/Convener
Rainer Newberry, CNSM (19)
Kate Quick, CRCD (18)

New members:
Chanda Meek, CLA (19 - alternate)
Karen Taylor, CLA (19 - alternate)
Deana Waters, CRCD (19 - alternate)

FACULTY AFFAIRS COMMITTEE
Sine Anahita, CLA (18)
Andy Anger, CRCD - CTC (18) - Chair/Convener
Troy Bouffard, SOM (18 - alternate)
Joshua Greenberg, SNRE (19 - alternate)
Jak Maier, CRCD (19)
Jeff May, CLA (18)
Debu Misra, CEM (18 - alternate)

New members:
Ataur Chowdhury, CNSM (19)
Courtney Carothers, CFOS (19)
Maureen Hogan, SOE (19 - alternate)
Gordon Williams, CNSM (19)

UNIT CRITERIA COMMITTEE
Mara Bacsujlaky, CES (18) - Chair/Convener
Bob Bolton, IARC (18)
Julie Matweyou, SFOS (18)
David Maxwell, CNSM (18)

New members:
Dare Awoleke, CEM (19 - alternate)
Jennie Carroll, CRCD (19 - alternate)
David Henry, CLA (19)
Robert Herrick, GI (19)
Diane McEachern, CRCD (19 - alternate)
Tyson Rinio, Libraries (19)

FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT COMMITTEE
Steven Hunt, LIB (18)
Franz Meyer, CNSM (18 or 19 - alternate) - Chair/Convener
Sarah Stanley, CLA (18 - alternate)
Mingchu Zhang, SNRE (18)

New members:
Heather Dahl, SOE (19)
Karen Jensen, Libraries (19 - alternate)
Sarah Lewis, CES (19)
Kim McGinnis, SOM (19)
(Other continuing non-senate members)

GRADUATE ACADEMIC & ADVISORY COMMITTEE
Roman Makarevich, CNSM (18)
Sean McGee, SOM (non-senate member)
Robin Shoaps, CLA (18 - alternate)
Sean Topkok, SOE (18) - Co-Chair/Convener

New members:
Tathagata Ghosh, CEM (19)
Falk Huettmann, CNSM (19 - alternate)
Amanda Kelley, CFOS (19)
Jessie Robertson, IARC (18 - alternate)
Jennifer Schell, CLA (19)

Non-senate members:
Anne Beaudreau, CFOS (non-senate member)
Michael Daku, CLA (non-senate member)
Don Hampton, GI
Sean McGee, SOM
Graduate student may be appointed.
Ex officio per Bylaws: Mike Castellini, Grad School and Karen Jensen, Libraries

RESEARCH ADVISORY COMMITTEE
Srijan Aggarwal, CEM (18)
Wendy Croskrey, CLA (18)
Larry Duffy, CNSM (19)
Javier Fochesatto, CNSM (18 - alternate)
Melissa Good, SFOS (18 - alternate)
Anna Liljedahl, CEM (18) - Convener
Andrew Mahoney, GI (18 - alternate)

New members:
Jeff Benowitz, GI (18)
Rob Rember, GI (19)
Possibly *Andres Lopez, CFOS (19) - Alternate*

Non-senate members:
Steven Seefeldt, SNRE (non-senate member)
Derek Sikes, Museum Research / CNSM (non-senate member)

INFORMATION TECHNOLOGY COMMITTEE
Art Nash, CES (18 - alternate)

New Members:
Jamie Clark, CLA (18 - alternate)
Robert Herrick, GI (19)
Falk Huettmann, CNSM (19 - alternate)
Andres Lopez, CFOS (19 - alternate)
Rick McDonald, CRCD (19)

The following committees have membership requirements defined in their bylaws. Members are not appointed by FS leadership.

ELECTED MEMBERS:
COMMITTEE ON THE STATUS OF WOMEN
Jennifer Guerard, CNSM (18 - CSW term)
Tamara Harms, CNSM (18 - CSW term)
Stefanie Ickert-Bond, CNSM (18 - Senator)
Ellen Lopez, CANHR (19 - CSW term) - Chair/Convener
Megan McPhee, SFOS (18 - CSW term)
Derek Sikes, CNSM (19 - CSW term)

New elected members:
Robyn Henry (19 - CSW term)
Daisy Huang (19 - CSW term)

ELECTED MEMBERS:
GER AND CORE COMMITTEE
CLA Members:
Daryl Farmer - English (18 - Core term) Going on sabbatical, per CLA
Alex Hirsch - Soc. Sci. (18 - Core term)
(Continued next page)

Kevin Sager - Communication (18 - Core term)
Humanities – vacant

Library Member:
Kathy Arndt (19 - Core term) - reappointed to Core

At-Large Rep (outside CLA):
At large seat to be filled by UAF-wide election in 2017-18.

Math Rep:
Leah Berman, CNSM (19 - Core term)
Science Rep:
Larry Duffy (18 - Core term)
(Continued next page)
Core Assessment:
Tony Rickard, CNSM
Kevin Berry, SOM

APPOINTED MEMBERS (by CRCD) and some Elected:
STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT
Sine Anahita, CLA seat (18 SADA term)
Leah Berman, Math Rep (19 SADA term)
Bill Howard Science Rep (19 - SADA term extended)
Ben Kuntz, CRCD Kuskokwim Campus
Vacant, CRCD Northwest Campus
Jennifer Schell, English Rep (18 - SADA term)
Jennifer Tilbury, CRCD - CTC (19) - Co-Chair
Sandra Wildfeuer, CRCD (18) - Co-Chair/Convener
Liaison from SADAC (Cindy Hardy in 16-17)

APPOINTED MEMBERSHIP: Chair must be a Senator
CURRICULUM REVIEW Always updated in early fall
Rainer Newberry, CNSM (19) - Chair/Convener
SNRE: Norm Harris
CRCD: Linda Curda
CTC: Galen Johnson
SOE: Gary Jacobsen
CNSM: Jessica Larsen (attends for Pat Doak)
SOM: Nicole Cundiff (19)
CLA: Rob Duke
CEM: Santanu Khataniar
CFOS: Andres Lopez (attends for Trent Sutton; now an Alternate of FS)

The UAF Faculty Senate passed the following at Meeting #224, on May 1, 2017:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the UAF Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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2017-0501
President, UAF Faculty Senate

The Chancellor X Approves ___Disapproves

Chancellor

Date: 5/3/2017

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

Discontinuation of Cooperative Extension Research

Faculty Senate observes:

- It would be much clearer if the program recommended for discontinuation was called "Extension Specialists" after the tripartite tenure-line job title which is being discontinued. It was called "Extension Research" because "Extension Agent", the remaining job title, is a bipartite position, typically involving teaching and service.
- Because the Cooperative Extension Service (CES) does not bring in much tuition revenue, and because most of their federal funding requires 1:1 state matching funds, state budget cuts have had more impact on cooperative extension than many other UAF entities.
- The definition of a program purely in order to delete it is highly concerning. However, it is not clear how to define programs for units that do not offer degrees.
- This discontinuation has both strong proponents and opponents within the department.
- Not all faculty in CES appear to feel comfortable publicly expressing their opinions on this issue, which is also concerning.
- Research is integral to the mission of the University of Alaska Fairbanks (UAF) and any unit under the broad umbrella of UAF must comply with the mission. Hence, research in extension and outreach is also critical for the growing needs of the state of Alaska.

Therefore, the UAF Faculty Senate does not agree with the discontinuation of the Cooperative Extension Service program titled Extension Research.

Rationale: Because the perceived ad hoc creation of a program in order to delete it is highly concerning and sets a bad precedent.

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2017-05-02
President, UAF Faculty Senate

The Chancellor ____Approves ___X___Disapproves

Chancellor

Date: 5/3/2017

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, subsection H.5 under Permanent Committees, to rename the Core Review Committee, amend its membership according to new GER component areas and amend its procedures concerning at-large membership.

EFFECTIVE: Immediately

RATIONALE: With the implementation of the General Education Requirements (GER) in the 2016-2017 catalog year, general education course requirements were modified. As a result of the change from using Baccalaureate Core requirements to the GER, the name of the Core Review Committee became outdated and the component areas of the general education course requirements changed. Therefore, we move to change the name of the Core Review Committee and its faculty member composition to reflect the recent change to the GER. Additionally, currently, the committee has no procedure concerning appointment of the at-large voting member. Therefore, we move to add a description of the procedure for appointing the at-large voting member.

2017-05-01
President, UAF Faculty Senate

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BOLD CAPS = Addition
Bold ~~Strikethrough~~ = Deletion

Faculty Senate Bylaws, Section 3, Article 5: Committees, subsection E:

H. The standing and permanent committees of the Senate are:

. . .

PERMANENT

. . .

5. The **GER AND** Core **~~Review~~** Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the ~~core~~ **~~curriculum~~ GENERAL EDUCATION REQUIREMENTS (GER)** at UAF. The **GER AND** Core **~~Review~~** Committee coordinates and recommends changes to the **GER ~~core curriculum~~**, develops the process for assessment of the **~~core curriculum~~ GER**, regularly reports on assessment of the ~~core curriculum~~ **GER**, monitors transfer

guidelines for core **AND GER** courses, acts on petitions for core **AND GER** credit, and evaluates guidelines in light of the total core **AND GER** experience. This committee will also review courses for oral, written, and natural science ~~core~~ **GER** classification. **THE GER AND CORE COMMITTEE WILL ALSO PERIODICALLY REVIEW SYLLABI OF COURSES TO WHICH "O" AND "W" DESIGNATORS ARE ATTACHED TO ENSURE COMPLIANCE WITH FACULTY SENATE GUIDELINES.** If the committee determines that a course fails twice in a row to meet "O" or "W" guidelines as specified by the Faculty Senate, the committee shall have the power to revoke "O" or "W" designators from that course.* Committee actions made prior to March 1 will become effective in the next year's Catalog. Designators will be restored as soon as the course has been reapproved by the committee as once again conforming to "O" or "W" guidelines.

*As found at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/

The committee shall be composed of one faculty member from each of the ~~core~~ **GER** component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, Library ~~Science~~ **AND INFORMATION RESEARCH, AND ARTS**), ~~and~~ one faculty member from a non-~~core~~ **GER** component area, and one faculty member from CRCD, as voting members. **THE MEMBER FROM A NON-GER COMPONENT AREA SHALL BE ELECTED AT LARGE FROM AMONG UAF FACULTY, WHILE SEATS FROM GER COMPONENTAREAS AND CRCD SHALL BE ELECTED BY THEIR RESPECTIVE FACULTIES.** Membership on the committee **ALSO** may include an undergraduate student as a non-voting member, and representatives from the colleges specifically tasked with core **AND GER** assessment.

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 1, Article III: Membership, subsection A to include the past president of the UAF Faculty Senate.

EFFECTIVE: *Fall, 2017*

RATIONALE: The faculty senate past president is a member of the faculty alliance and needs to stay connected with the proceedings of the faculty senate in order to provide meaningful and effective contribution at the faculty alliance level. The past president of the senate also has knowledge of senate history and will help contribute to the discussions in the senate proceedings.

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2017-05-01

President, UAF Faculty Senate

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BOLD CAPS = Addition
~~**Bold Strikethrough**~~ = Deletion

Faculty Senate Bylaws, Section 1, Article III: Membership A.:

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Four non-voting members will be selected by and from other university constituencies as follows: one student selected by the ASUAF; one dean or director selected by the Provost; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. Three additional non-voting members will be selected by and from the faculty unions as follows: one elected official each from United Academics-AAUP/AFT, UAFT, and Adjuncts (United Academics)-AAUP/AFT. **THE PAST PRESIDENT OF THE UAF FACULTY SENATE SHALL SERVE AS AN EX-OFFICIO, NON-VOTING MEMBER AND SHALL NOT BE ELIGIBLE TO SERVE ON THE FACULTY SENATE UNTIL THE TERM AS PAST PRESIDENT HAS ENDED.**

. . .

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Alaska Native Language Center (ANLC) and the Alaska Native Language Program (ANLP).

EFFECTIVE: Fall 2017
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee assessed the unit criteria submitted by the Alaska Native Language Center (ANLC) and the Alaska Native Language Program (ANLP). Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

****

2017-05-01
President, UAF Faculty Senate

The Chancellor X Approves ____Disapproves

Date: 5/5/2017
Chancellor

****

See the attached Unit Criteria:

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND ALASKA NATIVE LANGUAGE CENTER (ANLC) AND ALASKA NATIVE LANGUAGE PROGRAM (ANLP) UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE ANLC AND ANLP DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***INSTRUCTORS OF ALASKA NATIVE LANGUAGES OFTEN DEAL WITH STUDENTS IN SMALLER GROUPS. BECAUSE OF THE DEMOGRAPHY OF ALASKA NATIVES AND THE ENDANGERED STATUS OF ALL ALASKA NATIVE LANGUAGES, INDIVIDUAL STUDY CLASSES***

ARE OFTEN THE ONLY MEANS OF PROVIDING CRUCIAL INSTRUCTION TO MEMBERS OF SMALL NATIVE GROUPS WHO HAVE THE POTENTIAL TO BECOME LINGUISTS AND LANGUAGE SPECIALISTS.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

a. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

b. may receive prizes and awards for excellence in teaching.

h. ***DESIGN THEIR OWN CLASSROOM MATERIALS THAT ADDRESS THE LACK OF PUBLISHED INSTRUCTIONAL MATERIAL FOR ALASKA NATIVE LANGUAGES.***

2. Components of Evaluation

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

a. systematic student ratings, i.e. student opinion of instruction summary forms, **and** at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. ***THE MISSION OF ANLC PROVIDES FOR THE PRODUCTION AND DISTRIBUTION OF NATIVE LANGUAGE PUBLICATIONS TO THE PEOPLE OF ALASKA AND NATIVE GROUPS IN PARTICULAR. THE ALASKA NATIVE LANGUAGE CENTER'S PUBLICATION PROGRAM IS AN EFFECTIVE MEANS OF ACCOMPLISHING THIS GOAL AND IS VIEWED AS A REPUTABLE PRESS IN THE FIELD OF NATIVE AMERICAN LINGUISTICS. ANLC IS FOREMOST IN PUBLISHING IN ATHABASCAN WORLDWIDE AND FOREMOST IN ESKIMO-ALEUT PUBLISHING IN NORTH AMERICA. MANUSCRIPTS TO BE PUBLISHED ARE REVIEWED BY APPROPRIATE SPECIALISTS OUTSIDE THE INSTITUTION WHEREVER POSSIBLE.***

PUBLICATIONS INTENDED FOR THE PUBLIC AND ESPECIALLY THE NATIVE COMMUNITY OFTEN TAKE A DIFFERENT FORM FROM OTHER SCHOLARLY RESEARCH. THESE MATERIALS ARE EVALUATED BY THEIR INTENDED USERS IN LANGUAGE COMMUNITIES AND BY OTHER LINGUISTS AND LANGUAGE SPECIALISTS WHO PRODUCE SIMILAR MATERIALS. ANLC FACULTY ARE EXPECTED TO PRODUCE BOTH SCHOLARLY AND APPLIED PUBLICATIONS.

GIVEN THE ANLC AND ANLP MISSIONS, RESEARCH ON ALASKA NATIVE LANGUAGES AND RELATED LANGUAGES WILL BE WEIGHTED MORE HEAVILY THAN NON-ALASKAN RESEARCH FOR PURPOSES OF EVALUATION.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***GRAMMARS, DICTIONARIES, TEXTS, AND INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES.***

n. ***OTHER MEANS OF DISSEMINATING INFORMATION ABOUT ALASKA NATIVE LANGUAGES, SUCH AS MAPS, CD'S, AUDIO TAPES, VIDEO TAPES, AND WEB PAGES.***

o. ***THE DESIGN OF TEMPLATES FOR DICTIONARIES, GRAMMARS, TEXT COLLECTIONS, AND TEACHING MATERIALS APPLICABLE TO CLOSELY RELATED LANGUAGES.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service." ***BECAUSE OF ITS STATEWIDE MISSION, ANLC IS STRONGLY COMMITTED TO PUBLIC SERVICE TO ALASKA NATIVE COMMUNITIES.***

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***TEACHING IN NOT-FOR-CREDIT SITUATIONS.***

m. ***PARTNERSHIPS WITH NATIVE ORGANIZATIONS AND LANGUAGE PROGRAM SUPPORT, INCLUDING MATERIALS PRODUCTION AND TEACHER EDUCATION. EVIDENCE OF SUCH SERVICE INCLUDES ACTIVITIES IN SUPPORT OF COMMUNITY LANGUAGE GOALS, SUCH AS WORKSHOPS AND NOT-FOR-CREDIT COURSES, NATIVE LANGUAGE TEACHER EDUCATION, AND MATERIALS RESULTING FROM THESE ACTIVITIES.***

n. ***SUSTAINED ENGAGEMENT AND COLLABORATION WITH LANGUAGE COMMUNITIES THAT RESULT IN LOCAL LEADERSHIP OR RESEARCH IN LANGUAGE EFFORTS.***

o. ***PARTICIPANT EVALUATIONS OF WORKSHOPS OR OTHER ACTIVITIES.***

p. ***MATERIALS CREATED SPECIFICALLY FOR A WORKSHOP.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

certificates and awards and other public means of recognition for services rendered.

GIVEN THE ANLC/ANLP MISSIONS, SERVICE TO ALASKAN LANGUAGE COMMUNITIES AND NATIVE ORGANIZATIONS IS MOST HIGHLY VALUED, EXAMPLES OF SUCH SERVICE INCLUDE BUT ARE NOT LIMITED TO CRITERIA M THROUGH P UNDER SECTION D. 1. PUBLIC SERVICE.

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the College of Engineering and Mines.

EFFECTIVE: Fall 2017
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee assessed the unit criteria submitted by the College of Engineering and Mines. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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2017-05-01
President, UAF Faculty Senate

The Chancellor X Approves ____Disapproves

Chancellor

Date: 5/5/2017

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See the attached Unit Criteria:

UAF Regulations for the Appointment and Evaluations of Faculty And College of Engineering and Mines Unit Criteria, Standards, and Indices

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE COLLEGE OF ENGINEERING AND MINES' DEPARTMENTS. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.
THE LEVEL OF PRODUCTIVITY EXPECTED OF A FACULTY MEMBER IN EACH AREA (TEACHING, RESEARCH, AND SERVICE) WILL BE COMMENSURATE WITH THE PERCENTAGE OF HIS OR HER WORKLOAD DEDICATED TO SUCH ACTIVITY.

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting

and retention activities.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers ***WILL DEMONSTRATE MANY, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:***

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design; ***INCLUDING THE DEVELOPMENT OF DISTILLED KNOWLEDGE (FOR EXAMPLE: BOOKS, SOFTWARE, DOCUMENTATION) FOR STUDENT USE;***

   g. may receive prizes and awards for excellence in teaching.

   h. ***DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER ENGINEERING ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANELS***;

   i. ***INVOLVE STUDENTS, ESPECIALLY GRADUATE STUDENTS, IN QUALITY RESEARCH ACTIVITIES.***

SPECIFIC CEM CRITERIA FOR TEACHING PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ***<u>ASSISTANT PROFESSOR</u>: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY TEACHING PROGRAM MUST BE PROVIDED, AS WELL AS EVIDENCE OF AN EFFORT TOWARD***

CONTINUAL IMPROVEMENT.

II. ***<u>ASSOCIATE PROFESSOR</u>: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS CONTEMPORARY AND RELEVANT, AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT IS NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE GUIDING AND MENTORING OF STUDENTS, AND EFFECTIVE CLASSROOM TEACHING PERFORMANCE. THERE MUST BE EVIDENCE OF SUCCESSFUL MENTORSHIP OF GRADUATE STUDENT RESEARCH TO COMPLETION OF DEGREE (AS A MAJOR SUPERVISOR OR CO-SUPERVISOR).***

III. ***<u>PROFESSOR</u>: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO, CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL FACILITIES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS. THERE SHOULD BE A RECORD OF CONTINUING SUCCESSFUL MENTORSHIP OF GRADUATE STUDENTS AS EXEMPLIFIED BY JOINT AUTHORSHIP OF PUBLICATIONS, INVOLVEMENT OF GRADUATE STUDENTS IN RESEARCH PROJECTS, AND COMPLETION OF GRADUATE DEGREES UNDER HIS/HER SUPERVISION SINCE THE PREVIOUS PROMOTION. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.***

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

STUDENT RATINGS ARE TO BE CONSIDERED IN CONTEXT WITH OTHER EVALUATIONS AND NOT TO BE CONSIDERED THE SOLE METRIC FOR TEACHING EVALUATION.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art ***AND ENGINEERING*** work, ***SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS*** at galleries, ***CONFERENCES AND MUSEUMS,*** selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CEM CRITERIA FOR RESEARCH PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ***<u>ASSISTANT PROFESSOR</u>: EVIDENCE OF RESEARCH ABILITY AND A COMMITMENT TO ESTABLISH A VIABLE RESEARCH PROGRAM.***

II. ***<u>ASSOCIATE PROFESSOR</u>: THE FACULTY MEMBER MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM AS EVIDENCED BY PEER REFEREED HIGH-QUALITY PROFESSIONAL PUBLICATIONS (INDEXED IN THE WEB OF SCIENCE (SCI), THE ENGINEERING INDEX (EI), WHERE APPLICABLE). THE ACQUISITION OF EXTERNAL RESEARCH FUNDING IS ALSO IMPORTANT EVIDENCE OF RESEARCH PRODUCTIVITY. THE FACULTY MEMBER MUST SHOW LEADERSHIP AND INDEPENDENCE AS EVIDENCED BY PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, SUBMISSION OF***

RESEARCH PROPOSALS AS PI OR CO-PI, AND CREATION OF RESEARCH IDEAS RESULTING IN JOURNAL AND/OR CONFERENCE PUBLICATIONS THAT INVOLVE STUDENTS. SUSTAINED PRODUCTIVITY MUST BE SHOWN WITH ADEQUATE EVIDENCE OF RESEARCH ACTIVITIES SINCE INITIAL APPOINTMENT.

III. ***PROFESSOR: THE FACULTY MEMBER MUST DEMONSTRATE A SUSTAINED, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM AS EVIDENCED BY PEER REFEREED HIGH-QUALITY PROFESSIONAL PUBLICATIONS (INDEXED IN THE WEB OF SCIENCE (SCI) AND/OR THE ENGINEERING INDEX (EI), WHERE APPLICABLE). THE ACQUISITION OF SIGNIFICANT EXTERNAL RESEARCH FUNDING AS PI IS TYPICALLY EXPECTED. THE FACULTY MEMBER MUST SHOW LEADERSHIP AND INDEPENDENCE AS EVIDENCED BY PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, SUBMISSION OF RESEARCH PROPOSALS AS PI, AND CREATION OF RESEARCH IDEAS RESULTING IN JOURNAL AND CONFERENCE PUBLICATIONS THAT INVOLVE STUDENTS. SUSTAINED PRODUCTIVITY MUST BE SHOWN WITH ADEQUATE EVIDENCE OF RESEARCH ACTIVITIES SINCE THE PREVIOUS TENURE/PROMOTION/APPOINTMENT. A NATIONAL OR INTERNATIONAL REPUTATION OF THE CANDIDATE AS DEMONSTRATED BY A HIGH NUMBER OF ARTICLE CITATIONS, PROFESSIONAL ACTIVITIES, INVITED PRESENTATIONS AT MEETINGS, AND DOCUMENTED OPINIONS OF OTHER ENGINEERS AND SCIENTISTS IN THE FIELD IS EXPECTED.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of

information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY***.

j. Prizes and awards for excellence in university service.

k. ***SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.***

l. ***PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

SPECIFIC CEM CRITERIA FOR SERVICE PERFORMANCE BEFORE

PROMOTION/TENURE OR APPOINTMENT TO:

I. ***ASSISTANT PROFESSOR: EVIDENCE OF A COMMITMENT TO CONTRIBUTE TO THE SERVICE MISSION OF THE COLLEGE.***

II. ***ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.***

III. ***PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS INCLUDING COMMITTEE LEADERSHIP OR UAF FACULTY SENATE SERVICE AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS ENGINEERING SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.***

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Departments of English and Philosophy & Humanities, housed in the College of Liberal Arts.

EFFECTIVE: Fall 2017
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee assessed the unit criteria submitted by the Departments of English and Philosophy & Humanities. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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2017-05-01
President, UAF Faculty Senate

The Chancellor _X_ Approves ____ Disapproves

Date: 5/5/2017
Chancellor

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See the attached Unit Criteria:

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT, PROMOTION, AND TENURE AND ***DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES*** UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***SOME FACULTY SERVE ON A LARGE NUMBER OF GRADUATE COMMITTEES, AND SUCH WORK IS HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS.***

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***INCLUDING THE DEVELOPMENT OF VALUED TEACHING RESOURCES SUCH AS IT-BASED EDUCATIONAL TOOLS;***

   g. may receive prizes and awards for excellence in teaching.

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

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

   and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair classroom observation(s),

   d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain

active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. ***BOOKS AND SCHOLARLY ARTICLES ARE HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, INCLUDING BOOKS SELECTED BY EDITORS RATHER THAN BY EDITORIAL BOARDS OR THROUGH PEER REVIEW.***

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval. ***GRANTS ARE VALUED, BUT THERE IS NO EXPECTATION THAT FACULTY WILL WRITE OR ADMINISTER GRANTS DUE TO THE SMALL NUMBER OF GRANTS AVAILABLE FOR FACULTY WORKING IN THESE DISCIPLINES.***

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers. ***PRESENTATION OF RESEARCH PAPERS OR OTHER SCHOLARLY OR CREATIVE WORK IS VALUED. HOWEVER, TRAVEL FUNDS ARE, AT TIMES, DIFFICULT TO OBTAIN FOR FACULTY IN THIS UNIT. A LACK OF SUCH PRESENTATIONS SHOULD NOT COUNT AGAINST FACULTY.***

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications. ***CITATION INDEXES ARE NOT REGARDED AS RELIABLE INDICATORS OF STANDING IN THE HUMANITIES, AND ARE NOT COMMONLY USED. A HIGH LEVEL OF CITATION MIGHT INDICATE A HIGH STANDING IN A FACULTY MEMBER'S FIELD. HOWEVER, A LOW LEVEL OF CITATION SHOULD NOT BE TAKEN TO INDICATE A LACK OF STANDING. THIS UNIT VALUES QUALITATIVE REVIEWS OF RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY.***

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. ***READINGS OR OTHER PRESENTATIONS OF CREATIVE AND/OR SCHOLARLY WORK (OUTSIDE OF CONFERENCE PRESENTATIONS) ARE VALUED BY THESE DEPARTMENTS***.

o. ***THE CREATIVE AND SCHOLARLY WORKS PRODUCED BY FACULTY ARE EXPECTED TO BE SUBJECT TO A RIGOROUS REVIEW PROCESS THROUGH PEER-REVIEW, REVIEW BY AN EDITORIAL BOARD, OR EDITOR. CREATIVE AND SCHOLARLY PRODUCTIONS ARE VALUED FOR ALL FACULTY, AND MAY INCLUDE (BUT ARE NOT LIMITED TO) POETRY, FICTION, CREATIVE NON-FICTION, FILMS, DRAMATIC WORKS, DRAMATIC PRODUCTIONS, SCHOLARLY EDITIONS AND TRANSLATIONS OF EXISTENT***

TEXTS. ALTHOUGH THE DEPARTMENTS VALUE CONVENTIONALLY PUBLISHED WORKS, THEY ALSO VALUE WORK RIGOROUSLY REVIEWED BUT DISSEMINATED BY OTHER MEANS, SUCH AS (BUT NOT LIMITED TO) WORK PRESENTED ELECTRONICALLY THROUGH ONLINE JOURNALS OR PUBLIC PERFORMANCES.

p. ***THIS UNIT VALUES COLLABORATIVE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY, INCLUDING WORK PRODUCED WITH COLLABORATORS OUTSIDE THE ENGLISH DEPARTMENT AND THE DEPARTMENT OF PHILOSOPHY AND HUMANITIES.***

q. ***SUCCESSFUL RESEARCH, SCHOLARLY, AND CREATIVE WORK IN THESE FIELDS IS NOT CONTINGENT ON THE AVAILABILITY OF GRANTS OR ON THE SERVICES OF GRADUATE ASSISTANTS AND POSTDOCTORAL RESEARCHERS FUNDED BY THEM.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies. ***SIGNIFICANT FACULTY PARTICIPATION IN DEPARTMENTAL COMMITTEES IS OFTEN EXPECTED IN ORDER TO RUN THE PROGRAMS OFFERED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, AND THIS WORK IS HIGHLY VALUED. ALSO, SOME FACULTY FROM THIS UNIT PARTICIPATE IN INTERDISCIPLINARY PROGRAMS ON CAMPUS, AND THIS UNIT VALUES THAT SERVICE. NOT ALL FACULTY FROM THIS UNIT ARE INVOLVED IN INTERDISCIPLINARY PROGRAMS, HOWEVER, AND ABSENCE OF SUCH SERVICE SHALL NOT BE VIEWED NEGATIVELY.***

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY***.

j. Prizes and awards for excellence in university service.

k. ***SERVING AS AN OUTSIDE EXAMINER TO OTHER GRADUATE PROGRAMS IN THE UNIVERSITY***.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

The UAF Faculty Senate passed the following at Meeting #224 on May 1, 2017:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Theatre and Film (housed in the College of Liberal Arts).

EFFECTIVE: Fall 2017
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee assessed the unit criteria submitted by the Department of Theatre and Film. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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2017-05-01
President, UAF Faculty Senate

The Chancellor X Approves ___Disapproves

Chancellor Date: 5/5/2017

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See the attached Unit Criteria:

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND *DEPARTMENT OF THEATRE & FILM* UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE THEATRE & FILM DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

THEATRE & FILM FACULTY

THE STANDARDS PRESENTED IN BOLD CAPITALS AS ADDED OR EMPHASIZED FOR THE DEPARTMENT OF THEATRE & FILM HEREAFTER IN THIS DOCUMENT ARE DRAWN FROM TWO DOCUMENTS:

- ***THE ASSOCIATION FOR THEATRE IN HIGHER EDUCATION (ATHE) GUIDELINES FOR EVALUATING TEACHER/ARTISTS FOR PROMOTION AND TENURE (2000)***
- ***THE UNIVERSITY VIDEO & FILM ASSOCIATION (UVFA) GUIDE TO FACULTY ADVANCEMENT (2000)***

PERTINENT SECTION FROM THE ATHE DOCUMENT PERTAINING TO THEATRE:

"THIS DOCUMENT IS INTENDED FOR ALL INSTITUTIONS WITH FACULTY IN THEATRE AND PERFORMANCE STUDIES. IT FOCUSES ON THE ASSUMPTION THAT PREPARATION OF THEATRICAL EVENTS FOR PUBLIC PERFORMANCE ALLOWS THE TEACHER/ARTIST A

VIABLE OPPORTUNITY FOR DEMONSTRATING ARTISTIC ACHIEVEMENT WHICH IS CRUCIAL TO PROMOTION AND TENURE DECISIONS…THE PRODUCTION OF PLAYS AND PERFORMANCES (HEREAFTER REFERRED TO AS THEATRICAL EVENTS) AND THE STUDY THEREOF CONSTITUTES THE DISCIPLINE OF THEATRE. IN RECOGNITION OF THE ARTISTIC COMPONENT OF THEATRE, MOST INSTITUTIONS OF HIGHER EDUCATION NOW INCLUDE 'CREATIVE ACTIVITY' AS A LEGITIMATE COMPONENT FOR PROMOTION AND TENURE CONSIDERATION…IN ADDITION, THIS DOCUMENT IS CONGRUENT WITH THE NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE (NAST) ACCREDITATION GUIDELINES, WHICH STATE THAT CREATIVE PRODUCTION AND PROFESSIONAL WORK IN THEATRE MUST BE EQUIVALENT TO SCHOLARLY PUBLICATION OR RESEARCH AS A CRITERION FOR ADVANCEMENT."

PERTINENT SECTION FROM THE UVFA DOCUMENT PERTAINING TO FILM:

"CREATIVE WORK SHOULD BE FULLY ACCEPTED AS PART OF THE FACULTY EVALUATION PROCESS WHEN SUCH WORK IS APPROPRIATE TO BOTH FACULTY SPECIALIZATION AND TEACHING LOAD. JUST AS THE PRIMARY PROFESSIONAL CONTRIBUTIONS OF A FACULTY MEMBER TEACHING MEDIA HISTORY SHOULD BE EXPECTED TO BE IN THE FORM OF PUBLISHED SCHOLARSHIP, SO THE PRIMARY PROFESSIONAL CONTRIBUTIONS OF A FACULTY MEMBER SPECIALIZING IN A CREATIVE AREA SHOULD BE EXPECTED TO BE IN ONE OR MORE OF THE AREAS OF CREATIVE PRODUCTION.

THE FINE ARTS HAVE CLEARLY ESTABLISHED A PRECEDENT FOR THE CONSIDERATION OF CREATIVE WORK AS A PART OF THE EVALUATION PROCESS FOR PROMOTION AND TENURE. EXHIBITIONS OF PAINTINGS, DRAWINGS, SCULPTURES, PHOTOGRAPHS, ETC. ARE ACCEPTED AS EVIDENCE OF PROFESSIONAL CONTRIBUTIONS IN THE VISUAL ARTS. MUSICAL COMPOSITIONS AND REVIEWS OF RECITALS AND SOLO PERFORMANCES ARE ACCEPTED IN THE FIELD OF MUSIC. CREATIVE WRITING, DIRECTION AND DESIGN OF PLAYS, CHOREOGRAPHY, AND DANCE PERFORMANCES ARE LIKEWISE ACCEPTED AS EVIDENCE OF FACULTY CONTRIBUTIONS IN OTHER CREATIVE FIELDS. THE SAME SHOULD BE TRUE OF CREATIVE WORK BY A FILM OR VIDEO FACULTY MEMBER."

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in

classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***ADDITIONAL ADVISING OBLIGATIONS IN THE DEPARTMENT OF THEATRE & FILM INCLUDE: STUDENT DRAMA ASSOCIATION AND FILM CLUB; STUDENT-PRODUCED THEATRICAL EVENTS, LIKE WINTER SHORTS, FAMOUS FOR FIFTEEN PLAYWRIGHTING FESTIVAL, STUDENT FILM FESTIVAL AMONG MANY OTHERS BOTH ON AND OFF CAMPUS; STUDENT ACTORS, DIRECTORS, OR DESIGNERS WORKING ON OFF-CAMPUS PROJECTS AT ANOTHER THEATRE OR FILM COMPANY; UNDERGRADUATE RESEARCH PROJECTS, INCLUDING STUDENT THESIS PROJECTS; COACHING FOR GRADUATE SCHOOL AND UNIVERSITY/ RESIDENT THEATRE ASSOCIATION (U/RTA) AUDITIONS AND PORTFOLIO OR REEL REVIEWS; SUPERVISION OF STUDENT LABOR AND ASSISTANTS IN ALL PRODUCTION AND MANAGEMENT AREAS OVERSEEN BY THE DEPARTMENT.***

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers.
   FACULTY IN THE THEATRE & FILM DEPARTMENT HAVE UNUSUALLY HIGH TEACHING AND ADVISING LOADS. EXCELLENCE IN TEACHING IS THE DEPARTMENT'S HIGHEST PRIORITY. EXCELLENCE IN RESEARCH/CREATIVE WORK AND SERVICE MAY NOT COMPENSATE FOR AN INSUFFICIENT TEACHING RECORD.

   Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. SIGNIFICANTLY REVISE COURSES TO REFLECT NEW DEVELOPMENTS IN THE FIELD;

h. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. *ADDITIONAL CLARIFICATION ON THE EVALUATION OF CREATIVE ACTIVITY/ SCHOLARSHIP IN THE DISCIPLINE OF THEATRE & FILM:*

a. *DIRECTORS, ACTORS, AND DESIGNERS ARE EVALUATED BY PEERS AND CHOSEN FOR PROFESSIONAL WORK AFTER A SCREENING PROCESS THAT PARALLELS THE REVIEW PROCESS USED FOR PRINTED FORA.*

b. ***UAF THEATRE & FILM FACULTY SHOULD CATEGORIZE THEIR CREATIVE ACTIVITY IN ANNUAL REPORTS, 4TH YEAR REVIEWS, TENURE REVIEWS, AND POST TENURE REVIEWS AS LOCAL, STATEWIDE, NATIONAL, OR INTERNATIONAL. THE FOLLOWING STANDARDS SHOULD BE USED FOR THE PURPOSES OF THIS CATEGORIZATION. A LOCAL OR STATEWIDE THEATRICAL OR FILM PRODUCTION/ CONFERENCE/ EVENT MAY BE INCLUDED IN THE NATIONAL OR INTERNATIONAL CATEGORY IF IT MEETS ONE OR MORE OF THE FOLLOWING: 1) THE PROFESSIONAL VISIBILITY OF THE THEATRE OR FILM ARTIST IS JUDGED TO GO BEYOND THE STATE/ COUNTRY 2) THE MAJORITY OF THE THEATRE OR FILM ARTISTS/ COLLABORATORS/ PARTICIPANTS INVOLVED ARE FROM OUT OF STATE/ COUNTRY 3) THE PRODUCTION DREW AN AUDIENCE WHICH WAS NATIONAL OR INTERNATIONAL IN SCOPE.***

c. ***A REVIEW IN THE PROFESSIONAL MEDIA CAN BE A SIGNIFICANT PART OF A THEATRE OR FILM ARTIST'S RECORD, HOWEVER THE LACK OF A PRINTED REVIEW SHOULD NOT BE CONSTRUED AS A NEGATIVE ASSESSMENT OF THE WORK OF THE THEATRE OR FILM ARTIST. THE THEATRE OR FILM ARTIST CAN HAVE NO CONTROL OVER WHETHER A REVIEWER IS PRESENT OR WHETHER A REVIEW IS ULTIMATELY PRINTED.***

d. ***ALTHOUGH THE THEATRE & FILM DEPARTMENT STRIVES TO ACQUIRE GRANTS, GRANT FUNDING IN THE ARTS IS OFTEN SCARCE.***

e. ***EXTERNAL PEER EVALUATIONS MAY INCLUDE REPRESENTATIVES OF THE LOCAL, STATEWIDE, NATIONAL AND INTERNATIONAL THEATRE AND FILM COMMUNITIES.***

f. ***FILM AND VIDEO WORKS MAY BE DISSEMINATED THROUGH DISTRIBUTION AGENCIES AND COMPANIES, ALTHOUGH THIS SYSTEM IS CONSIDERABLY LESS COMPREHENSIVE THAN THE EQUIVALENT DISSEMINATION OF PUBLISHED SCHOLARLY WORKS. SOME DISTRIBUTORS ARE HIGHLY SELECTIVE, AND THE INCLUSION OF A FACULTY MEMBER'S WORK WITHIN THEIR INVENTORIES CAN BE CONSIDERED AN INDICATION OF QUALITY. HOWEVER, MOST FILM AND VIDEO DISTRIBUTORS ARE COMMERCIAL, AND THE EXCLUSION OF A FACULTY MEMBER'S WORK FROM SUCH DISTRIBUTION IS NOT NECESSARILY AN INDICATION THAT IT HAS LITTLE OR NO ARTISTIC OR SOCIAL VALUE. IT MUST BE REMEMBERED THAT FACULTY WORKS MUST COMPETE FOR DISTRIBUTION WITH WORKS PRODUCED BY INDIVIDUALS WHOSE CAREERS ARE***

EXCLUSIVELY DEDICATED TO CREATIVE FILM AND VIDEO PRODUCTION.

2. Achievement in Research, Scholarly and Creative Activity
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

3. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship ***OR CREATIVE ARTISTRY***.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***PLAYWRIGHTING, SCREENWRITING, PRODUCTION DRAMATURGY, NEW PLAY DEVELOPMENT AND WORKSHOPPING, LITERARY MANAGEMENT.***

n. ***CRITICAL REVIEWS, CRITICAL DRAMATURGY, THEATRE OR FILM ANTHROPOLOGY, BASIC PERFORMANCE RESEARCH, SCRIPT PREPARATION, PEER REVIEWS OF PRACTICE AND WRITING, CONSULTING.***

o. ***DESIGN (PRODUCTION, LIGHT, SET, COSTUME, SOUND, PROJECTION).***

p. ***PRODUCING, DIRECTING, ACTING, COACHING (VOCAL, STYLE, MOVEMENT, STAGE OR SCREEN COMBAT OR STUNTS), CHOREOGRAPHIC WORK.***

q. ***FILM-MAKING, VIDEO DOCUMENTATION, VIDEO EDITING, DVD AUTHORING, MULTI-MEDIA AND WEB CREATION.***

r. ***PRODUCING, SEASON PLANNING, BUDGETING, PRODUCTION MANAGEMENT AND COORDINATION, STAGE MANAGEMENT, TECHNICAL DIRECTION, PUBLIC RELATIONS, MARKETING.***

s. ***INVITED PRESENTATIONS, LECTURES, AND INVITATIONS TO TEACH MASTER CLASSES OR LEAD INTENSIVE WORKSHOPS.***

t. ***DISTRIBUTION OF ORIGINAL MEDIA CONTENT THROUGH FILM SCREENINGS, FILM FESTIVALS, TELEVISION BROADCAST, PODCAST, OR NEW MEDIA FORMATS WHICH CAPTURES A BROAD AUDIENCE.***

4. DOCUMENTATION OF ABOVE CREATIVE ACTIVITY MAY INCLUDE (BUT IS NOT LIMITED TO):

a. ***WRITTEN EVALUATION BY THE CHAIR, FACULTY PEERS, EXTERNAL PEERS, OR OUTSIDE EXPERTS.***

b. ***REVIEWS IN THE PROFESSIONAL MEDIA.***

c. ***SCRIPTS OF ORIGINAL PRODUCED PLAYS OR SCREENPLAYS, INCLUDING ADAPTATIONS AND TRANSLATIONS.***

d. ***PHOTOGRAPHIC IMAGES OF PRODUCTIONS OR FILMS, WORKING DRAWINGS, RENDERINGS, DVDS, CDS, LIGHT PLOTS, SET MODELS, DESIGN PORTFOLIOS, STORY BOARDS, SHOT LISTS, AND OTHER SUPPORTING MATERIAL.***

e. ***RESEARCH AND ANALYTICAL MATERIALS, DIRECTORS' PRODUCTION BOOKS, STUDY GUIDES, PROGRAM NOTES, OUTREACH MATERIALS, AND LABAN NOTATION.***

f. ***MARKETING AND PUBLIC RELATIONS MATERIALS (INCLUDING POSTERS, PROGRAMS, RADIO, TELEVISION, NEWSPAPER, AND WEB-BASED INTERVIEWS).***

g. ***EVIDENCE OF OUTREACH ACTIVITIES, SUCH AS SYMPOSIA, SEMINARS, WORKSHOPS, AND OTHER EVENTS.***

h. ***LETTERS FROM THE PUBLIC AND/OR TESTIMONIALS.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or

other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth ***INCLUDING OUTREACH WITH LOCAL SCHOOLS, SPECIAL SCHOOL PERFORMANCES, SCHOOL VISITS, PARTICIPATION IN CAMPUS-WIDE OUTREACH EVENTS.***

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***SUPPORT OF LOCAL COMMUNITY MEMBERS OR ORGANIZATIONS, INCLUDING LOANING OF THEATRE/FILM UAF COSTUMES AND PROPS.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews ***INCLUDING AUTHORSHIP OF ACCREDITATION OR OTHER COMPREHENSIVE PROGRAM REPORTS.***

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

k. ***DEVELOPMENT OF ASSESSMENT PROGRAMS.***

l. ***PARTICIPATION IN FACULTY DEVELOPMENT WORKSHOPS.***

m. ***ASSISTING WITH THEATRE & FILM DEPARTMENT FUNDRAISING EVENTS.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation ***OR MEMBERSHIP*** in professional organizations ***INCLUDING BUT NOT LIMITED TO: ACTORS' EQUITY ASSOCIATION (AEA), SCREEN ACTORS GUILD-AMERICAN FEDERATION OF TELEVISION AND RADIO ARTISTS (SAG-AFTRA), STAGE DIRECTORS AND CHOREOGRAPHERS SOCIETY (SDC), INTERNATIONAL ALLIANCE OF THEATRICAL STAGE EMPLOYEES (IATSE), UNITED SCENIC ARTISTS (USA), THEATRE COMMUNICATIONS GROUP (TCG), ASSOCIATION FOR THEATRE IN HIGHER EDUCATION (ATHE).***

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

Outstanding Senate Service of the Year Award
Academic Year 2017

WHEREAS, Sine Anahita has served on the Faculty Affairs Committee during the 2016-17 academic year and has done so in an exceptional and positive manner; and

WHEREAS, Sine Anahita demonstrated exemplary leadership and service in the Faculty Affairs Committee through her propositions, energy, and contributions; and

WHEREAS, Sine Anahita has been engaged during the Faculty Senate meetings and has advocated on issues in a productive manner; and

WHEREAS, Sine Anahita voluntarily transcribed audio recordings of several key Senate and Board of Regents meetings for the understanding and benefit of faculty; and

WHEREAS, Sine Anahita has been active in contributing to Faculty Senate resolutions in pragmatic ways; and

WHEREAS, Sine Anahita took a lead role in the University of Alaska Statewide Strategic Pathways Social and Natural Sciences work group; and

WHEREAS, Sine Anahita has been collaborative with other Faculty Senate committees, such as the Curricular Affairs Committee and the Administrative Committee, in serving the senate constructively; and

WHEREAS, Sine Anahita has gone beyond and above her workload responsibilities to serve the interests of the Faculty Senate and the University of Alaska Fairbanks (UAF); and

WHEREAS, Sine Anahita received the Outstanding Senator of the Year Award in 2006 and has once again proven herself to be an involved and active member of the UAF Faculty Senate and the entire university community, and

WHEREAS, Sine Anahita has served the Faculty Senate selflessly in all its activities and has proven herself of value to the faculty; now

THEREFORE BE IT RESOLVED that the UAF Faculty Senate acknowledges these valuable contributions of Sine Anahita, and bestows upon her the 2016-2017 Outstanding Senate Service of the Year Award.

RESOLUTION OF APPRECIATION FOR DANA THOMAS

WHEREAS, Dana Thomas is completing his one-year term as the Interim Chancellor of the University of Alaska Fairbanks (UAF) in June 2017, during a continually challenging period of budget cuts and structural reorganization; and

WHEREAS, Dana Thomas researched, authored, and delivered a highly respected and thorough report *An Assessment of Single Accreditation versus Three Separate Accreditations for the University of Alaska's Three Universities* in July 2016; and

WHEREAS, Dana Thomas has previously served as the University of Alaska (UA) Statewide Vice President of Academic Affairs and Research from 2012 to 2014; and

WHEREAS, in 2005 Dana Thomas was recognized an outstanding teacher by receiving the Emil Usibelli Distinguished Teaching Award for sustained teaching excellence at UAF; and

WHEREAS, Dana Thomas served as a faculty member of the Department of Mathematics and Statistics from 1981 through 2012, and chaired the Department for six of those years, and was honored with UAF Emeritus status in 2015; and

WHEREAS, Dana Thomas served as the UAF Vice Provost and Accreditation Liaison Officer from 2006 to 2012; and

WHEREAS, Dana Thomas served at the invitation of the Northwest Commission on Colleges and Universities as an institutional evaluator of other institutions; and

WHEREAS, Dana Thomas conducted world-renowned interdisciplinary research on assessing resource selection by animals, a national survey of agriculture, and fisheries statistics operations conducted in the United States of America, the Republic of Yemen, and the Sultanate of Oman; and

WHEREAS, throughout his distinguished career, Dana Thomas served with quiet, respectful, and thoughtful grace with easy but subtle humor; and

WHEREAS, Dana Thomas has strongly supported the shared governance process and has administered his service within its purview; and

WHEREAS, it shall not be overlooked and understated that Dana Thomas voluntarily wrote the report on single versus multiple accreditation and furthermore served as Interim Chancellor of UAF at the request of UA President Jim Johnsen less than a full year *after* retiring to Arizona for well-deserved rest and canoeing in the sun; Now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges and proclaims that Dr. Dana Thomas has performed outstanding service to the faculty, staff, students, alumni, and administration of UAF and UA—and to the citizens of Alaska and the world—and hereby the Senate expresses its deep appreciation and admiration.

Resolution of Appreciation for Ms. Jayne Harvie by the UAF Faculty Senate

WHEREAS, Jayne Harvie has served the University of Alaska Fairbanks (UAF) with distinction from 1989 to 2017; and

WHEREAS, Jayne Harvie has provided indispensable support for the operations of UAF Faculty Senate for over a decade, including compiling an index of over twenty years of senate policies and procedures online, helping prepare senate meeting agendas and finding and compiling supporting policies and reference material from diverse sources, preparing minutes for faculty senate meetings, and correctly routing and processing hundreds of curricular changes; and

WHEREAS, Jayne Harvie has provided crucial institutional memory on faculty senate and university policies, including the location of the actual policy texts, how they have been interpreted, and the underlying context for the policies; and

WHEREAS, Jayne Harvie has continually mentored Faculty Senate officers, senators, and alternates to help them be more effective in their roles; and despite an ever increasing workload, she has maintained exemplary professionalism and a pleasant and consistently cordial demeanor; and

WHEREAS, Jayne Harvie has provided immense support for initiatives put forth by faculty and students to change or influence academic policy and has been instrumental in her support and guidance during committee meetings such as the Curricular Affairs Committee and the Faculty Administrative Review Committee; and

WHEREAS, it is characteristic of Jayne Harvie's value to the effective operation of the senate that when the past president, current president, and president-elect first contemplated this resolution, their immediate thought was that Jayne Harvie would know exactly how to format it, and what the correct process and timeline would be to get it approved; and

WHEREAS, this resolution would be more complete, accurate, and improved in almost every respect had Jayne Harvie been requested to help with it: Now,

THEREFORE, BE IT RESOLVED that the University of Alaska Fairbanks expresses its deep appreciation to Jayne Harvie for her invaluable contributions to both the State of Alaska and the University; and

BE IT FURTHER RESOLVED that the University of Alaska Fairbanks, in further recognition of the exemplary services rendered by Jayne Harvie and as evidence of the University's desire that her identification with the University be maintained, hereby welcomes the appointment of Jayne Harvie as the Governance Office Manager and Faculty Senate Coordinator, Emerita; and

BE IT FURTHER RESOLVED that this resolution be appropriately signed by the Chancellor of the University of Alaska Fairbanks as further evidence of the esteem and respect in which he holds Ms. Jayne Harvie and conveyed to her on this day of May 1, 2017.

RESOLUTION OF APPRECIATION FOR DR. ORION SKY LAWLOR

WHEREAS, Orion Lawlor has served the University of Alaska Fairbanks (UAF) in the UAF Faculty Senate for eight years; and

WHEREAS, Orion Lawlor has served as Senator to the UAF Faculty Senate from 2009-10 through 2012-13, and again in 2014-15; and

WHEREAS, Orion Lawlor has served as Alternate to the UAF Faculty Senate in 2013-14; and

WHEREAS, Orion Lawlor served on the Graduate Academic and Advisory Committee from 2009-10 through 2010-11, and chaired the Graduate Academic and Advisory Committee in 2011-12; and

WHEREAS, Orion Lawlor served on the Research Advisory Committee from 2011-12 through 2013-14; and chaired the Research Advisory Committee in 2014-15; and

WHEREAS, Orion Lawlor served as President-Elect of the UAF Faculty Senate in 2015-2016; and

WHEREAS, Orion Lawlor has served as President of the UAF Faculty Senate during the current academic year where he has introduced shared collaborative cloud documents to Senate meetings, thereby increasing communication and participation by all faculty; and

WHEREAS, Orion Lawlor has represented the interests of the UAF Faculty Senate at the Faculty Alliance in open collaboration with our colleagues from the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS) to advance education outcomes across the UA system; and

WHEREAS, Orion Lawlor has made thoughtful and constructive contributions to the University of Alaska Statewide Strategic Pathways process that directly resulted in enhanced collaboration between the Colleges of Engineering at UAF and UAA; and

WHEREAS, Orion Lawlor has distinguished himself as an approachable and innovative leader of the UAF Faculty Senate who seeks transparency and full engagement in Senate processes; and

WHEREAS, Orion Lawlor encourages and respects open debate of issues from diverse perspectives; and

WHEREAS, Orion Lawlor maintained a positive and constructive Senate environment for faculty to make real and lasting impacts on faculty, students and staff at UAF; Now

THEREFORE BE IT RESOLVED, that the University of Alaska Fairbanks Faculty Senate acknowledges the pioneering contributions of Dr. Orion Sky Lawlor and expresses its utmost appreciation for his exemplary service.

Googalution of appreciation for Dr. Orion Sky Lawlor by the UAF Faculty Senate

WHEREAS, Orion (as a constellation) comes from the interstellar cloud and brings us the benefits of the cloud (transparency, editing in real-time); and

WHEREAS, Orion Lawlor, has the best hair in senate; and a very nice goatee; and

WHEREAS, Orion Lawlor, with best of intentions, may never answer your emails, such that he must be called after hours on the weekends, where one finds he is perfectly reachable in his robot lab garage, and fully able to hold a productive conversation while simultaneously tweaking programming code and swapping out circuit boards; and

WHEREAS, Orion Sky Lawlor is the coolest name a Faculty Senate President ever had, and Orion has lived up to his calling as president in stellar fashion, aptly navigating the dense molecular cloud complex known as Administration and Statewide, whilst actively perpetuating star formation among a bright hive of faculty in the Senate; and

WHEREAS, Orion Sky Lawlor is the President with the mostest firearms and quietest tone; and

WHEREAS, among the many hats worn by President Lawlor in service to the Faculty Senate includes a chef's hat, he being an EGGspert on molecular gastronomy, non-stick skillets, and design, analysis and synthesis of beaten-egg foodstuffs, he being the unsung Chair of the little-known EGG department which has whipped up student enrollments and many an appetite, and has put UAF on the map for omelet design and fabrication in the Arctic[1]; and

WHEREAS, Orion often had the best lunches during meetings, and

WHEREAS, Orion Lawlor fearlessly led UAF Faculty Senate through the wilds of Google Docs and, without concern for his own safety, bravely threw himself in the midst of faculty wordsmithing battles; and

WHEREAS, President Lawler's middle name being SKY, he owns the cloud and has shared it with the UAF faculty senate for our space grant status exploitation; and

WHEREAS, Orion Lawlor's nodding is addictive, his nodding is nuanced and we can observe the *slow and lengthy nods* usually showing agreement and understanding, he is not urging you to finish talking. "Take your time I'm listening". His *small nods* combined with a smile are an encouraging and bonding signal. A fast *rapid nod*, especially if Orion is pointing his finger, shows impatience and urges you to move on or let them do the talking. "yeah I got it, let's move on".

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges and proclaims that Dr. Orion Sky Lawlor has done great stuff for Faculty Senate and hereby the Senate expresses its deep appreciation and admiration; and

BE IT FURTHER RESOLVED that Orion be henceforth known as The Googulator.

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[1] http://www.uaf.edu/files/uafgov/Example-UAF-Syllabus-by-GAAC.pdf

The UAF Faculty Senate approved the following at Special Meeting #223 on April 24, 2017:

MOTION:

Discontinuation of Specialized Engineering Master's Degrees

The UAF Faculty Senate observes:

- A Civil Engineering MS will remain in the Civil & Environmental Engineering Department if their other MS and MCE degrees listed below are discontinued. Admissions were suspended in 2014 for these degrees. Many of these separate degrees are now available as concentrations within the Civil Engineering MS.*
- A Mining Engineering MS will remain if the Mineral Preparation Engineering MS is discontinued. The Mineral Preparation Engineering MS has not had more than one enrolled student since 2012, and admissions were suspended in 2014.
- A Computer Science MS will remain if the Software Engineering MSWE is discontinued. Admissions to the MSWE were suspended in 2012. The faculty who primarily taught the program's courses have retired. The Computer Science department does not protest the discontinuation.
- The intention of this recommendation is to have minimal impact to students and faculty.

Faculty Senate recommends:

- That the Mineral Preparation Engineering MS program be discontinued, since there are no faculty members currently affiliated with the program and the last student from the program will graduate soon.

Therefore, the UAF Faculty Senate agrees to the discontinuation of the following specialized Engineering Master's Degrees:

MS - Arctic Engineering
MS - Engineering Management
MS - Science Management
MS - Environmental Engineering
MCE - Civil Engineering
MS - Mineral Preparation
MSWE - Software Engineering

Effective: Fall 2017 upon approval of the UA Board of Regents

Rationale: There are not enough students to allow us to afford the expense of these specialized degrees in this budget climate, and each department will still retain a graduate program.

(Signatures attached)

*http://catalog.uaf.edu/graduate/graduate-degree-programs/civil-engineering/ms/#programrequirementstext

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2017-04-25
President, UAF Faculty Senate

The Chancellor _X_ Approves ____ Disapproves

Chancellor Date: 5/4/2017

The UAF Faculty Senate took the following action at Special Meeting #223 on April 24, 2017:

MOTION:

Discontinuation of the AAS in Dental Hygiene

The UAF Faculty Senate observes:

- The Dental Hygiene program reliably graduated one cohort of 5 students at the end of each 2-year cycle. Admission to the program was suspended in summer 2016.
- Alaska health care, including dental hygiene, is in acute need of qualified professionals. All graduates of the Dental Hygiene AAS were employed immediately after graduation.
- The Alaska Department of Labor projected * a 21.6% growth rate in the demand for Dental Hygienists through 2024, the highest listed growth rate.
- There is a similar program at UAA that admits a cohort of 14 students each year.
- This is a high cost and low enrollment program for structural reasons, including a need to have dedicated dental office equipment for the students.
- Faculty and Administrator reviews of the program voted to discontinue it primarily for cost reasons and not on its service to Alaska workforce needs.

Faculty Senate recommends:

- Consider merging with the UAA program.

Therefore, the UAF Faculty Senate does not agree with the discontinuation of the AAS in Dental Hygiene.

Rationale: This is an expensive but important program for interior Alaska health care workforce development. The program should continue in its suspended state.

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2017-04-25
President, UAF Faculty Senate

The Chancellor ____Approves X Disapproves

Chancellor Date: 5/4/2017

* Link to http://labor.alaska.gov/trends/oct16.pdf

The UAF Faculty Senate took the following action at Special Meeting #223 on April 24, 2017:

MOTION:

Discontinuation of the BA in Geography

The UAF Faculty Senate observes:

- The Geography BS degree will remain even if the BA is discontinued.
- The majority of the Faculty and Administrative review committee members voted to discontinue the Geography BA, although at the Faculty review level, there was significant support for the program.

Faculty Senate recommends:

- Geography might consider establishing collaborations with other social science programs on campus, such as through cross-listed courses, to increase the number of faculty to teach courses, attract new students, and fulfill GER requirements.

Therefore, the UAF Faculty Senate does not agree with the discontinuation of the BA in Geography.

Rationale: The savings from eliminating the BA while retaining the BS is minimal, because all of the classes in the discipline will still be taught by the faculty. Yet for many UAF students, the BA is achievable but earning a BS is not feasible, for example due to the BS degree requirement for calculus. BA degrees also allow students to have a broad experience in their major, while having a minor in a different subject.

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2017-04-25
President, UAF Faculty Senate

The Chancellor ___Approves _X_Disapproves

Chancellor

Date: 5/4/2017

The UAF Faculty Senate took the following action at Special Meeting #223 on April 24, 2017:

MOTION:

Discontinuation of the BA in Sociology

The UAF Faculty Senate observes:

- The department lost three faculty in 2016, and currently has one tenured faculty member and four active majors. These numbers are far too low for a sustainable program.
- The loss of three faculty in 2016 and the hiring freeze that prevented the department from being able to hire tenure track PhD sociologists have crippled the department.
- Recent changes to our bachelor's degree general education requirements mean that instead of choosing between SOC 100X and ANTH 100X, students can now choose from 27 possible courses.* This substantially reduced the tuition dollars earned by the Sociology Department.
- The Sociology BS was suspended in 2014, but has not been discontinued; there is a possibility that the BS could be reinvigorated through collaborative relationships with UAA and UAS to offer a joint online BS degree.
- Other programs would be adversely impacted by this discontinuation, including: Women, Gender, & Sexality Studies; Justice BA; Psychology BA and BS; Alaska Native Studies; and CTC certificate and AAS degrees.
- UAF is a major research university and Sociology is a standard program at nearly all major universities. The MCAT now tests students on their sociological knowledge; UAF students who plan to enter medical school will thus be at a significant disadvantage if they are unable to take Sociology courses. Federal grants increasingly require applicants to include a social science component.

Faculty Senate recommends:

- Since a viable Sociology Department exists at UAA ** and there are also three PhD sociologists affiliated with UAS,*** we should find a way to work together via online course sharing to allow interested Fairbanks students to earn Sociology degrees. A collaborative online degree in Sociology would serve as an excellent model of collaboration that other programs might adapt. A collaborative online program would allow students all across Alaska and beyond to benefit from a Sociology degree.

Therefore, the UAF Faculty Senate does not agree with the discontinuation of the BA in Sociology.

Rationale: The cost savings will be minimal as only one tenure track faculty is employed. Collaboration with UAA and UAS through distance education should be explored for continuing the program, which is consistent with Strategic Pathways objectives for making the three universities collaborate.

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(Signatures attached)

*Link to: http://catalog.uaf.edu/bachelors/general-education-requirements/
**Link to: https://www.uaa.alaska.edu/academics/college-of-arts-and-sciences/departments/sociology/
***Link to: http://www.uas.alaska.edu/arts_sciences/socsci/disciplines/sociology.html

2017-04-25

President, UAF Faculty Senate

The Chancellor ____Approves X Disapproves

Date: 5/4/2017

Chancellor

The UAF Faculty Senate took the following action at Special Meeting #223 on April 24, 2017:

MOTION:

Discontinuation of the PhD in Clinical and Community Psychology

Faculty Senate observes:

- The program has approximately 20-35 students enrolled, and approximately 1 graduate per year.
- Alaska has an enormous unmet demand for clinical & community psychology professionals.
- Significant faculty and staff turnover has occurred within the Department of Psychology over the past 10 years. This turnover coupled with the fiscal crisis requires the department to shift focus from the PhD program to undergraduate programs including the online bachelor's degree.
- The Faculty Evaluation Committee recommended continuation of the program.
- This department operates a local clinic, the UAF Department of Psychology Clinic,* which serves students, staff, faculty, and community members.
- The accreditation-required oversight for clinical operations (with real patients) in Fairbanks is expensive, and coordination with UAA on this has been complex.
- This was originally designed as a joint program between UAA and UAF.
- This discontinuation has both strong proponents and opponents within the department.

Therefore, the UAF Faculty Senate does not agree with the discontinuation of the PhD in Clinical and Community Psychology.

Rationale: This is an important program for interior Alaska healthcare research and also workforce development. Many mental health issues in Alaska, including Interior Alaska, are unique and deserve local study from America's Arctic University. Coordination with UAA consistent with Strategic Pathways recommendations should be explored. Some of the difficulties faced by the program are noted by the faculty review to result from lack of cooperation with UAA.

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(Signatures attached)

* Link to https://www.uaf.edu/psych/psychology-department-cli/

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2017-04-25

President, UAF Faculty Senate

The Chancellor ____Approves X Disapproves

Date: 5/4/2017

Chancellor

The UAF Faculty Senate took the following action at Special Meeting #223 on April 24, 2017:

MOTION:

Discontinuation of the Economics Programs

The UAF Faculty Senate observes:

- Our recent bachelor's degree general education requirements changes mean that fewer students are taking ECON 100X. This reduced the tuition earned by the Economics Program.
- In April 2016, SOM ceased admitting new students* to the economics programs.
- According to the spring 2016 review document:
  - The UAF Economics program appears to have a viable number of students, approximately 20 majors in each of the BA, BBA, and MS programs.
  - Student tuition covers nearly the entire cost of the BA and BBA programs.
  - Student tuition covers approximately 30% of the cost of the MS program.

Therefore, the UAF Faculty Senate does not agree with the discontinuation of the following Economics programs:

BA in Economics
BBA in Economics
MS in Natural Resource Economics

Rationale: UAF is a major research university and Economics is a standard program at nearly all major universities. Economics is one of the foundations of the modern university. Understanding how economies work is one of the most important skill sets students need in order to understand our world. Moreover, trained economists will provide vital insight and guidance to the state as our economy shifts and changes in response to declining oil production and profits. Faculty review voted strongly--unanimous with one abstention--in favor of keeping all three economics programs. This is a viable program, and should not be cut.

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2017-04-25
President, UAF Faculty Senate

The Chancellor ____Approves X Disapproves

Chancellor

Date: 5/4/2017

*Link to: www.uafsunstar.com/uaf-school-of-management-suspends-economics-major-2/

The UAF Faculty Senate TABLED the following at Meeting #222 on April 3, 2017:

MOTION:

The UAF Faculty Senate agrees to the discontinuation of the Cooperative Extension Research program.

Effective: On Board of Regents approval

Rationale:

Cooperative Extension Service (CES) faculty, after an in-depth internal review starting in September 2015, identified the Extension Research program for special program review during the spring 2016 review cycle. During the special program review process, the faculty review committee, administrative review committee, and chancellor's cabinet approved the discontinuation; as did the statewide academic council, vice president for academic affairs & research, and academic and student affairs subcommittee of the board of regents. The discontinuation summary and financial analysis are attached.

Because Cooperative Extension is a service unit, it does not offer degrees, so traditional teaching programs do not exist. Like the rest of CES, the Extension Research program does not offer degrees, and so does not appear in the catalog. Historically, the position of "Extension Specialist" has a tripartite appointment, including a research workload component, so during the internal review the Extension Research program was defined to consist of all Extension Specialists: this discontinuation would apply to all Extension Specialists, and only Extension Specialists. Tenured and tenure-track positions would still exist at CES as bipartite "Extension Agent" positions.

The ongoing budget cuts mean CES, like the rest of UAF, has extremely hard decisions to make. Many cooperative extension faculty were deeply involved in the reorganization process, which was both extensive and difficult, and included detailed financial and impact analysis. Some of the tenure-track faculty whose positions will be discontinued with this change, still support it for the good of the unit. Regardless of this discontinuation, the budget cuts mean tenure-track positions will certainly be lost, but this discontinuation allows the unit itself to make those hard choices for the good of the unit and its service to Alaskans.

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Link to BOR Board Docs for discontinuation summary and financial analysis:
http://www.boarddocs.com/ak/alaska/Board.nsf/files/AJEVEE805D4B/$file/Approval%20of%20Deletion%20of%20Cooperative%20Extension%20Research%20at%20UAF_2.6.17.pdf

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017:

MOTION:

The UAF Faculty Senate moves to amend the approved updated procedure to accomplish the program review process as required by Board of Regents Policy and UA Regulations (10.06) which it passed at Meeting #219 on December 5, 2016. The more recent amendment of March 15, 2017 is indicated in bold, italicized text (below).

Effective: Spring 2017

Rationale: The existing process was modified at Meeting #181 (March 5, 2012) to accommodate a five year review cycle. The revisions approved at Meeting #219 are intended to ensure faculty input, and clarify the role of the Faculty Senate in program eliminations. The Program Review Template as well as the BOR Policy for 10.06 have also changed since the last Faculty Senate motion in 2012, and current versions are included. The most recent amendment proposed here in red text concerns the process at step 2.

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2017-04-03

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/7/2017

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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(See attached policy)

Additions: ***bold italics***
Deletions: ~~strikethrough~~

The program review process shall be completed as follows:
1. An initial review based on centrally generated productivity and efficiency summary and a unit-provided brief narrative describing mission centrality, the prospective market for graduates, the existence of similar programs elsewhere in UA, and any special circumstances that explain features of the centrally generated productivity and efficiency summary (see attached program review template for more details). The information reviewed meets the Board of Regents Policy and Regulation (10.06; current PDF posted with motion). A single Faculty Program Review Committee shall be comprised of one faculty representative from each college and school (not including CRCD) plus one representative from CRCD and one representative from CTC. The Faculty Program Review Committee shall be nominated by the Provost in consultation with the deans and directors, and, once formed, the list of committee members shall be submitted to the Faculty Senate for comment, and finalized by the Chancellor. The Faculty Program Review Committee shall review the materials and make one of the following recommendations:

- Continue program
- Continue program but improve outcomes assessment process and reporting
- Continue program but improve other specific areas
- Modify program through consolidation with another program or other significant re-organization
- Suspend admissions to program or
- Discontinue program

The Faculty Program Review Committee shall allow up to two representatives from the program under review to attend the meeting and to answer questions. The Faculty Program Review Committee shall provide a brief narrative justifying their recommendation and describe any areas needing improvement prior to the next review. A summary of the recommendation shall be shared with the program under review and the Faculty Senate President, who may request a copy of the full narrative. The Faculty Senate President, in consultation with members of the Faculty Senate Administrative Committee, then has the option to send a response to the Provost within two weeks. The program under review also has the option to send a response to the Provost within two weeks.

2. An Administrative Program Review Committee comprised of the Deans of Colleges and Schools and four administrative representatives from CRCD shall review the recommendations of the Faculty Program Review Committee, may request additional information from the program, and shall state their collective agreement or disagreement with the Committee's recommendation. ***A summary of the recommendation shall be shared with the program under review and the Faculty Senate President, who may request a copy of the full narrative. The Faculty Senate President, in consultation with members of the Faculty Senate Administrative Committee, then has the option to send a response to the Provost within two weeks. The program under review also has the option to send a response to the Provost within two weeks.***

3. The Provost, in consultation with the Chancellor's Cabinet, shall review the recommendations of the Faculty Program Review Committee, the Faculty Senate President, and the Administrative Program Review Committee and take one of the following actions:

a) Program continuation is confirmed.

b) Program continuation with an action plan prepared by the program and Dean to meet improvements needed by the next review cycle. Annual progress reports will be required in some cases. Actions may also include further review by an ad hoc committee.

c) Other actions, such as a major program restructuring. An action plan shall be required by the end of the next regular academic semester after a request for restructuring or similar action is made.

d) Recommend to discontinue program. When appropriate, admissions may be suspended pending action.

4. Faculty Senate reviews the recommendations to discontinue or suspend programs and states their collective agreement or disagreement with the Chancellor's Cabinet's recommendation. If the Faculty Senate disagrees, it shall provide an alternate recommendation by the end of the semester in which the Chancellor's Cabinet's recommendation is made.

5. The Chancellor reviews all levels of recommendations and decides whether to recommend program discontinuation to the Board of Regents.

Copies of the following are attached to hard-copy printed motion:
Link to current Instructional Program Review Template
Link to BOR Policy and UA Regulation 10.06

PROGRAM REVIEW 2016-17

DEPARTMENT:
PROGRAM:
DEGREE:

I. PROGRAM PRODUCTIVITY AND EFFICIENCY

1) Discuss or provide context for the following components of the PAIR data, and provide an explanation of any numbers that may seem out of place given the size and capacity of your program:
   a. Total SCH
   b. Number of majors
   c. Number of degrees
   d. Time to degree
   e. Department budget
   f. FTEs

   If the data do not accurately reflect the program, explain why not. Also, discuss trends, e.g., is enrollment growing or decreasing? Why?

[Please type your response here]

2) Describe the way this program fits into the department as a whole.
   What other programs are offered in the department and how are they connected with this program?
   What percentage of faculty and staff time is devoted to this program as opposed to others offered?
   What are the budgetary needs associated with this program in particular, e.g., how many faculty teach exclusively or predominantly the courses required for this program?
   Do those courses meet requirements for other programs?
   Are there any special equipment, space, commodity or other needs associated with the program that are not covered by student fees?

[Please type your response here]

3) Does this program have sufficient resources (people, space, time, funding, student interest) to adequately meet its objectives in a sustainable manner?

[Please type your response here]

4) Describe the productivity of the program faculty in publication, scholarship, teaching, funded research and service. Mention specific Unit Criteria if they will help the committee to assess the level of scholarly productivity. List any grant funding associated with the program faculty during the review period.

[Please type your response here]

II. NEED FOR PROGRAM

1) UAF'S mission and Core Themes are attached. How does this program contribute to that mission and those themes? Is this program uniquely central to the mission?

[Please type your response here]

DEPARTMENT:
PROGRAM:
DEGREE:

2) List any active academic, community, or industry partnerships associated with this program, and briefly explain what the partner contributes (including but not limited to monetary and in-kind contributions).

[Please type your response here]

3) Is this program duplicated within the UA system? If there is another program within the system, does this one have any important differences from the other program(s)?

[Please type your response here]

4) Describe the demand for the program by students and the prospective job market for program graduates. (For assessing the job market, you may find the following publication useful (http://labor.alaska.gov/trends/), particularly their annual employment forecast. The national Bureau of Labor Statistics also has potentially applicable information (http://www.bls.gov/ooh/).
If your program tracks actual job placement of its graduates, please provide that information. However, it's recognized that not all degrees qualify recipients for specific occupations, so in some cases, you may need to address this question in broader terms, e.g., what skill set does the degree represent? What kinds of jobs are graduates obtaining?

[Please type your response here]

III. MISSION FULFILLMENT

Attach the most current Student Learning Outcomes (SLOA) plan and most recent SLOA summary.

REGENTS' POLICY
PART X – ACADEMIC POLICY
Chapter 10.06 - Academic Program Review

P10.06.010. Academic Program Review.

A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.

B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.

C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews.

(04-04-14)

P10.06.020. Educational Effectiveness.

A. To improve the effectiveness of its educational programs and the fulfillment of its mission and objectives, each MAU will regularly undertake studies of the impact of its academic programs on its students and graduates.

B. MAUs will describe achievements expected of their students and adopt reliable procedures for assessing those achievements. Assessment practices will be coordinated among MAUs. An annual report on the implementation and results of assessment practices will be provided to the board. Assessment outcomes will be used in program and institutional planning.

(04-19-96)

UNIVERSITY REGULATION
PART X – ACADEMIC POLICY
Chapter 10.06 - Academic Program Review

R10.06.010. Academic Program Review.

A. Purpose

This regulation suggests the elements each campus of the statewide system should employ in its review of academic programs.

B. Elements for Evaluation

The programs of each of the university's major units follow from its respective mission (Policy 01.01); changes in programs should be consistent with and guided by these mission statements.

The necessary elements that a unit should assess during the program review process include the following:

1. Centrality of the program to the mission, needs and purposes of the university and the unit;

2. Quality of the program, as determined by the establishment and regular assessment of program outcomes. Outcomes should be comprehensive, and indications of achievement should involve multiple measures and satisfy the properties of good evidence.

3. Demand for program services, as indicated by measures such as: credit hour production appropriate to the program's mission, services performed by the program in support of other programs, graduates produced, the prospective market for graduates, expressed need by clientele in the service area, documented needs of the state and/or nation for specific knowledge, data, or analysis, other documented need;

4. Program productivity and efficiency as indicated by courses, student credit hours, sponsored proposals and service achievements produced in comparison to the number of faculty and staff and the costs of program support;

5. Timeliness of an action to augment, reduce or discontinue the program;

6. Cost of the program relative to the cost of comparable programs or to revenue produced;

7. Unnecessary program duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska statewide system.

C. Process

1. Each chancellor shall be responsible for setting an academic program review process in place at his/her campus or unit. Results of the process shall be utilized for budgeting and planning purposes of the unit and shall be reported to the Board of Regents upon their request.

2. Exceptional reviews shall be conducted in accordance with an expedited process developed by the chancellor and approved by the president on an ad hoc basis to meet the needs of the campus.

(06-22-05)

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017, with amendments at Section II.B.:

MOTION:

The UAF Faculty Senate moves to amend the Appeals Policy for Academic Decisions (other than assignment of grades), as shown below.

EFFECTIVE: Fall 2017

RATIONALE: The Appeal for Academic Decisions Policy was last revised in 2012. The current revisions clarify the informal and formal appeals processes and timelines, and brings the policy in line with Board of Regents' Policy (Chapter 09.03 - Student Dispute Resolution).

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2017-04-04

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/10/2017

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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(See attached policy)

Additions in bold italics and deletions indicated with ~~strike-through.~~

Appeals Policy For Academic Decisions Other Than Assignment of Grades

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that academic decisions are a faculty responsibility. Therefore, the University administration shall not unduly influence or affect the review of academic decisions that are a faculty responsibility. The following procedures are designed to provide a means for students to seek review of academic decisions alleged to be arbitrary and capricious. These academic decisions may involve non-admission to or dismissal from any UAF program that were made by a department or program through the department chair, or involve pass/fail decisions by a committee of faculty on non-course examinations (such as qualifying, comprehensive or thesis examinations) or satisfactory/unsatisfactory evaluations on student reviews (such as the annual review of graduate student performance). Before taking formal action, a student must attempt to resolve the issue informally. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. ~~As used in the schedule for review of academic decisions,~~ ***A*** **"**class day**"** is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review~~.~~**, *as defined in university regulations (R09.03.024).*** Final examination periods are counted as class days.

B. ***The term "academic leader" is used to denote the head of the academic department offering the course or program from which the academic decision or action arose*** (e.g., head, chair or coordinator of an academic department, or division coordinator or program chair if the faculty member is in **CRCD**).

~~B. "Department Chair" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department, or division coordinator or program chair if the faculty member is in the College of Rural Alaska).~~

C. "Committee of ~~F~~ ***f***aculty" for the purposes of this policy denotes the group of faculty who rendered the initial decision being appealed. Such groups may include, but are not limited to:

graduate examination committees, graduate advisory committees, and thesis defense committees.

D. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

E. The *"*next regular semester*"* is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester **for a decision made during** ~~for a final grade issued for a course completed during~~ the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

F. For the purpose of this procedure, "arbitrary and capricious" means:

An academic decision that is based on something other than academic performance or that represents a substantial, unreasonable and unannounced departure from previously articulated standards.

III. Procedures

A. ***Informal Procedures***

A student wishing to appeal an academic decision other than a grade assignment must first request an informal review of the decision.

1. ***Review the UAF Appeal of Academic Decisions other than grades form. [The form is available through the Office of the Provost.]***
2. ~~1.~~ Notification must be received by the ~~Provost~~ ***academic leader*** within ~~30~~ ***15*** class days after the beginning of the next regular semester.
3. ***The academic leader notifies the dean that an action has commenced. The dean notifies all relevant parties that an informal review has begun.***
4. ***If the student wishes to appeal an academic decision, the student should work with their committee chair, department chair, associate dean, and dean as necessary to resolve the academic decision. The dean makes the final decision and provides a report to the student and to the affected parties within 10 class days.***
5. ~~2.~~ There may be extenuating circumstances when the deadlines cannot be met due to illness, ~~mail disruption,~~ or other situations over which the student may have no control. In such a case, upon request from the student, the ***academic leader*** ~~Provost~~, after review

of supporting documentation provided by the student, ***may recommend to the appeals committee that the deadlines be adjusted accordingly.*** ~~may adjust the deadlines accordingly.~~ ***At the discretion of the academic leader,*** ~~A~~ ***a***n extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

6. ***If the student wishes to appeal the decision of the academic leader, the student can file a formal appeal with the Office of the Provost.*** ~~3. In cases where the decision was rendered by a committee of faculty (such as those dealing with graduate examinations and evaluations), the provost will request the appropriate committee to conduct an informal review of its decision. The committee of faculty will determine whether its original decision should be overturned or changed in any way. The committee of faculty will submit its recommendation to the provost through the department chair and dean/director within 10 days.~~

~~4. In all other matters, the Provost will request the appropriate department chair to conduct an informal review of the decision. The Department chair will determine whether the original decision should be overturned or changed in any way. The department chair will submit his/her recommendation to the provost through the dean/director within 10 days. In the event that the department chair is directly involved, the provost can ask the dean/director to conduct an informal review and submit his/her recommendations directly to him.~~

~~5. The Provost will consult with the student on the committee of faculty's or department chair's recommendation. If the student does not find that recommendation acceptable, he/she may request the Provost to conduct a formal review.~~

B. ***Formal Procedures*** ~~The formal review will be conducted as follows.~~

1. This formal review is initiated by the student through a ~~signed, written~~ request ***in writing*** to the ***Office of the*** Provost.
    a. The student's request for formal review ***must be submitted using the formal Academic Decisions Other Than Assignment of Grades Appeals form*** ~~may be submitted using university forms specifically designed for this purpose~~ and available ***in person or electronically*** from the Office of the Provost.
    b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the ***informal*** ~~formal~~ review of the decision.~~, and that the university's administration including the college dean/director can not influence or affect the outcome of the formal review.~~

c. The request for a formal review must be received no later than ***5 class*** ~~10~~ days after the student has learned the outcome of the informal review***.*** ~~(IIIA4).~~

d. The student will work with the Office of the Provost on collecting appropriate documentation to support their appeal and must submit this documentation with the appeal.

~~d. The request must detail the basis for the allegation that the decision was made on a basis other than sound professional judgment based upon standard academic policies, procedures and practices.~~

2. The ~~5-member~~ review committee will be appointed ***by the Provost and the Faculty Senate president*** as follows:

   a. The Provost shall appoint one non-voting ~~tenure-track~~ faculty member ***holding academic rank, who is represented through the current applicable collective bargaining agreements,*** from the academic unit in which the decision was made. This individual shall serve in an advisory role. This faculty member shall not be the individual(s) against whom the appeal is directed.

   b. Two ~~tenure-track~~ faculty members ***holding academic rank, who are represented through the current applicable collective bargaining agreements,*** from within the college or school but outside of the unit in which the decision was made shall be appointed. One of these members shall be appointed by the Provost. The other person shall be appointed by the Faculty Senate President and shall be a member of the Faculty Senate (including alternate members), if available.

   c. One ~~tenure-track~~ faculty member ***holding academic rank, who is represented through the current applicable collective bargaining agreements,*** from outside the college or school in which the decision was made. This person shall be a member of the Faculty Senate (including alternate members). The Senate member shall be appointed by the Faculty Senate President.

   d. The fifth member to be appointed by the Provost will be a non-voting student representative.

   e. ***In the case of an appeal from a graduate student, a representative appointed by the Graduate School shall serve on the committee in a non-voting capacity.***

   f. The ***facilitator, appointed by the Provost,*** ~~campus judicial officer or his/her designee~~ shall serve as a non-voting ***committee member*** ~~facilitator~~ for appeals

hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records~~.~~ ***and insure that appeal policies and procedures are followed.***

3. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 ***class*** ~~working~~ days of receipt of the student's formal request. **If the request for appeal is received any time other than during a regular semester, then the hearing must be scheduled on or before the 10th class day of the next regular semester.**
    a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.
    b. To be considered by the committee, all written materials shall be submitted to the ***Office of the Provost along with the formal appeal form*** ~~hearing facilitator~~ no later than ***2 class days*** ~~48 hours~~ before the ***day*** ~~start~~ of the scheduled appeals hearing. To give all interested parties a chance to submit written materials, at least three ***class*** ~~business~~ days shall elapse between the time the meeting is announced and the start of the meeting. New written materials presented after the ***2 class day*** ~~48-hour~~ deadline or presented during the meeting will only be considered by agreement of all voting committee members. These procedures related to written materials also apply to all subsequent meetings.
    c. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.
    d. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:
        i. The student has not provided sufficient reason in support of the allegation that the academic decision was arbitrary and capricious.
        ii. This is not the first properly prepared request for appeal.
        iii. The request was not made within the policy deadlines.
    e. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, ~~*instructor,*~~ **academic leader** ~~department chair,~~ dean/director and provost within five **class** days of the

decision, and will state clearly the reasoning for the dismissal of the request.

4. Acceptance for consideration of the student's request will result in the following:
    a. A request for, and receipt of, a formal written response from the **academic leader** ~~program department chair~~ to the student's allegation.
    b. A second meeting scheduled to meet within 10 ***class*** days of the decision to review the request.
        i. The student and the **academic leader** ~~department chair~~ or a representative of the program will be invited to attend the meeting.
        ii. The meeting will be closed to outside participation, and ***either*** ~~neither~~ the student ***or*** ~~nor the instructor or~~ **appropriate academic representative** ~~department chair~~ may be accompanied by an advocate ~~or representative.~~ Other matters of format will be announced in advance.
        iii. The proceedings will be ~~tape~~ recorded and the ***recordings*** ~~tapes~~ will be stored with the **Office of the Provost** ~~campus Judicial Officer~~.
        iv. The meeting must be informal, non-confrontational and fact-finding, where both the student and **appropriate academic representative** ~~instructor or department chair~~ may provide additional relevant and useful information and **clarify** ~~can provide clarification of facts for~~ **any** materials previously submitted.
5. The final decision of the committee will be made in private by a majority vote.
    a. Actions which the committee can take if it accepts the student's allegation may include, but are not limited to, the following:
        i. direct the **academic leader** ~~program instructor or department chair~~ to reconsider the decision,
        ii. provide a final alternative decision.
    b. The academic decision review committee proceedings will result in the preparation of written findings and conclusions.
    c. A formal, written report of the decision must be forwarded to the student, **academic leader** ~~instructor, program/department chair~~, dean and Provost within five **class** days of the meeting. The Provost shall then be responsible for communicating the decision to other relevant offices (e.g., Admissions, Registrar).
    d. The decision of the committee is final.

~~C. The entire process must be completed by the end of the semester in which the decision first took effect.~~

Record of Changes to the Appeals of Academic Decisions Other Than Assignment of Grades Policy:

The Academic Appeals Policy was passed by the UAF Faculty Senate at its Meeting #96 (Sept. 25, 2000) and amended at its Meeting #101 (April 2, 2001), Meeting #109 (May 6, 2002), Meeting #123 (May 3, 2004), Meeting #157 (March 2, 2009), and Meeting #183 (May 7, 2012).

- Policy at Section III, Procedures, subsection B, Item 2, was revised at Meeting #183 (May 7, 2012).
- Deadlines were revised at Meeting #157 (March 2, 2009).

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017:

MOTION:

The UAF Faculty Senate, upon recommendation of the Student Academic and Development and Achievement Committee, moves to amend the Admissions policy for how pre-majors are admitted and moved to major status. Students who do not yet meet the requirements for a Bachelor's degree will have pre-major status as General Studies students until they meet the minimum requirements to move to major status in General Studies. At this point students may change major to a department of their choice if they have met that program's requirements.

EFFECTIVE: Fall 2017

RATIONALE: This motion amends the current pre-major policy at UAF. This addresses a concern that students were advancing to major status under the current pre-major policy without meeting the minimum requirements. Classifying pre-major students as General Studies students eliminates confusion about who advises them and provides students with consistent access to advisors and support networks. Under the new policy, students will not be admitted to a major until they have met the minimum requirements for that major.

****

2017-04-03

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/2/2014

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

****

(Policy attached)

Additions in bold italics and deletions indicated with ~~strike-through~~.

Applying for Admission: Bachelor's Degree Programs

Pre-Major (Pre-major status when applying for admission, UAF catalog)

Students who have not met the minimum requirements for admission to a baccalaureate degree program will be admitted to pre-major status ~~within the department of their choice~~ ***as General Studies students***.

Students will be changed to ***General Studies*** major status when they are in good standing and have completed 14 credits at the 100 level or above with a C (2.0) ~~average~~ or higher; 9 of the 14 credits must satisfy ~~baccalaureate core~~ ***general education*** requirements. ***At that point, they may change major into the department of their choice, provided they have met that program's admission standards.***

General Studies

Pre-Major (Pre-major in General Studies, UAF catalog)

Students admitted in pre-major standing have not met the admission requirements for bachelor's degrees but are intending to major in a bachelor's degree. ~~As a bachelor's-intended student, you~~ ***Pre-majors*** will ~~generally work~~ meet with advisors in the Academic Advising Center, Rural Student Services or a community campus ***to work toward admission into their desired major.*** ~~, but it is helpful to also contact the department of your intended major. Because not all requirements for immediate admittance to a bachelor's degree will have been met, pre-major students will work with an academic advisor to determine the best selection of courses to pursue.~~ Students who are in good standing and have completed 14 credits at the 100 level or above (9 credits must satisfy baccalaureate general education requirements) with a C grade ~~average~~ (2.0) or **higher** ~~better~~, ~~of which 9 credits must satisfy baccalaureate general education requirements,~~ will be changed to major status ***as General Studies students***. The vice provost will notify students of their change of status and inform the registrar. Pre-major students do not use the change of major form to move from pre-major to major status in General Studies, but may use the form to change ~~from pre-major status in one program to another program~~ **from General Studies to their desired major once they have been accepted as baccalaureate students**. ~~Academic assistance and actions are processed the same as for general studies students.~~

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History:
FY02 Motion to add a "pre-major" admission status to the baccalaureate degree. Meeting #109
FY07 Motion to revise how pre-majors move to major status. Meeting #143

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017:

MOTION:

The UAF Faculty Senate moves to approve a new Minor in Ancient, Medieval, and Early Modern Studies, housed in the College of Liberal Arts (English Department).

Effective: Fall 2017

Rationale: The proposal for the new minor has been reviewed and approved by the Curriculum Review and Curricular Affairs Committees. The proposal (#87-UNP) is on file in the Governance Office, 312B Signers' Hall.

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2017-04-03

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/7/2017

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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Overview:

Objectives of the minor:

The minor in Ancient, Medieval, and Early Modern Studies will allow students to broaden and deepen their understanding and knowledge of earlier cultures and civilizations in the Western tradition. Students will take courses in at least three of the noted disciplines. This will provide students with the opportunity to examine multiple aspects of the particular time periods within the scope of the minor. The courses in the minor will explore both dominant and marginalized, threatened, or suppressed constructs, movements, and beliefs of each time period as well as notable influences of and interactions with other cultures and regions. Such engagement not only will ensure a better grasp of the cultures and civilizations studied, but it will also instill a stronger appreciation for the ways in which contemporary North American society perpetuates cultural elements and practices of earlier traditions.

No additional resources (budget, facilities/space, faculty) are required at this time since all of these classes are already regularly offered by the various departments. Any enrollment increase will result in additional tuition revenues.

The interdisciplinary nature of the minor has the additional benefits of increased communication between faculty and students in different departments and scholarly collaboration across disciplines.

Relationship to Purposes of the University:

This minor will respond to student interest in and demand for further access to classes in these time periods. In order to enroll in a few of these classes and use them for electives, current students have to be highly organized, skilled at navigating the catalog and course schedule for several years into the future, and aware of their interests in Antiquity, the Middle Ages, and the Early Modern period almost from the outset of their college careers. The structure of this minor will lay out the current and future offerings in a clear manner and provide space in their degree for the desired strong foundation in and understanding of the Western tradition.

Furthermore, the minor aims to follow the directives of Interim Chancellor Thomas and Provost Henrichs to highlight our faculty members' strengths and areas of expertise and to utilize them in new ways. This minor will connect students and faculty across departments and will allow opportunities for interdisciplinary scholarship and collaboration.

Proposed Catalog Layout:

Ancient, Medieval, and Early Modern Studies

The minor in Ancient, Medieval, and Early Modern Studies will provide students with a background in the Western tradition in disciplines that emphasizes key artistic, literary, philosophical, political, religious, and social movements in these time periods. Students will gain a better understanding of the workings and struggles, advancements and achievements, and conflicts and prejudices of these civilizations and cultures. The curriculum requires that students take classes in at least three fields of study and thereby ensures that students will engage in a well-rounded examination of these time periods.

1. Complete the following:
   HUM F201X Unity in the Arts---3 Credits

2. Complete five of the following:
   Only two electives from this list can be from any one discipline.

   ART F261 History of World Art---3 Credits
   ART F364 Italian Renaissance Art---3 Credits*
   ENGL F301 Continental Literature in Translation: The Ancient World---3 Credits*
   ENGL F302 Continental Literature in Translation: Medieval and Renaissance---3 Credits*
   ENGL F308 Survey of British Literature: *Beowulf* to the Romantic Period---3 Credits
   ENGL F415 Studies in 17th- and 18th-Century British Literature---3 Credits**
   ENGL F420 Studies in Medieval and 16th Century British Literature---3 Credits**
   ENGL F422 Shakespeare: History, Plays and Tragedies---3 Credits

ENGL F425 Shakespeare: Comedies and Non-Dramatic Poetry---3 Credits
HIST F101 Western Civilization---3 Credits
HIST F401 Renaissance and Reformation Europe---3 Credits*
HIST F402 Seventeenth and Eighteenth Century Europe---3 Credits*
MUS F221 History of Western Music I---3 Credits
MUS F421 Music Before 1620---3 Credits*
MUS F422 Music in the 17th and 18th Centuries---3 Credits*
PHIL F351 History of Ancient Greek Philosophy---3 Credits
PHIL F352 History of Modern Philosophy---3 Credits
PHIL F411/PS F411 Classical Political Theory---3 Credits*
PS F411/PHIL F411 Classical Political Theory---3 Credits*
PS F412 Modern Political Theory---3 Credits*

3. Minimum credits required---18 credits

* Course offered every two years
** Course offered every three years

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017, with amendments underlined:

MOTION:

The UAF Faculty Senate moves to endorse the Academic Misconduct Policy as shown below.

Effective: Fall 2017

Rationale: The policy and procedures outlined below are the result of extensive collaboration among pertinent staff and administration, faculty, and student representatives. The policy provides clarification of the standards to which students are expected to adhere and details the consequences of violating those standards. The policy also outlines steps for faculty seeking an informal or formal resolution to matters of academic misconduct.

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2017-04-04

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/10/2017

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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(See attached policy)

MOTION:

The UAF Faculty Senate moves to endorse the Academic Misconduct Policy as shown below.

Effective: Fall 2017

Rationale: The policy and procedures outlined below are the result of extensive collaboration among pertinent staff and administration, faculty, and student representatives. The policy provides clarification of the standards to which students are expected to adhere and details the consequences of violating those standards. The policy also outlines steps for faculty seeking an informal or formal resolution to matters of academic misconduct.

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UAF STUDENT ACADEMIC MISCONDUCT POLICY

The faculty, staff, administration, and students of the University of Alaska Fairbanks (UAF) consider academic honesty and integrity fundamental to the mission of higher education and promote the highest ethical and professional standards of behavior in the classroom. Accordingly, UAF has developed procedures that address academic misconduct. Students who violate these standards commit academic misconduct and shall be subject to academic and/or disciplinary sanctions.

UAF defines academic misconduct as attempting or helping another to obtain grades, grants, or class credit through fraudulent means. Broad categories of misconduct include cheating, plagiarizing, committing forgery or falsification, facilitating or aiding academic dishonesty, submitting duplicate assignments without the express permission of both instructors, stealing instructional materials or tests, altering grades or files and misusing research data in reporting results. An instructor may create special rules for a class and list them in the syllabus and/or in directions for assignments. Violation of class-specific rules also constitutes academic misconduct.

Below are specific examples for some of the aforementioned categories. A given activity may fall under several different categories

Cheating: attempting to give or use materials, information, notes, study aids, or other devices not authorized by the course instructor. Examples of cheating include copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; taking an examination or test for another student; using books, notes, or other devices, such as calculators, during a quiz or test, unless authorized by the

instructor; acquiring or distributing without authorization copies of tests or examinations before the scheduled exercise; and copying reports, laboratory work, or computer programs or files from other students.

Plagiarism: presenting the work of another as one's own. Examples of plagiarism include submitting as one's own work that of another student, a ghost writer, or a commercial writing service; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source; using facts, figures, graphs, charts, or other information without acknowledging the source. Plagiarism may be verbal or written and may include computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such.

Falsification: inventing or unauthorized altering of any information or citation in an academic work. Examples of falsification include inventing or counterfeiting data or research procedures; falsely citing a source of information; altering the record of, or reporting false information about, practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness; altering a returned examination paper to obtain a better grade.

Tampering: interfering with, altering or attempting to alter academic records, grades, assignments, laboratory experiments, or class-related documents without authorization. Examples of tampering include using a computer or false-written document to change or affect the grade recorded for a student and forging the signature of a University official on a drop/add sheet or other official University record.

Procedures:
If an instructor has reason to believe that a student has engaged in academic misconduct, the following procedures apply:

1) Informal Resolution: The instructor shall personally and privately advise the student there is reason to believe that the student has committed an act that constitutes academic misconduct. The student shall be allowed a reasonable opportunity to respond or explain. This communication may be conducted face-to-face or by phone, email, or other electronic means. This informal resolution might include sanctions agreed upon by the instructor and the student. Among the sanctions listed below, these may include options a, b, or both. Options C, D and E require the formal process listed below. In this case, it is recommended that the instructor provide the student with written confirmation of the agreed-upon resolution.

2) Formal Resolution: If the instructor has evidence that the student engaged in academic misconduct and there is no resolution through the informal process and/or the student does not fulfill the agreement made in the informal process, the instructor shall

inform the student in writing of the instructor's determination and of any intended sanctions.

In such cases, the instructor shall be limited to imposing one or more of the five sanctions listed below. The instructor shall prepare the Academic Misconduct Notification form and submit a copy to the student, the department chair, dean for the College in which the course is offered, and the Dean of Students.

Academic Sanctions:
These sanctions may be imposed for academic misconduct. They are listed in no specific order, and multiple sanctions may be imposed for a single offense:

a) Instruct the student to redo the assignment or examination or to complete an alternate or supplemental assignment;
b) Assign a lower or failing grade on the particular assignment or examination;
c) Assign a lower or failing grade in the course;
d) Remove the student from the course;
e) Report the incident to Student Conduct for review of policy violation

Disciplinary Sanctions:
In cases of egregious or multiple violations, the Dean of Students shall apply the further disciplinary sanctions of reporting the student for violation of the Student Code of Conduct, removing the student from a major program or college, withdrawing from the student a degree or academic credit previously bestowed and/or imposing sanctions for violation of the Student Code of Conduct, which include disciplinary probation and suspension or expulsion from the University.

Academic Misconduct Notification Form - next page

Academic Misconduct Notification Form

The Academic Misconduct Policy at the University of Alaska Fairbanks requires that an instructor complete this form if he/she decides a formal resolution is required. Having completed the form, the instructor should keep the original in his/her files and give a copy to the student, to the department chair, to the appropriate dean, and to the Dean of Students.

1) Name of student: _____

2) Semester when misconduct occurred: Fall / Spring / Summer (circle one) Year: ____

3) Class in which misconduct occurred:

Course Prefix and Number: _____ Course Name: _____

4) Date when the misconduct occurred, or date when the misconduct was discovered by the instructor:

Date: _____

5) A description of the facts surrounding the incident of academic misconduct. Please attach additional pages, if more room is needed.

_____

_____

_____

_____

6) The academic sanctions imposed on the student for this incident. Please see UAF Academic Misconduct Policy for permissible sanctions.

_____

_____

_____

_____

7) Name of instructor:

_____

8) Date: _____

9) Signature: _____

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Dr. Sine Anahita for the Outstanding Senate Service of the Year for 2016-2017.

EFFECTIVE: Immediately

RATIONALE: The screening committee has carefully reviewed the nominations according to the award criteria, and with concurrence of the Faculty Senate President, forwards the nomination of Sine Anahita for confirmation by the Faculty Senate. Procedures stipulate that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

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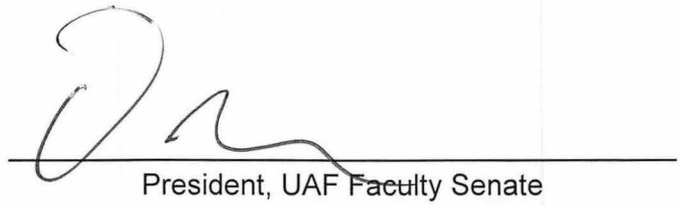

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017:

MOTION:

The UAF Faculty Senate moves to place the Ethics requirement under Baccalaureate Degree Requirements and the Library Science requirement under Associate Degree Requirements and Baccalaureate Degree Requirements and to remove Ethics and Library Science requirements from the General Education Requirements (GERs). Students pursuing Associate of Arts or Associate of Science degrees will no longer be required to take Ethics; however, they will need to fulfill the Library Science requirement as part of the Associate Degree Requirements. All students pursuing Baccalaureate degrees will be required to fulfill both the Ethics and Library Science requirements.

EFFECTIVE: Fall 2017

RATIONALE: The new classification list system for the General Education Requirements (GERs) implemented in 2016-2017 was intended to meet the charge to faculty across the UA system by the UA Board of Regents (BOR) to develop and adopt common GERs. (See BOR's resolution at the April 3-4, 2014 meeting.)

When the UAF Faculty Senate approved the criteria for courses within the GER lists on November 9, 2015, it also voted to retain the Ethics requirement.

The Ethics and Library Science requirements are UAF-specific requirements and do not have counterparts in the GERs of UAA or UAS and, therefore, the UAF GERs do not fully align with the other universities' GERs.

All Ethics courses are at the 300-level and require "junior standing", which demands that a student have at least 60 credits; this is also the minimum number of credits to complete an Associate degree. This may result in unintentional burdens on students seeking Associate degrees.

Library Science courses are at the 100-level and have no prerequisites, which make the Library Science requirement a reasonable expectation for both Associate and Baccalaureate degrees.

Furthermore, the placement of Library Sciences under the Associate Degree Requirements ensures that all transfer students who have completed the GERs at UAS or UAA or have completed equivalent courses at a college or university outside the UA system will still need to fulfill the Library Science requirement.

Finally, the placement of Ethics and Library Sciences under the Baccalaureate Degree Requirements ensures that all students, including transfer students and those who complete the GERs at UAS or UAA, will take courses which we see as essential for students pursuing Baccalaureate degrees at a research institution.

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2017-04-03

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/7/2014

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #222 on April 3, 2017, with amendments:

RESOLUTION
of Support for Faculty and Staff Board of Regents Members

WHEREAS, State of Alaska Statute AS 14.40.120 in combination with AS 14.40.130 codifies the composition of the University of Alaska Board of Regents to include a student Regent, but currently does not include any faculty or staff Regents; and

WHEREAS, the outcome of a survey reported[1] by the American Association of University Professors (AAUP) reveals that many universities have included faculty members in their governing boards.

WHEREAS, many institutions of higher education, including Washington's Gonzaga University and public universities in the state of Kentucky, include Faculty and Staff Regent or Trustee designations, to positive and inclusive effect; and

WHEREAS, the 2012 Cornell Higher Education Research Institute Survey of Faculty Trustees[2] reveals that many universities have included faculty members in their governing boards; and

WHEREAS, the Cornell survey notes that "discussions of "best practices" for governing boards consistently cite improved relationships with university employee stakeholders as one of the characteristics of highly effective boards;" and

WHEREAS, several advantages of faculty members of governing boards have been identified, including that a) these board members "come to appreciate better the challenges that the president and others face in leading the institution internally when complex issues are under discussion;" b) there is "shared information about board deliberations" and demystification of board processes; and c) board members "experienced in how things really work at the highest levels of deliberation is a valuable component of the broader faculty's understanding of how issues are resolved at the board level;"[3] and

WHEREAS, the current faculty and staff of the University of Alaska have a wealth of institutional knowledge and serve a vital role in promoting the health and well being of our State's University; now

THEREFORE BE IT RESOLVED, the UAF Faculty Senate goes on record to support the modification of the State of Alaska Statute, as needed, to legislate the addition of faculty and staff members to serve as voting members on the University of Alaska Board of Regents.

2017-04-04

President, UAF Faculty Senate

[1]https://www.aaup.org/article/faculty-members-boards-trustees#.WOF5Em8rLct

[2]http://www.ilr.cornell.edu/sites/ilr.cornell.edu/files/The%202012%20Cornell%20Higher%20Education%20Research%20Institute%20Survey%20of%20Faculty%20Trustees.pdf

[3]https://www.agb.org/trusteeship/2010/julyaugust/the-virtues-of-student-and-faculty-trustees

The following was passed at Faculty Senate Meeting #221 on March 6, 2017:

MOTION:

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

EFFECTIVE: Fall 2017
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Alaska Native Studies and Rural Development. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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2017-03-06
President, UAF Faculty Senate

APPROVAL: _____ DATE: March 14, 2017
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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See the attached DANSRD Unit Criteria

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF ALASKA NATIVE STUDIES AND RURAL DEVELOPMENT (DANSRD) UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE ALASKA NATIVE STUDIES AND RURAL DEVELOPMENT DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

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

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

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

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

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

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

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

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

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

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

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***and DANSRD unit criteria, standards and indices***, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

h. ***demonstrate ability to teach effectively through the simultaneous use of more than one delivery method, e.g, courses with students in the classroom and in attendance via other means of distance delivery at the same time.***

Specific DANSRD criteria for teaching for appointment or promotion to:

A. Assistant professor: evidence of teaching ability as well as commitment toward continual improvement in areas involving distance delivery and online learning must be provided.

B. Associate professor: the record must show that the material taught is contemporary and relevant, and that the presentations stimulate the learning process. Evidence of the expected quality of instruction may include, but is not limited to, course and/or curriculum development, innovative approaches to instruction, effective guiding and mentoring of students, and effective teaching performance in classroom settings and by distance delivery modalities. There must be evidence of supervision of graduate student research as a major committee chair/member.

C. Professor: significant contributions to the instructional program are expected. These may include, but are not limited to, contributions to major improvements in course and/or curriculum offerings, development of new courses and/or delivery approaches, ability to motivate and/or inspire students, and exemplary training of graduate students. There should be a record of successful completion of graduate work by his or her students. It is expected that assessment of teaching by students and faculty will demonstrate consistently high quality performance.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s), ***including seminar/distance instruction***

d. peer/department chair evaluation of course materials ***and excellence in development/utilization of course materials.***

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

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

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

can publish or otherwise showcase the work of DANSRD faculty.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers ***including those defined on pages one and two*** external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution ***to the communities served by DANSRD and to the university***.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, ***manuals, needs assessments, program evaluations, annotated bibliographies, translations and transcriptions***, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, ***or by legal, industry or government publications*** that accept works only after rigorous review and approval by peers in the discipline ***or other appropriate judges.***

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers, ***DVDs, or invited papers*** before learned societies that accept papers only after rigorous review and approval by peers ***or other appropriate judges. Submission of research proposals that reflect the rigor, detail, and expertise required by academic research/grant proposals and/or the completion of contracted research reports to agencies and funding sources, formal presentations of research/information to Alaska Native organizations such as Alaska Federation of Natives, regional corporations, tribal councils, results of community planning processes as reported to community entities, development of planning processes reviewed by community boards, drafting and submitting regulatory proposals on behalf of partner communities, etc.***

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, ***especially in those play or dance productions that present indigenous materials including theater/drama/Festival of Native Arts/Cama-i, and other statewide festivals,*** selection for these performances

being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications ***and publications of special interest to Native and rural constituents and/or constituencies.***

.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, ***cataloging and archiving data collections of dance/performance video and audio tapes,*** reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities ***including awards for the development of video tapes, websites & CDs which disseminate information about rural development and Alaska Native Studies,*** or selection ***for scholarships for participation in programs of advanced study or*** of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in ***community planning, that will be reviewed by local resident boards as well as those useful in*** solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***Non-refereed journal articles and monographs including authorship of a book or major reference in the faculty member's area of a scholarly activity.***

Specific DANSRD criteria for research performance for promotion or appointment to:

A. Assistant professor: evidence of ability to establish a viable research program in the area of specialization must be provided.

B. Associate professor: the faculty member must have established an appropriate research program that produces satisfactory publications in some or all of the publications noted in a through m in the above section, and have presented research results at professional meetings and other public forums. Such things as the submission of research proposals and acquisition of external research funding, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the research program is of high quality. The faculty member must show independence and leadership by the creation of research ideas that involve students.

C. Professor: the research program should have produced publications in refereed professional literature as well as other publications noted in a through m above, and there should be a record of student and/or junior faculty involvement. The publications should be of sufficient quality and quantity to demonstrate the existence of an on-going, professional, independent research program. Additional evidence must be provided showing that research has been presented to entities such as Indigenous organizations and tribal governments.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees ***or other governmental bodies including tribal governments, Alaska Native corporations, health corporations, etc.***

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies, ***appointment to internal editorial boards and scholarship selection committees.***

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews ***and unit and campus wide evaluation.***

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee ***and appointment to proposal evaluation/grant selection committees.***

4. Evaluation of Service

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

Specific DANSRD criteria for service performance for appointment or promotion to:

A. Assistant professor: none in addition to UAF criteria

B. Associate professor: positive contributions to departmental and/or university matters, effective professional contributions to the public, and effective services to the profession are expected. Examples would include facilitation support for the annual Festival of Native Arts, active participation in professional organizations and service on boards of Native and other organizations.

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

The following was passed at Faculty Senate Meeting #221 on March 6, 2017:

MOTION:

The UAF Faculty Senate moves to revise the title and procedures of academic progress reporting; to restate the purpose of the progress report, to offer a window of time for faculty to submit their report, and to establish minimum reporting requirements for faculty. All instructors are encouraged to report midterm grades (tenured, tenure-track, term, adjunct, graduate teaching assistant). At minimum, those instructors of 00 level, 100 level, and 200 level courses shall report students who are performing below a C level. This allows faculty to report early enough to give students a chance to improve their grades or to make other academic choices with the support of advisors.

Effective: Fall 2017

Rationale: To bring the previous motions regarding midterm grades and academic progress reporting up to date by clarifying the intent, the definition, the procedures for reporting, and to reflect current policy. This policy has been referred to by various names, including: academic progress reports, early progress reports, freshman progress reports, low grade reports, low grade freshman reports, and midterm grades, and there have also been targeted early warning reports. They are called midterm grades in Banner. The motivation for this intervention is to increase retention by making students aware of the need to take action.

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The existing processes were originally put in place by a series of motions summarized here.

> At Meeting #127 on February 7, 2005, a motion required all faculty and instructors teaching 100 and 200 level courses to submit freshman progress reports by the 5th week of the semester, and to explicitly state in the syllabus how midterm grades were calculated.
>
> At Meeting #113 on February 3, 2003:
> The motion changed the name from low grade reports to freshman progress reports, and required midterm grades calculated for all freshman.
>
> At Meeting #77 on February 9, 1998:
> The motion changed the timeline to the 6th Friday after the start of classes.
>
> At Meeting #59, passed on Nov. 13, 1995.
> The motion changed the timeline to the Wednesday of the 4th full week of instruction.
>
> At Meeting #4 on April 22, 1988:
> The motion stated that midterm grade reporting was optional for each campus.
>
> At the Academic Council meeting #103 on November 7,1984 a policy was passed that required mid-term grade reports for freshmen with a grade of less than a C, and that these grades shall be due during the fourth week of classes.

****

The Midterm Progress Reporting process shall be completed as follows:

Instructors are encouraged to provide feedback for all students, especially for students who are failing and students in lower division (00, 100 and 200 level) undergraduate sections. In addition, for lower division classes:

1. Faculty shall report grades for all students who are at risk of a C- grade or below.
2. Instructors shall submit midterm progress reports between the beginning of the 4th and the end of the 6th week of the semester.
3. Advisors shall follow up by contacting students to encourage them to utilize the academic support resources available to them.
4. Faculty and advisors shall encourage students to make a plan to be successful or withdraw from the course.

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2017-0306

President, UAF Faculty Senate

APPROVAL: _____ DATE: _____

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The following was passed at Faculty Senate Meeting #221 on March 6, 2017:

RESOLUTION

in Support of International Students, Faculty, and Staff at the University of Alaska Fairbanks

WHEREAS, in response to the January 27, 2017 executive order by U.S. President Donald Trump, University of Alaska President Jim Johnsen affirmed "that our university remains committed to the open exchange of students, scholars, and ideas from all over the world;" and "that the University of Alaska is committed to ensuring that all students, staff, faculty and their families can focus on what brought them here in the first place, the pursuit of scholarship in an environment that supports them regardless of their race, ethnicity, or national origin;" and

WHEREAS, the University of Alaska Fairbanks has many international faculty, staff, and students who live, work, and study here and who make valuable contributions to research, teaching, and service; and

WHEREAS, the UAF Faculty Senate hereby goes on record as supporting all members of our University community regardless of their nation of origin, or their citizenship status; now

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate applauds President Johnsen for taking an immediate and strong stance on this issue; and

BE IT FURTHER RESOLVED, that the UAF Faculty Senate stands in full support of all of our international faculty, staff, and students.

****

2017-03-06

President, UAF Faculty Senate

The UAF Faculty Senate tabled the following at Meeting #221 on March 6, 2017:

MOTION:

The UAF Faculty Senate moves to approve a new Associate of Arts in Security Management, housed in the School of Management (Department of Homeland Security and Emergency Management).

Effective: Fall 2017, upon all approvals.

Rationale: The Associate of Arts degree in Security Management (AASM) is designed to serve both aspiring and existing homeland security and emergency response practitioners. Additionally, the AASM will provide students a stepping stone into the fields of homeland security and emergency management as well as the opportunity to enroll in the HSEM program in the School of Management. The AASM degree will strengthen the program's capability to contribute to growing Alaska's own workforce.

See the program proposal #80-UNP on file in the Governance Office, 312B Signers' Hall.

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The UAF Faculty Senate tabled the following at Meeting #221 on March 6, 2017:

Brief Statement of the Program:

The Associate of Arts in Security Management program will provide both aspiring and existing homeland defense/security and emergency management practitioners the technical and education needs required within the rapidly changing homeland security and emergency management enterprise.

The program builds upon the experience and education of those within this highly interdisciplinary enterprise, providing a relevant entry-level education focusing on the technical to operational requirements of our collective safety and security. Significantly, the bachelor of emergency management degree has grown from four students in 2010 to over two-hundred forty (2016). Growth within the program has occurred due to the evolving nature of the homeland defense and security and emergency management enterprise and the recognized need for a formal education supporting our first responders and those who are expected to lead and manage within these associated fields. We anticipate as part of the continued expansion of our offering 100- 200-level courses for the DHS/TSA initiative, that we will attract students from this program to the BEM. It is also noted that should UAF expand this initiative beyond Alaska to include the Pacific Rim, the UA system will likely continue to have approximately 70 – 80 additional students a semester taking courses as part of their professional development. Current BEM students are first responders in fire and law enforcement, students with diverse backgrounds and a growing interest in emergency management, veterans who are re-tooling for job placement and agency staff using the BEM for professional development.

The degree will be offered online through a combination of both synchronous and asynchronous (hybrid) means. This will provide those who are already employed the flexibility needed to participate in the program while simultaneously providing our in-resident students the ability to interface with other students locally, within Alaska, and nationally as well. The curriculum delivery method for the program builds upon the success of the BEM and MSDM and benefits from those lessons learned from BEM/MSDM development and delivery experience.

Objectives:

1) To expose students to a broad-based curriculum framed within homeland security and emergency management principles and priorities.

2) To provide students with the foundation and credentials to find successful employment as well as advance their career fields.

3) To develop core competencies and introduce the critical thinking-skills needed to enter the homeland security and emergency management career field.

4) To prepare students to advance into a homeland security-and emergency management-related baccalaureate program or other undergraduate coursework in SOM.

Relationship to "Purposes of the University":

Educate: The degree objectives clearly show that HSEM intends to educate students at the associate's level. Students will learn practical skills and introductory academic knowledge essential to communities both in Alaska and elsewhere.

Prepare: The HSEM program is grounded in workforce development. The current academic tracks for associate degrees are in practical, technical fields. This AASM provides an academic inlet to workforce development.

Discover: Through directed and independent studies, students will develop practices for providing management and security principles at the local, regional, state, and national levels.

Connect: Many entry-level practitioners of emergency management and homeland security are located in rural areas where the opportunity to advance their education will be beneficial. An online methodology and delivery option for the AASM degree will help reach students and prepare them for advancement in various fields.

Serve: The proposed AASM extends the reach of service that these practitioners already provide. By their nature, students in emergency- and security-related fields are public servants committed to the communities they call home. An AASM will provide entry-level practitioners meaningful context and introductory tools needed for leadership and management roles in their chosen field.

Relationship to industry needs:

The objective of this Associate of Arts in Security Management is to respond to an increasing TSA demand for higher education in homeland security beyond the occupational endorsement. It is also a stepping stone for new students entering the university who are interested in the field. As the fields continue to grow and change, education is increasingly important. This proposal is a response to industry demand for education and training for managers to handling the scope and pace of change currently experienced.

The UAF Faculty Senate tabled the following at Meeting #221 on March 6, 2017:

Proposed Catalog Layout:

The Associate of Arts in Security Management provides students with the academic education required to obtain entry level employment into homeland security and emergency management related fields. It also offers students the opportunity to further their education and earn a bachelor's degree

1. Complete the general education requirements – (39 credits)

2. Complete the following major courses (21 credits):
   HSEM F120 - Introduction to Emergency Management (3)
   HSEM F121- Introduction to Homeland Security (3)
   HSEM F223 - Terrorism: A Global Threat (3)
   HSEM F225 - Intelligence Analysis and Security Management (3)
   HSEM F227 - Transportation and Border Security (3)
   HSEM F231- The Threat of Weapons of Mass Destruction (3)
   HSEM F233 - Critical Infrastructure Protection (3)

3. Total Credits Required (60)

Resources Impact

The AASM is expected to bring in an annual class of approximately 25 full-time and 20 part-time students. Factoring in a 5% tuition increase, that will take place in FY18, the annual revenue generated from this program to UAF is estimated at $290,850. (There is likely to be additional revenue generated from the AASM students that will continue on to the Bachelors of Emergency Management (BEM) degree that is not calculated here). The cost will be that of an additional one-half time instructor to teach the additional sections of courses needed each year. The salary for a one-half time term instructor is $46,302. The newly generated tuition from the new students attracted to the program will cover the salary. All other staff expenses, such as staff support, will be covered by existing staff or with additional student support from the existing pool.

RELATED LINKS:

Table: Projected Annual Revenues in FY20

Form: Resource Commitment to the Proposed Degree Program

Form: BOR Program Action Request

Full Proposal for new AA in Security Management

The following was passed at Faculty Senate Meeting #220, February 6, 2017:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Ethnobotany, housed in the College of Rural and Community Development (Interior Alaska Campus).

Effective: Fall 2017

Rationale: The proposal for the new minor has been reviewed and approved by the Curriculum Review and Curricular Affairs Committees. The proposal (#62-UNP) is on file in the Governance Office, 312B Signers' Hall.

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2017-02-06
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/8/2017
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Overview:

Objectives of the minor:

Ethnobotany - Minor only
This interdisciplinary program provides students pursuing a bachelor's degree with an opportunity to continue exploring the complex and invaluable relationships between humans and plants. Although rooted firmly in traditional knowledge of Alaska Natives, this program branches out to include human-plant interactions from all over the globe, comparing and contrasting both traditional and current adaptations and explores the potential for economic development of ethnobotany.

This minor will appeal to students from other disciplines, including Alaska Native Studies, Rural Development, and Anthropology.

Relationship of required courses to the objectives of the minor:

Coursework that is currently required for the Ethnobotany Certificate make up the core of this minor and provides quality interdisciplinary academic instruction in the areas of biology, botany, ecology, anthropology, and chemistry so that students may gain the skill sets needed to become active stewards in natural and cultural resource management in their communities. Included in each of these core courses are aspects of both scientific understanding of plants (phenology, basic biology, chemistry, etc.) and the way that these plants have been traditionally and are currently being used by both indigenous and non-indigenous cultures in Alaska and all over the globe. They also learn techniques need to collect and identify plants, how to interview Elders and others regarding these plants, and conduct their own research projects, which are shared with local communities. Students also learn that harvesting wild plants must be done in an ecologically and culturally appropriate manner, and, in the new Applied Ethnobotany course, will learn how to create their own plant-based products from seasonally-harvest wild plants.

Relationship to Purposes of the University:

UAF's core themes:

Educate: Undergraduate and Graduate Students and Lifelong Learners
Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic and Scholarly Works
Prepare: Alaska's Career, Technical, and Professional Workforce
Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing
Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development

The Minor in Ethnobotany supports several of UAF's core themes by providing new educational opportunities that will allow students to gain the credentials they need to assume leadership positions in their communities and regions across the state. This will promote economic development and community wellness, in addition to reducing the high cost of importing expertise and services. This program provides stronger connections between rural and urban communities by adding to the University's academic offerings based on Alaska Native ways of knowing.

Since its inception in 2009, the students enrolled in the Ethnobotany Certificate Program have been requesting more coursework in this area of study. In the past several years, we have responded by successfully piloting several new courses; Ethnomycology, Folk Medicine, and Intermediate Ethnobotany. We have also received encouraging feedback from a student/community surveys conducted in 2012-2013 that indicated strong interest in development of an Ethnobotany minor. This increasing student interest in the topic of ethnobotany has expanded beyond the Certificate framework now, and is evident by the fact

that our students are taking our courses even if they do not fit within their current program. We would like to be able to offer them the opportunity to take more upper division courses that can lead to a minor in ethnobotany.

In fall 2016 the Ethnobotany program moved to the Department of Alaska Native Studies and Rural Development to emphasize the Alaska Native focus of the program. The placement of the Ethnobotany minor program within the Department of Rural Development and Alaska Native Studies is a good fit for all concerned. Both are based in Alaska Native relevant curriculum, and provide opportunities for students to explore topics that concern rural communities. Ethnobotany provides students with better knowledge of traditional plant use, which can provide for better economic and community health, and Rural Development's "mission is to increase cultural awareness and strengthen leadership capacity for rural and Indigenous communities in Alaska and the Circumpolar North". We have been discussing the opportunities that the Ethnobotany minor will provide to the Rural Development Program over the past nine months, and have come to appreciate the benefits that this minor in Ethnobotany will have for both programs, both in increased student enrollment and in expanding the culturally relevant curriculum available at UAF.

Proposed Catalog Layout:

Ethnobotany Minor

The Minor in Ethnobotany will provide students who have completed the Ethnobotany Certificate program with the opportunity to continue their studies and earn a baccalaureate degree focused on the relationship of plants and humans, an area of emphasis that is not currently available in the UAF catalog offerings. It will also provide students who are not in the EBOT Certificate with the option of fitting ethnobotany courses into their current DANSRD or other baccalaureate programs.

1. Complete the following:*
   EBOT F100—Introduction to Ethnobotany – 3 credits
   EBOT F200—Seminar in Ethnobotany – 1 credit
   EBOT F210—Ethical Wildcrafting – 1 credit
   EBOT F220—Ethnobotanical Techniques – 2 credits
   and
   EBOT F230—Ethnobotanical Chemistry – 3 credits**
   Or
   EBOT F250 and 251 –Applied Ethnobotany I and II –4 credits

2. Complete 3-4 Advisor-approved elective course(s):*

3. Minimum credits required--15 credits

Prerequisites: CHEM F103X or CHEM F105X, or permission of instructor**
* Students must earn a C- grade or better in each course.

The following was passed at Faculty Senate Meeting #220, February 6, 2017:

RESOLUTION of no confidence in UA President Jim Johnsen:

Whereas University of Alaska President James Johnsen has strongly promoted Strategic Pathways as a mechanism to transform the University of Alaska; and

Whereas under Strategic Pathways, substantive and long-lasting decisions about major changes to academic programs have been announced without providing a careful analysis of the impact of those changes, and without coordinating with the affected faculty; and

Whereas some of the President's decisions on Strategic Pathways have blindsided affected faculty and administrative leadership at our campuses, the very people who should be the most involved in the decision-making process; and

Whereas under Strategic Pathways, the holistic needs of the university have been repeatedly drowned out by the demands of narrow interest groups and short-term political considerations; and

Whereas centralized "one size fits all" statewide solutions are often more expensive and less effective than local solutions that are tailored to the specific communities they serve; and

Whereas the uncertainty and disruption caused by these major reorganizations distract faculty from serving the educational mission of the university, and have caused both promising junior faculty and experienced senior faculty to leave the university; and

Whereas President Johnsen's failure to use established decision-making processes embracing shared governance could violate accreditation standards and undermine UAF's existing accreditations; and

Whereas the President's public and internal statements on Strategic Pathways have radically changed direction with little warning, specifically:

- UA Athletics:
  - Will pursue an NCAA waiver, or consortium model (presented by Johnsen at September 15 BOR meeting)
  - Will cut six teams, including track and skiing (announced by Johnsen at October 27 press conference)
  - Will cut no teams, and pursue neither waiver nor consortium model (presented by Johnsen at November 10 BOR meeting)
- UA School of Education:
  - Will phase out Bachelor of Ed degree (presented by Johnsen at September 15 BOR meeting)
  - Will create a statewide administrative headquarters at UAF (presented by Johnsen via November 4 press release)
  - Will create a statewide administrative headquarters at UAS (presented by Johnsen at December 14 BOR meeting)

Whereas in the spring 2016 search for a permanent chancellor, after hiring an external consultant, flying the entire search committee and candidates to Seattle for airport interviews, and arranging community and faculty meetings with the four finalists attended by hundreds, in May 2016 President Johnsen cancelled the search due to a since-abandoned plan to pursue single accreditation and appointed UAF's second interim chancellor, a position which still requires a permanent leader; and

Whereas while the UAF Faculty Senate recognizes the financial problems facing the university, the actions of President Johnsen have actively harmed UAF, and have caused long-term damage to the integrity, reputation, and viability of UAF;

Therefore be it resolved that the University of Alaska Fairbanks Faculty Senate has no confidence in the leadership of University of Alaska President James Johnsen.

2017-02-06

President, UAF Faculty Senate

Web links contained in resolution, in the order used above:

Under first bullet point, a sub-bullet linked to "September 15 BOR meeting":
https://www.alaska.edu/files/pathways/Strategic-Pathways-BOR-15-September-2016.pdf

At second sub-bullet point, linked to "October 27 press conference":
https://www.adn.com/sports/2016/10/27/budget-ax-falls-on-skiing-indoor-track-at-uaa-skiing-at-uaf/

At third sub-bullet point, linked to "November 10 BOR meeting":
https://www.adn.com/sports/uaa-athletics/2016/11/10/university-of-alaska-president-reverses-recommendation-to-cutt-ski-and-track-teams/

Under second bullet point, a sub-bullet linked to "September 15 BOR meeting":
https://www.alaska.edu/files/pathways/Strategic-Pathways-BOR-15-September-2016.pdf

Under second bullet point, the second sub-bullet linked to "November 4 press release":
https://www.adn.com/alaska-news/education/2016/11/04/university-of-alaska-president-proposes-single-college-of-education-at-fairbanks/

Under second bullet point, the third sub-bullet linked to "December 14 BOR meeting":
http://juneauempire.com/local/2016-12-14/ua-president-changes-mind-uas-will-keep-school-education

Under *Whereas* in the ninth paragraph, linked to "due to a since-abandoned plan...":
https://www.adn.com/education/article/potential-restructure-university-alaska-means-no-new-chancellor-fairbanks-campus/2016/05/13/

The following was passed at Faculty Senate Meeting #220, February 6, 2017 (as amended):

RESOLUTION on the School of Education Decision:

Whereas the Board of Regents of the University of Alaska (hereafter referred to as ("the Board") has constitutional authority and responsibility to govern the University of Alaska per the Constitution of the State of Alaska, Article VII Section 3; and the board appointed the president of the university, Dr. Jim Johnsen, by a majority vote on July 28, 2015; and

Whereas during the public regular board meeting on November 10, 2016 (hereafter referred to as ("November Board meeting"), President Johnsen cited "national best practices in the field" to recommend that the three colleges of education at the University of Alaska be consolidated to the research university, the University of Alaska Fairbanks (UAF), in order to improve academic outcomes; and

Whereas President Johnsen stated during the public special board meeting on December 14, 2016 (hereafter referred to as "December Special Board meeting") that he had received significant feedback from individual faculty at all three universities, people in the community, alumni, and community leaders (timestamp 17:43 in the audio recording) and that opposition to locating the administration of the single college of education at UAF was "overwhelmingly greater" than those in favor of locating the administration at the University of Alaska Southeast (UAS) (timestamp 17:58 in the audio recording); and

Whereas two Regents, UAS Chancellor Caulfield, and President Johnsen acknowledged during the December Special Board meeting that the majority of feedback the Board had received was from the Southeast, including the Southeast legislative delegation, local mayors, and the Juneau Assembly (Johnsen 18:16; Anderson 26:56; Davies 37:05; and Caulfield 58:09); and

Whereas President Johnsen emphasized during the December Special Board meeting that the feedback he received was not about any inadequacies at UAF but about how teacher education was a "halo program" at UAS (timestamp 17:58 in the audio recording); and

Whereas President Johnsen noted during the December Special Board meeting that there were "very strong concerns" about the economic impact of moving teacher education leadership out of Juneau (timestamp 18:14 in the audio recording); and

Whereas the City and Borough of Juneau offered to endow UAS with a $1 million contribution if the new College of Education was chosen to be located at UAS (timestamp 21:09 in the audio recording); and

Whereas after approximately 31 minutes of discussion that was open for the public to listen to (timestamp 22:34 to 53:08 in the audio recording), during which no opposition to the amended motion to locate the College of Education at UAS was expressed by the Regents, the Board voted unanimously in favor of a motion to locate the administration of the UA College of Education at the University of Alaska Southeast; and

Whereas the ability of university faculty to participate in making the decision to locate the new College of Education at UAS was non-existent, in spite of the resolutions passed by the Faculty Senates of UAA, UAS, and UAF and the Faculty Alliance calling for the Board and President Johnsen to increase meaningful opportunities for participation by faculty including through governance organizations; and

Whereas the board of regents failed to consider the quality of the programs under consideration, as evidenced by the UAF Elementary Education program's recent rating in the 99th percentile by the National Council on Teacher Quality; and

Whereas effective decisions regarding reorganization of UA, by the Strategic Pathways process or otherwise, require careful consideration of education outcomes by faculty responsible for delivering the UA mission of teaching, research and service; and

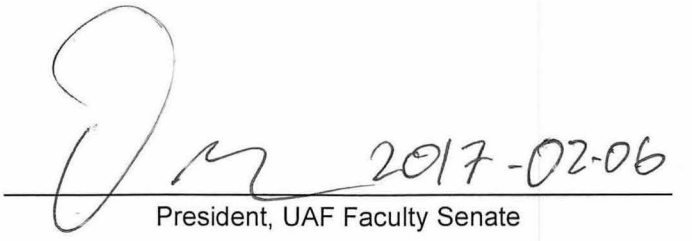
Whereas according to the audio recording of the December Special Board meeting the decision seems to have been based not on national best practices, a careful analysis of expected education outcomes, or an inclusive and comprehensive discussion that included university faculty through governance processes, but resulted instead from pressure by politicians, the public, and the lure of a $1 million gift from the City and Borough of Juneau; now

Therefore be it resolved that the University of Alaska Fairbanks Faculty Senate declares it has no confidence in the process by which the University of Alaska Board of Regents came to its decision to locate a single statewide College of Education at the University of Alaska Southeast; and

Be it further resolved that the UAF Faculty Senate asks the Board and the President to set aside the decision to locate the single College of Education at the University of Alaska Southeast until after a comprehensive analysis of expected education outcomes is conducted and until University of Alaska faculty are provided meaningful opportunities to participate in the decision-making through governance organizations; and

Be it further resolved that the UAF Faculty Senate urges the Board of Regents of the University of Alaska to:

- Direct President Jim Johnsen to prepare detailed impact analysis of every proposal from Strategic Pathways presented to the Board, the Summit Team and the Faculty Senates at least two weeks in advance of such a proposal being voted on by the Board,
- Use appropriate shared governance processes in preparing recommendations, including meaningful opportunities for faculty to participate in the decision-making,
- Utilize careful and comprehensive analysis of actual data before making recommendations and decisions that affect academic access and outcomes for Alaskans,
- Acknowledge, formally, the flawed Phase I Strategic Pathways process, annul the Board decision in December, and readdress the Schools/College of Education decision using the new and improved Strategic Pathways process (a process that includes a timeline when faculty are not off contract in the summer months),
- Direct President Jim Johnsen to assist the Board in making rational decisions through processes that are not unduly influenced by political pressures.



2017-02-06

President, UAF Faculty Senate

Web links contained in the Resolution:

1. The link in the third paragraph to "the audio recording" prompts an MP3 download for an audio recording. This audio recording is posted online on the UAF Faculty Senate Meetings page in the February 6, 2017 section.

http://www.uaf.edu/uafgov/faculty-senate/meetings/2016-17-fs-meetings/#220

2. The link in the tenth paragraph to “rating in the 99th percentile by the National Council on Teacher Quality” goes to the following web page:

http://www.nctq.org/teacherPrep/2016/findings/programRanking.do?universityId=152&programId=1

as amended and underlined on page 2

The UAF Faculty Senate passed the following at Meeting #219 on December 5, 2016:

MOTION:

The UAF Faculty Senate moves to approve an updated procedure to accomplish the program review process as required by Board of Regents Policy and UA Regulations (10.06).

Effective: Spring 2017

Rationale: The existing process was modified at Meeting #181 (March 5, 2012) to accommodate a five year review cycle. The revisions below are intended to ensure faculty input, and clarify the role of the Faculty Senate in program eliminations. The Program Review Template as well as the BOR Policy for 10.06 have also changed since the last Faculty Senate motion in 2012, and current versions are included.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: December 8, 2016
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Additions: ***bold italics***
Deletions: **bold** ~~strikethrough~~

The program review process ~~**will**~~ ***shall*** be completed as follows:
1. An initial ~~**brief**~~ review based on centrally generated productivity and efficiency summary and a unit ~~**supplied**~~ ***-provided*** ~~**two-page**~~ ***brief*** narrative describing mission centrality, the prospective market for graduates, the existence of similar programs elsewhere in UA, and any special circumstances that explain features of the centrally generated productivity and efficiency summary (see attached program review template for more details). The information reviewed

meets the Board of Regents Policy and Regulation (10.06; ~~attached~~ ***current PDF posted with motion***). A single Faculty Program Review Committee ***shall be*** comprised of one ~~tenured~~ faculty representative from each college and school (not including CRCD) plus ~~five CRCD representatives~~ ***one representative from CRCD and one representative from CTC. The Faculty Program Review Committee shall be nominated by the Provost in consultation with the deans and directors, and, once formed, the list of committee members shall be submitted to the Faculty Senate for comment, and finalized by the Chancellor. The Faculty Program Review Committee*** ~~will~~ ***shall*** review the materials and make one of the following recommendations:

- Continue program
- Continue program but improve outcomes assessment process and reporting
- Continue program but improve other specific areas
- ***Modify program through consolidation with another program or other significant re-organization***
- ***Suspend admissions to program or***
- Discontinue program

The Faculty Program Review Committee shall allow up to two representatives from the program under review to attend the meeting and to answer questions. The Faculty Program Review Ccommittee ~~will~~ ***shall*** provide a brief narrative justifying their recommendation and describe any areas needing improvement prior to the next review. ***A summary of the recommendation shall be shared with the program under review and the Faculty Senate President, who may request a copy of the full narrative. The Faculty Senate President, in consultation with members of the Faculty Senate Administrative Committee, then has the option to send a response to the Provost within two weeks. The program under review also has the option to send a response to the Provost within two weeks.***

2. An Administrative Program Review Committee comprised of the Deans of Colleges and Schools and 4 ***four*** administrative representatives from CRCD ~~will~~ ***shall*** review the recommendations of the ***Faculty*** Program Review Committee, may request additional information from ~~about~~ the program, and ~~will~~ ***shall*** state their collective agreement or disagreement with the Committee's recommendation.

3. The Provost, in consultation with the Chancellor's Cabinet, ~~will~~ ***shall*** review the recommendations of the Faculty Program Review Committee***, the Faculty Senate President,*** and the Administrative Program Review Committee and take one of the following actions:

a) Program continuation is confirmed ~~until the next review cycle.~~

b) Program continuation with an action plan prepared by the program and Dean to meet improvements needed by the next review cycle. Annual progress reports will be required in some cases. Actions may also include further review by an ad hoc committee.

c) Other actions, such as a major program restructuring. An action plan shall be required by the end of the next regular academic semester after a request for restructuring or similar action is made.

d) Recommend to discontinue program. ~~Program deletion will require Faculty Senate~~

~~action. However, w~~ *W*hen appropriate, admissions may be suspended pending action.

4. Faculty Senate reviews the recommendations to discontinue or suspend programs and states their collective agreement or disagreement with the Chancellor's Cabinet's recommendation. If the Faculty Senate disagrees, it shall provide an alternate recommendation by the end of the semester in which the Chancellor's Cabinet's recommendation is made.

5. The Chancellor reviews all levels of recommendations and decides whether to recommend program discontinuation to the Board of Regents.

Copies of the following are attached to hard-copy printed motion:

Link to current Instructional Program Review Template

Link to BOR Policy and UA Regulation 10.06

PROGRAM REVIEW 2016-17

DEPARTMENT:
PROGRAM:
DEGREE:

I. PROGRAM PRODUCTIVITY AND EFFICIENCY

1) Discuss or provide context for the following components of the PAIR data, and provide an explanation of any numbers that may seem out of place given the size and capacity of your program:
   a. Total SCH
   b. Number of majors
   c. Number of degrees
   d. Time to degree
   e. Department budget
   f. FTEs

   If the data do not accurately reflect the program, explain why not. Also, discuss trends, e.g., is enrollment growing or decreasing? Why?

[Please type your response here]

2) Describe the way this program fits into the department as a whole.
   What other programs are offered in the department and how are they connected with this program?
   What percentage of faculty and staff time is devoted to this program as opposed to others offered?
   What are the budgetary needs associated with this program in particular, e.g., how many faculty teach exclusively or predominantly the courses required for this program?
   Do those courses meet requirements for other programs?
   Are there any special equipment, space, commodity or other needs associated with the program that are not covered by student fees?

[Please type your response here]

3) Does this program have sufficient resources (people, space, time, funding, student interest) to adequately meet its objectives in a sustainable manner?

[Please type your response here]

4) Describe the productivity of the program faculty in publication, scholarship, teaching, funded research and service. Mention specific Unit Criteria if they will help the committee to assess the level of scholarly productivity. List any grant funding associated with the program faculty during the review period.

[Please type your response here]

II. NEED FOR PROGRAM

1) UAF'S mission and Core Themes are attached. How does this program contribute to that mission and those themes? Is this program uniquely central to the mission?

[Please type your response here]

DEPARTMENT:
PROGRAM:
DEGREE:

2) List any active academic, community, or industry partnerships associated with this program, and briefly explain what the partner contributes (including but not limited to monetary and in-kind contributions).

[Please type your response here]

3) Is this program duplicated within the UA system? If there is another program within the system, does this one have any important differences from the other program(s)?

[Please type your response here]

4) Describe the demand for the program by students and the prospective job market for program graduates. (For assessing the job market, you may find the following publication useful (http://labor.alaska.gov/trends/), particularly their annual employment forecast. The national Bureau of Labor Statistics also has potentially applicable information (http://www.bls.gov/ooh/).
If your program tracks actual job placement of its graduates, please provide that information. However, it's recognized that not all degrees qualify recipients for specific occupations, so in some cases, you may need to address this question in broader terms, e.g., what skill set does the degree represent? What kinds of jobs are graduates obtaining?

[Please type your response here]

III. MISSION FULFILLMENT

Attach the most current Student Learning Outcomes (SLOA) plan and most recent SLOA summary.

REGENTS' POLICY
PART X – ACADEMIC POLICY
Chapter 10.06 - Academic Program Review

P10.06.010. Academic Program Review.

A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.

B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.

C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews.

(04-04-14)

P10.06.020. Educational Effectiveness.

A. To improve the effectiveness of its educational programs and the fulfillment of its mission and objectives, each MAU will regularly undertake studies of the impact of its academic programs on its students and graduates.

B. MAUs will describe achievements expected of their students and adopt reliable procedures for assessing those achievements. Assessment practices will be coordinated among MAUs. An annual report on the implementation and results of assessment practices will be provided to the board. Assessment outcomes will be used in program and institutional planning.

(04-19-96)

UNIVERSITY REGULATION
PART X – ACADEMIC POLICY
Chapter 10.06 - Academic Program Review

R10.06.010. Academic Program Review.

A. Purpose

This regulation suggests the elements each campus of the statewide system should employ in its review of academic programs.

B. Elements for Evaluation

The programs of each of the university's major units follow from its respective mission (Policy 01.01); changes in programs should be consistent with and guided by these mission statements.

The necessary elements that a unit should assess during the program review process include the following:

1. Centrality of the program to the mission, needs and purposes of the university and the unit;

2. Quality of the program, as determined by the establishment and regular assessment of program outcomes. Outcomes should be comprehensive, and indications of achievement should involve multiple measures and satisfy the properties of good evidence.

3. Demand for program services, as indicated by measures such as: credit hour production appropriate to the program's mission, services performed by the program in support of other programs, graduates produced, the prospective market for graduates, expressed need by clientele in the service area, documented needs of the state and/or nation for specific knowledge, data, or analysis, other documented need;

4. Program productivity and efficiency as indicated by courses, student credit hours, sponsored proposals and service achievements produced in comparison to the number of faculty and staff and the costs of program support;

5. Timeliness of an action to augment, reduce or discontinue the program;

6. Cost of the program relative to the cost of comparable programs or to revenue produced;

7. Unnecessary program duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska statewide system.

C. Process

1. Each chancellor shall be responsible for setting an academic program review process in place at his/her campus or unit. Results of the process shall be utilized for budgeting and planning purposes of the unit and shall be reported to the Board of Regents upon their request.

2. Exceptional reviews shall be conducted in accordance with an expedited process developed by the chancellor and approved by the president on an ad hoc basis to meet the needs of the campus.

(06-22-05)

The UAF Faculty Senate passed the following at Meeting #219 on December 5, 2016:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Tribal Management, housed in the College of Rural and Community Development (Interior Alaska Campus).

Effective: Fall 2017

Rationale: The program proposal #56-UNP is on file in the Governance Office, 312B Signers' Hall.

President, UAF Faculty Senate

APPROVAL: _____ DATE: December 8, 2016
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Overview:

The proposed minor in Tribal Management will provide students with the opportunity to acquire skills to work within tribal and local governments and other organizations in rural Alaska. The required courses will give students a foundation for applying the the knowledge gained in their majors to rural and tribal management contexts. The minor will be especially helpful for Alaska Native Studies and Rural Development rural based students completing their bachelor's degree as few minors are available by distance.

Relationship to Purposes of the University:

The Tribal Management minor supports the University's mission to emphasize the circumpolar North and its diverse peoples and to educate students for active citizenship and prepare them for lifelong learning and careers. It addresses the UAF core themes of Educate, Prepare, and Connect.

The Alaska Native Studies (ANS) B.A. and Rural Development (RD) B.A. are both offered to students by distance. Currently there are only a few minors available by distance, including the minors in ANS and RD, which can make it difficult for these students to fulfill the minor requirement for graduation. This additional minor will give rural students another minor option and is closely related to their interests and careers. The Alaska Native Studies and Rural Development requested the development of this minor and is in full support.

Proposed Catalog Layout:

Tribal Management

The minor in Tribal Management will provide students with the skills to work within tribal and local governments and other organizations in rural Alaska. The curriculum will give students a foundation to apply the knowledge gained in their majors to rural and tribal management contexts.

Complete the following:
TM F101 - Introduction to Tribal Government in Alaska - 3 credits
TM F105 - Introduction to Managing Tribal Governments - 3 credits
TM F201 - Tribal Government in Alaska II - 3 credits
TM F205- Managing Tribal Governments II - 3 credits

Tribal Management electives - 3 credits

Minimum credits required: 15 credits

The UAF Faculty Senate passed the following at Meeting #218 on November 7, 2016:

MOTION:

The UAF Faculty Senate moves to authorize the Office of the Registrar to automatically change all pass/fail project credits (F698) on a student's record that are graded "DF" (Deferred) to the grade of "P" (Pass) once the project has been fully approved and accepted by the Graduate School. The responsibility for changing the "DF" grade for **letter-graded** F698 project credits will continue to be the responsibility of the instructor of record.

Effective: Fall 2017

Rationale:

The DF (Deferred) grade indicates that the course requirements may extend beyond the end of one semester; e.g., thesis, project, research courses, internships, etc. A final grade and credit will be withheld without penalty until the course requirements are met within an approved time. Currently, the Registrar's Office changes all F699 (thesis) DF grades to "P" (Pass) after the thesis has been fully approved and accepted by the Graduate School. However, project credits (F698) must be changed from DF to P by a "Change of Grade" form signed by the instructor. It is often difficult to get the instructor to submit a Change of Grade form in a timely manner, and this potentially can hold up a student receiving their diploma. It would be more efficient if the Registrar's Office could change F698 project credits that are graded DF to P once the project has been fully approved and accepted by the Graduate School.

Twenty-six departments were contacted regarding their input on changing the requirement from having an instructor change the DF grade to P to having the Office of the Registrar make the change after receiving confirmation from the Graduate School that the project has been approved and accepted. Of the 18 departments that responded to the survey, only one department (the Art Department) would like to continue offering letter grades every semester for their project students. Departments that offer letter grades for F698 are not included in this motion and their instructors will continue to be responsible for submitting grades every semester. The Office of the Registrar would prefer that all F698 credits be offered by P/F. If departments want to offer a project option with a letter grade they could offer this as a separate course with a different number (i.e., Computer Science uses CS 690 and CS 691 as Seminar/Project credits.)

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 11/9/2016

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #218 on November 7, 2016:

MOTION:

The UAF Faculty Senate moves to revise the catalog statement on attendance as indicated below:

Attendance

UAF is committed to student success and academic integrity. UAF faculty expect that students are committed to academic achievement. You are expected to adhere to the class attendance policies set by your instructors.

General Absences: If you miss class, you are responsible for conferring with your instructor as soon as possible concerning your absence, and to discuss the possibilities for arranging alternative learning opportunities. Note that some departments drop students who miss the first day of class and who fail to obtain their instructor's prior approval for the absence.

UAF-Sanctioned Absences: If you are scheduled to miss class for an academic requirement or to represent UAF in an official capacity (e.g., NCAA athletic competition, music performance**, research opportunities**), you must notify your instructor in writing ~~by the first Wednesday of~~ **within the first five days classes are in session in** the semester in which the absences will occur. The notification should list all scheduled absences and bear the signature of a UAF school official.

Instructors are encouraged to make reasonable accommodations for students who miss class to participate in these official, UAF-recognized activities. However, it is your responsibility to follow up the notification of absence by discussing alternative learning opportunities with your instructors before the end of the drop/add period (typically the second Friday of the semester). Doing so will allow you to drop the class and to add another if, after a good faith effort, you and your instructor cannot arrange for comparable learning opportunities that would enable you to be successful in the class.

Effective: Spring 2017

Rationale: Due to schedule alignment across the UA system, UAF classes now start on a Monday instead of a Thursday, giving students just two class days to notify their instructors instead of the previous five class days. This revision will ensure that students have the full five days to notify their instructors of their participation in official, UAF-recognized activities.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 11/9/2016

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #218 on November 7, 2016:

RESOLUTION:

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, Meeting #192 in September 2013, Meeting #200 in September 2014, and Meeting #208 in September 2015. For academic year 2016-2017, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #218 on November 7, 2016.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2016-17 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.
2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.
3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.
4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.
5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

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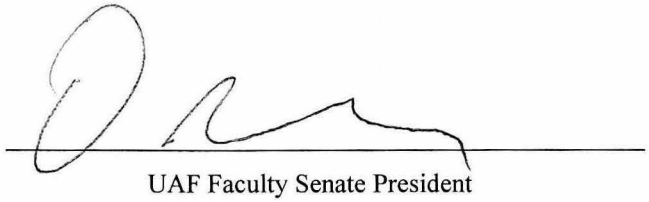


UAF Faculty Senate President

The following was unanimously passed at UAF Faculty Senate Meeting #217 on Oct. 10, 2016:

RESOLUTION:

WHEREAS, for Strategic Pathways to be successful and credible, it needs to be seen as fair and deliberate, and reflect the diversity of viewpoints needed to collect the necessary information and carefully study the impacts of the recommendations being considered; and

WHEREAS, while the Phase I Strategic Pathways Task Forces were formed during the summer when few faculty were on contract or available, and the work was preliminary in nature, this is no longer the case; and

WHEREAS, Strategic Pathways implementation committees are continuing to meet and make decisions and recommendations to implement the recommendations from Phase I, but the composition and operation of the task forces is essentially unchanged; and

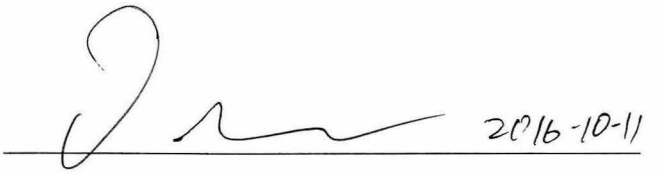
WHEREAS, faculty have not been given an opportunity to choose their own representation, and those faculty who are involved have been given instructions that limit their capacity to freely discuss the work of these committees with their colleagues; and

WHEREAS, changes currently being proposed do not always reflect an understanding of vital information about the impact of major changes on students, and faculty can help provide that understanding; and

WHEREAS, as an example, at the last Board of Regents meeting the BoR recommended the elimination of the BA program in education, but much of the material provided to the Board at the meeting contained significant erroneous information or lacked important context; now

THEREFORE BE IT RESOLVED,
The UAF Faculty Senate requests that:

- Faculty members be free to discuss the contents of Strategic Pathways options with the community so that they can collect the necessary feedback to ensure that the conclusions reached by these committees will be well informed and considered,
- Membership in Strategic Pathways Committees affecting academic programs have a plurality of representation from faculty in those programs, and
- Faculty members in Strategic Pathways Committees be selected by their respective constituencies.



2016-10-11

UAF Faculty Senate President

The following was passed, as amended, at UAF Faculty Senate Meeting #216 on Sept. 12, 2016:

RESOLUTION:

Regarding the recent Thomas report analyzing single accreditation [1], we agree that "Single accreditation is neither necessary nor sufficient to achieve cost savings, enhance the student experience, or improve state higher education performance measures."

We agree that the transition to single accreditation would be extremely complex and time-consuming, and the disruption due to this transition would not help the university serve its mission.

We agree that under separate accreditation, faculty at each institution can currently tailor their courses and curriculum to better meet the diverse needs of their students, rather than needing to obtain statewide approval for each new course. This sort of specialization is key to attracting potential students, who may be difficult to reach with a single "one size fits all" solution.

We support the recommendation to develop efficient organizational structures to facilitate cooperation among campuses.

We recommend the Board of Regents use the report to inform the legislature of the negative consequences of single accreditation. The UAF Faculty Senate does not support single accreditation.



UAF Faculty Senate President

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[1] Dr. Dana Thomas, "An Assessment of Single Accreditation versus Three Separate Accreditations for the University of Alaska's Three Universities," July 26, 2016.

Report is published online at: www.alaska.edu/research/

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Natural Sciences, housed in the College of Natural Science and Mathematics. (See attached Unit Criteria.)

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Natural Sciences faculty. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

****

Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/4/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

September 7, 2004 (with modifications by faculty on 10-02-09, and January, 2016)

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: ANNUAL REVIEW, PRE-AND POST-TENURE, PROMOTION, TENURE REVIEW

AND

NATURAL SCIENCES UNIT CRITERIA

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING NATURAL SCIENCE FACULTY IN CNSM. ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CNSM FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THE CNSM MATHEMATICAL AND STATISTICS DISCIPLINES CRITERIA ARE SUBMITTED AS A SEPARATE DOCUMENT.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment.

Minimum degree, experience and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement

in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles.

Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline.

C. Process for Appointment of Faculty with Academic Rank.

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

D. Process for Appointment of Faculty with Special Academic Rank.

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

E. Following the selection process.

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

F. Letter of Appointment.

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

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

CHAPTER III.

Periodic Evaluation of Faculty

IT IS EXPECTED THAT THE CRITERIA FOR ASSISTANT PROFESSOR ARE TO BE MET FOR THE FOURTH YEAR COMPREHENSIVE REVIEW. FOR PROMOTION TO AND TENURE AS ASSOCIATE PROFESSOR, AN ASSISTANT PROFESSOR HAS TO MEET THE CRITERIA AT THE ASSOCIATE LEVEL. FOR PROMOTION TO FULL PROFESSOR AN ASSOCIATE PROFESSOR HAS TO MEET THE CRITERIA FOR FULL PROFESSOR. CRITERIA

FOR ASSOCIATE AND FULL PROFESSOR INCLUDE AN ASSUMPTION THAT CRITERIA AT THE PREVIOUS LEVEL(S) CONTINUE TO BE MET. LISTED EXAMPLES ARE NOT MEANT TO IMPLY THAT ALL OF THOSE PROVIDED ARE EQUALLY MERITORIOUS. WORKLOADS VARY BETWEEN FACULTY MEMBERS IN THEIR RELATIVE EMPHASIS IN THE TRIPARTITE AREAS. THEREFORE, EXPECTED AMOUNT OF ACTIVITY IN TEACHING, RESEARCH, AND SERVICE SHOULD BE CONSIDERED IN THE CONTEXT OF THE FACULTY MEMBER'S WORKLOAD.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV **AND NATURAL SCIENCES UNIT CRITERIA, STANDARDS, AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. **TRIPARTITE FACULTY APPLYING FOR TENURE AND/OR PROMOTION ARE STRONGLY ENCOURAGED TO GIVE A SEMINAR ON THEIR RESEARCH TO THEIR PEERS BEFORE THE PEER-UNIT COMMITTEE MEETS IN THAT YEAR TO AID IN THESE CONSIDERATIONS.**

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

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility. The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend

to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. **WHEN EVALUATING THE QUALITY OF THE TEACHING, CONSIDERATION SHOULD BE GIVEN TO THE NATURE OF THE COURSE (E.G., CORE, NUMBER OF STUDENTS, WRITING INTENSIVE, STUDENT DEMOGRAPHICS, ETC.).** Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR**:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching;

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

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

   and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

SPECIFIC SCIENCES CRITERIA FOR TEACHING PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY AND CURRENT TEACHING PROGRAM IN THE DEPARTMENT. UNIVERSITY-SANCTIONED TEACHING EVALUATION SCORES SHOULD SHOW THAT THE MAJORITY OF STUDENTS RATE COURSES FAVORABLY, AND, IF NOT, THERE SHOULD BE A DEFINITE UPWARD TREND SHOWING IMPROVEMENT IN SCORES OVER TIME. COURSE MATERIALS SUCH AS SYLLABI, EXAMS, PROJECTS AND HOMEWORK SHOULD REFLECT THE COURSE DESCRIPTION AND BE CONTEMPORARY. THE FACULTY SHOULD PROVIDE EVIDENCE FOR ACTIVE SUPPORT OF STUDENT RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL.**

- **ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE TEACHING MATERIAL IS CONTEMPORARY AND RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE - BUT IS NOT LIMITED TO - COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, VERSATILITY IN INSTRUCTIONAL ASSIGNMENTS, EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS, OR HIGH QUALITY UNIVERSITY-SANCTIONED TEACHING EVALUATION SCORES OR OTHER TEACHING EVALUATIONS (E.G. PEER-EVALUATION). CHAIR AND/OR PEER EVALUATIONS SHOULD PROVIDE EVIDENCE OF EFFECTIVE CLASSROOM INSTRUCTION AND STUDENT ENGAGEMENT. THE RECORD MUST ALSO SHOW ACTIVE AND SUCCESSFUL MENTORSHIP IN RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL. SUCH MENTORSHIP CAN INCLUDE MEMBERSHIP ON GRADUATE ADVISORY COMMITTEES.**

- **PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE MAJOR IMPROVEMENTS IN COURSE AND CURRICULUM OFFERINGS, SECURING FUNDS TO ENHANCE INSTRUCTIONAL AND/OR LABORATORY SETTINGS, LEADERSHIP IN DEPARTMENTAL LEVEL CURRICULUM CORE REVISIONS, STUDENT LEARNING**

OUTCOME ASSESSMENTS, STUDENT ADVISING, AND MENTORING OF GRADUATE STUDENTS TO THE COMPLETION OF THEIR DEGREE. THE FACULTY MUST SHOW A CONSISTENT RECORD OF HIGH QUALITY TEACHING.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum,

b. They must be evaluated by appropriate peers,

c. They must be evaluated by peers external to this institution so as to allow an objective judgment,

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performance in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate, **OR INVITATION TO EDIT OR REFEREE ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS, WHICH CAN BE TAKEN AS EVIDENCE OF OBTAINING STATURE FROM COLLEAGUES.**

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs, and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CRITERIA FOR SCIENCE RESEARCH PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION, NORMALLY A SUB-DISCIPLINE OF THE NATURAL SCIENCES (WITH THE OPTION OF RESEARCH IN SCIENCE EDUCATION). THIS SHOULD INCLUDE SEVERAL OF THE FOLLOWING:**
  - **RECRUITING AND MENTORING GRADUATE AND/OR UNDERGRADUATE RESEARCH STUDENTS**
  - **PEER-REVIEWED PUBLICATIONS FROM RESEARCH PERFORMED AT LEAST IN PART DURING THEIR CURRENT APPOINTMENT**
  - **PROPOSALS THAT WERE EITHER FUNDED OR RECEIVED FAVORABLE REVIEWS.**

- **ACQUIRING DATA THAT PROMISES TO RESULT IN PUBLICATIONS**
- **ESTABLISHING A PROFESSIONAL REPUTATION THAT DEMONSTRATES VISIBILITY IN THE SCIENTIFIC COMMUNITY**
- **PRESENTATIONS SUCH AS TALKS OR POSTER PRESENTATIONS AT SCIENTIFIC MEETINGS**

- **<u>ASSOCIATE PROFESSOR</u>: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP BY GENERATING RESEARCH IDEAS THAT TRANSLATE INTO PROJECTS THAT INVOLVE GRADUATE STUDENTS AND MAY ALSO INCLUDE UNDERGRADUATE STUDENTS. EXAMPLES FOR SUCH A SUCCESSFUL RESEARCH PROGRAM SHOULD INCLUDE SEVERAL OF THE FOLLOWING:**
  - **PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS DEMONSTRATING SIGNFICANT SCIENTIFIC CONTRIBUTIONS AS MEASURED BY STANDARD INDICES (E.G. PUBLICATION RATE, CITATION RATES, JOURNAL IMPACT FACTOR). IT IS IMPORTANT FOR THE FACULTY MEMBER TO DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS CLEARLY IN THE NARRATIVE.**
  - **PUBLICATION OF DISCIPLINE-RELEVANT DATA AND METADATA, CONTRIBUTION TO CYBER STRUCTURE, OR CONTRIBUTING TO PUBLICLY AVAILABLE COMPUTER MODELS**
  - **PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS**
  - **LEADERSHIP IN PREPARATION AND SUBMISSION OF RESEARCH PROPOSALS**
  - **ACQUISITION OF EXTERNAL RESEARCH FUNDING**
  - **SUCCESSFUL MENTORING OF GRADUATE STUDENTS IN THE FACULTY MEMBER'S FIELD OF EXPERTISE, WHICH CAN BE DEMONSTRATED BY STUDENT GRADUATION, STUDENT PRESENTATIONS AND PUBLICATIONS, STUDENT AWARDS OR GRANT SUCCESS, PROFESSIONAL PLACEMENT OF STUDENTS AFTER GRADUATION.**

- **<u>PROFESSOR</u>: MUST HAVE ESTABLISHED AN INTERNATIONALLY RECOGNIZED RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP IN RESEARCH BY HAVING PRODUCED A SUFFICIENT QUALITY AND QUANTITY OF PUBLICATIONS TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL RESEARCH PROGRAM THAT HAS**

ATTRACTED EXTERNAL FUNDING. THERE SHOULD BE A RECORD OF STUDENT INVOLVEMENT INCLUDING SUCCESSFUL MENTORING OF GRADUATE STUDENTS. THE RESEARCH PROGRAM SHOULD DEMONSTRATE:

- **EVIDENCE OF AN INTERNATIONAL REPUTATION THAT SHOULD INCLUDE SEVERAL EXAMPLES OF THE FOLLOWING: PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS, CITATIONS OF PUBLICATIONS, DOCUMENTED OPINIONS OF OTHER SCIENTISTS IN THE FIELD, INVITED TALKS, BOOK CHAPTERS, PROFESSIONAL AWARDS, AND INVITATIONS TO SERVE ON STEERING COMMITTEES, REVIEW PANELS, AND WORKING GROUPS.**
- **EVIDENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM THAT SHOULD INCLUDE EXAMPLES OF THE FOLLOWING: PUBLICATION QUALITY AND QUANTITY INDICATED BY THE NUMBER OF CITATIONS, THE QUALITY OF THE JOURNALS AS INDICATED BY THEIR IMPACT FACTOR, AND/OR EXTERNAL REVIEWS STATING THE PAPERS MADE MAJOR CONTRIBUTIONS. THE FACULTY MEMBER'S ACQUISITION OF EXTERNAL FUNDING SHOULD BE DESCRIBED, INCLUDING A DESCRIPTION OF THEIR CONTRIBUTION TO COLLABORATIVE PROJECTS.**
- **EVIDENCE OF MENTORING OF GRADUATE STUDENTS THAT SHOULD INCLUDE SEVERAL EXAMPLES OF THE FOLLOWING: STUDENT GRADUATION, A SIGNIFICANT BODY OF STUDENT PRESENTATIONS, STUDENT AWARDS, OR STUDENT GRANT SUCCESSES, AND PROFESSIONAL PLACEMENT OF STUDENTS. INCLUSION OF UNDERGRADUATE STUDENTS IN RESEARCH PROGRAMS IS ALSO VALUED AND MENTORING OF UNDERGRADUATE STUDENTS SHOULD BE DEMONSTRATED IF THEY ARE INCLUDED IN THE RESEARCH PROGRAM.**

AS A POINT OF CLARIFICATION, THERE IS NO EXPECTATION FOR FACULTY AT ANY RANK TO AMASS PUBLICATIONS AS EITHER FIRST OR SOLE AUTHOR. IT IS COMMON FOR MANY DISCIPLINES TO HAVE THE PRIMARY AUTHOR LISTED LAST (OFTEN AS CORRESPONDING AUTHOR), AND IT IS CONSIDERED FAVORABLE FOR STUDENTS TO BE INCLUDED AS COAUTHORS OR FIRST AUTHORS. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR ROLE AND CREATIVE CONTRIBUTIONS IN MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE ROLE ALSO APPLIES TO COLLABORATIVE PROPOSALS.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service".

1. **Public Service**

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults and/or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations**.**

f. Consulting, INCLUDING CLINICAL CONSULTING IN A FACULTY MEMBER'S AREA OF EXPERTISE**.**

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs **CONTRIBUTIONS INCLUDING INTERVIEWS**, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media;

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions;

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activities include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accrediting reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring **INCLUDING SERVING AS NEW FACULTY MENTORS.**

j. Prizes and awards for excellence in university service.

k. SERVING ON COMMITTEES THAT REPRESENT THE UNIVERSITY AT OTHER PROFESSIONAL INSTITUTIONS.

3. **PROFESSIONAL SERVICE**

a. Editing or refereeing articles or proposals for professional journals or organizations (**IF NOT COUNTED AS RESEARCH; SEE C.2.F.**).

b. Active participation in professional organizations;

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings**.**

f. Service on a national or international review panel or committee.

G. SERVING AS A MENTOR/ADVISOR, COMMITTEE MEMBER OR EXTERNAL EXAMINER FOR STUDENTS AT OTHER INSTITUTIONS.

4. Evaluation of Service

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

MEASURES OF EFFECTIVENESS OF SERVICE PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

- **ACCOMPLISHMENTS OF THE EFFORT OF ORGANIZATION TO WHICH SERVICE WAS PROVIDED.**
- **OFFICIAL RECOGNITION OF QUALITY OF SERVICE (E.G., AWARDS, LETTERS OF RECOMMENDATION).**
- **OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.**

SPECIFIC CRITERIA FOR SERVICE PERFORMANCE:

- **ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA.**
- **ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTION TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.**
- **PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS MANDATORY. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS ARE EXPECTED, INCLUDING SERVICE TO THE GENERAL PUBLIC AND/OR ALASKAN TEACHERS.**

E. CRITERIA FOR CURATION AS A SERVICE COMPONENT WHEN RELEVANT.

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY AT CNSM, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH, AND SERVICE.

1. **CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:**

    A. **MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);**

    B. **INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;**

    C. **FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;**

    D. **MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);**

    E. **SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;**

    F. **WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;**

    G. **PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;**

    H. **PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;**

    I. **ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS AND INTERNATIONAL TREATIES AND AGREEMENTS THAT PERTAIN TO THE COLLECTION.**

2. **<u>SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:</u>**

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

A. **CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.**

B. **COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.**

    1. **CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.**

    2. **CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.**

    3. **CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.**

    4. **CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.**

C. **CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF A SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE AND COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS**

CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.

D. CURATORS WILL ACTIVELY SUBMIT GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC, AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. HE OR SHE MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

3. EVALUATION OF CURATION

A COMMITTEE COMPOSED OF THE TENURED CURATORS AT THE MUSEUM WILL PROVIDE AN EVALUATION TO THE UNIT PEER COMMITTEE. IN CASE THERE IS JUST ONE OR NO TENURED CURATORS, IT IS IMPERATIVE THAT TWO OF THE EXTERNAL REVIEWERS BE CURATORS. IN FORMULATING CRITERIA, STANDARDS, AND INDICES FOR EVALUATION, PROMOTION, AND TENURE, THE MUSEUM SHOULD INCLUDE EXAMPLES OF CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION

APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The Faculty Senate moves to adopt the following changes to the UAF Grade Appeals Policy.

Effective: Immediately

Rationale: The Grade Appeals Policy was last revised in 2013. The current revisions bring the policy in line with Board of Regents' Policy (Chapter 09.03 - Student Dispute Resolution). It clarifies the informal and formal procedures, and addresses the inclusion of any represented faculty member instead of only tenure-track faculty members on the Grade Appeals committee. It establishes an ad hoc faculty senate Student Appeals Committee.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/24/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Additions in bold italics and ~~deletions indicated with strike-through.~~

Grade Appeals Policy:

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. A "grade" refers to final letter grades A, B, C, D, F, and Pass ***or Fail***. The I (incomplete) ***and DF (deferred)*** designate~~s~~ a temporary grade, ~~for one year~~ not a final grade, so ~~it is~~ ***these are*** not subject to appeal until ~~it~~ ***they*** become~~s~~ final.

B. For the purpose of this procedure, "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course, or

2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or

3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

C. "Grading errors" denotes errors in the ~~calculation~~ ***assignment*** of grades rather than errors in judgment.

D. ~~As used in the schedule for review of academic decisions,~~ ~~a~~***A "***class day***"*** is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review, ***as defined in university regulations (R09.03.024).*** Final examination periods are counted as class days.

E. "Department chair" for the purposes of this policy denotes the ~~administrative chair~~ ***faculty member responsible for*** ~~of~~ the academic unit offering the course**.** ~~(e.g., head, chair or coordinator of an academic department, or the campus director if the faculty member is in the College of Rural Alaska).~~

F. The "dean/director" is the administrative ~~chair~~ ***head*** of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

G. ***The*** "~~F~~*f*inal grade" ~~for the purposes of this policy~~ is the grade assigned for a course upon its completion.

~~H. A "grading error" is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade.~~

H ~~I~~. The ***"***next regular semester***"*** is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. ***Informal Procedures***

Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention following the normal change of grade procedure.

1. Review the UAF Appeal of Grade form.

2 ~~1~~. It is a student's obligation to notify the instructor ~~of any possible error~~ ***in writing with an explanation of the perceived grading error within 15 class days of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).*** ~~immediately by the most direct means available. If this is through an oral conversation and/or the issue is not immediately resolved, it is the student's responsibility to provide the instructor with a signed, written request for review of the grade, with a copy to the unit department chair and the dean of the college or school in which the course was offered.~~ ***A copy of the request should also be provided to the department chair.***

~~2. Notification must be received by the instructor and/or department chair within 30 class days after the beginning of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester). [FS Meeting #157, March 2009.]~~

3. The instructor is responsible for notifying the student in writing of his or her final judgment concerning the grade in question within 5 ***class*** days of receipt of the request, and for promptly submitting the appropriate change of grade form to the Registrar's Office if an error occurred. ***If the decision was not to reconsider the grade, the instructor should notify the student, the department chair and the dean/director in writing by completing the informal portion on the Appeal of Grade form.***

4. If the student does not receive a response from the instructor or the unit department chair by the required deadline, the student must seek the assistance of the dean of the college or school in which the course was offered~~.~~ ***to begin the formal appeal process.***

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student must bring the matter to the attention of the unit department chair who will make every effort to contact the instructor by the 15th class day of the next regular semester.

    a. If the instructor cannot be contacted but course records are available, the department chair will effect resolution within 5 class days of notification by the student. The department chair may correct a grading error through the regular change of grade process on behalf of the instructor.

    b. If the instructor cannot be contacted and course records are either unavailable or indecisive, the student may request a ***formal*** review ~~following the procedure outlined below.~~ ***as described in section B. below.***

    ~~c. If the instructor can be contacted and elects to participate, then a constructive participation is to be welcomed by the review committee. The procedures of Paragraph III.A.5.a. or Paragraph III.A.5.b. will be instituted if the instructor withdraws from participation.~~

6. There may be extenuating circumstances when the deadlines cannot be met due to illness, ~~mail disruption,~~ or other situations over which the student may have no control. In such a case, upon request from the student, the ***dean/director*** ~~dean of students~~, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. ***At the discretion of the dean/director,*** ~~A~~ ***a***n extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

B. ***Formal Procedures***

If ~~no such error occurred~~ ***not resolved in the informal process***, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and s~~atisfaction~~ ***resolution*** is not forthcoming from the appropriate department chair.

1. This review is initiated by the student through a signed, written request to the department chair with a copy to the dean of the college or school in which the course was offered.

    a. The student's request for review may be submitted using university forms specifically designed for this purpose and available at the Registrar's Office.

    b. ~~By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration cannot influence or affect the outcome of the review.~~ ***The student completes the grade appeal checklist and submits the Grade Appeal form, acknowledging the completion of the informal process.***

    c. The request for a review must be received ***by the dean/director of the college or school in which the course was*** offered, ~~ON OR BEFORE THE 30TH DAY OF INSTRUCTION OF the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester or Wintermester)~~ ~~or~~ within 5 ***class*** days of ~~receipt of~~ ~~notification~~ ***completion*** of the

informal grade appeal process. ~~by the dean/director of the college or school in which the course was offered.~~

d. The request must detail the basis for the allegation that a grade was ~~improper, and~~ the result of arbitrary and capricious grading, and must present the relevant evidence.

2. ~~It is the responsibility of the~~ ~~department chair to~~ ***The dean*** formally ~~notify~~ ***notifies*** both the instructor who issued the grade and the ~~dean~~ ***department chair*** of the unit ~~'s college or school~~ that a ***formal grade appeal has been filed.*** ~~request for a review of grade has been received.~~

3. ~~If the instructor of the course is also the department chair, the Dean of the College will designate another department chair within the college to act as the department's representative for all proceedings.~~ If the instructor of the course is also the Dean of the College, the Provost will designate another Dean within the University to act as the college's monitor of all proceedings.

4. A ~~5-member~~ review committee will be appointed as follows:

a. The dean shall appoint one non-voting ~~tenure-track~~ faculty member ***holding academic rank, who is represented through the current applicable collective bargaining agreements***, from the academic unit in which the course was offered (other than the instructor of the course). This individual shall serve in an advisory role.

b. ~~Two~~ ***Three*** ~~tenure-track~~ faculty members ***holding academic rank, who are represented through the current applicable collective bargaining agreements***, from ***the faculty senate ad hoc Student Appeals Committee (SAC) shall be appointed by the SAC committee chair. One voting member shall serve as chair of the student appeal committee.*** ~~within the college or school but outside of the unit in which the course was offered shall be appointed. One of these members shall be appointed by the dean. The other shall be appointed by the Faculty Senate President. This person shall be a member of the Faculty Senate (including alternate members), if available.~~

~~c. One [[tenure track]] faculty member ***holding academic rank, who is represented through the current applicable collective bargaining agreements***, from outside the college or school in which the course was offered. This person shall be a member of the Faculty Senate (including alternate members). The Senate member shall be appointed by the Faculty Senate President.~~

~~d.~~ ***c.*** The fifth member to be appointed by ***the Associated Students of the University of Alaska Fairbanks (ASUAF)*** ~~the dean~~ will be a non-voting student representative.

~~e.~~ ***d.*** ~~The campus judicial officer or his/her designee~~ ***A facilitator appointed by administration*** shall serve as a nonvoting ***member*** ~~facilitator~~ for ***formal*** grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

e. In the case of a grade appeal from a graduate student, a representative of the graduate school may serve on the committee in a nonvoting capacity.

5. The committee must schedule, within 10 ***class*** days ~~of instruction~~ from receipt of the student's request, a mutually agreeable date, time and location for the appeal hearing. If the request for appeal is received any time other than during a regular semester, then the hearing must be scheduled on or before the 10th ***class*** day ~~of instruction~~ of the next regular semester.

    a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

    b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

    c. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:

        1) ~~This is not the first properly prepared request for appeal of the particular grade.~~ ***A properly prepared formal appeal of the particular grade has already been denied.***

        2) The ***alleged*** actions of the instructor do not constitute arbitrary and capricious grading, as defined herein.

        3) The request was not made within the policy deadlines.

        4) The student has not ***completed the informal procedures*** ~~taken prior action~~ to resolve the grade conflict with the instructor. ~~as described under section III, A.~~

    d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department chair and dean within five ***class*** days of the decision, and will state clearly the reasoning for the dismissal of the request.

6. Acceptance for consideration of the student's request will result in the following:

    a. A request for and receipt of a formal response from the instructor to the student's allegation.

    b. A second meeting scheduled to meet within 10 ***class*** days of the decision to review the request.

        1) The student and instructor will be invited to attend the meeting.

        2) The meeting will be closed to outside participation, ***and both the student*** and ~~n either the student nor~~ ***the*** instructor may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

        3) The proceedings will be ~~tape~~ recorded and the ***recordings*** ~~tapes~~ will be stored with the campus ***conduct office.*** ~~Judicial Officer~~.

        4) The meeting must be informal, non- confrontational and fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

7. The final decision of the committee will be made in private by a majority vote.

a. Actions which the committee can take if it accepts the student's allegation of arbitrary and capricious grading must be directed towards a fair and just resolution, and may include, but are not limited to, the following:

1) direct the instructor to grade again the student's work under the supervision of the department chair,

2) direct the instructor to administer a new final examination and/or paper in the course,

3) direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.

b. The academic decision review committee proceedings will result in the preparation of written findings and conclusions. Conclusions will result in one of the following:

1) the request for a grade change is denied.

2) the request for a grade change is upheld; the review committee requests the course instructor to change the grade; and the course instructor changes the grade in accordance with ~~MAU~~ ***the University of Alaska Fairbanks*** rules and procedures.

3) the request for a grade change is upheld; the course instructor is either unavailable to change the grade or refuses to, and the review committee directs the dean/director to initiate the process specified by ~~MAU~~ ***the University of Alaska Fairbanks*** rules and procedures to change the grade to that specified by the review committee.

c. A formal, written report of the decision must be forwarded to the student, instructor, department chair, dean and ~~Director of Admissions and Records~~ ***registrar*** within five ***class*** days of the meeting.

d. The decision of the committee is final.

Record of Changes to the Grade Appeals Policy:

The following is a complete copy of the Grade Appeals Policy as passed by the UAF Faculty Senate at its Meeting # 56 (March 20, 1995) and amended at its Meeting #61 (February 5, 1996), Meeting #80 (May 4, 1998), Meeting #89 (September 27, 1999), Meeting #109 (May 6, 2002), Meeting #157 (March 2, 2009), Meeting #183 (May 7, 2012), Meeting #189 (March 4, 2013), and Meeting #215 (May 2, 2016).

- Alignment with UA policy & regulation Chapter 09.03 - Student Dispute Resolution. (Meeting #215, May 2, 2016).
- Clarification made to the time period within which grade appeals will be reviewed (Meeting #189, March 4, 2013).
- Policy at Section III, Procedures, subsection B, Item 4, was revised at Meeting #183 (May 7, 2012).
- Deadlines were revised at Meeting #157 (March 2, 2009).

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The UAF Faculty Senate moves to approve a new Minor in Sustainable Agriculture, housed in the School of Natural Resources and Extension.

Effective: Fall 2016

Rationale: The demand for information on sustainable agriculture practices increases every year and competing Land Grant Universities throughout the nation offer degrees at multiple levels in sustainable agriculture. Creating a minor in sustainable agriculture is a necessary step to remain competitive in this field. The courses exist and offering them as part of this minor will address broad interests by students across disciplines, as well as enhance enrollments.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/4/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Overview:

Students of sustainable agriculture learn concepts and techniques that are environmentally and socially sound as well as profitable for agriculture and food production. The proposed minor is a cohesive suite of courses that provides a foundation in the emerging concepts and practices of soil, plant and animal management using a comprehensive, sustainable approach.

The courses in this minor focus on agroecology and the interactions of natural and agricultural ecosystems for a comprehensive sustainable approach. Traditional and alternative production systems will be examined to support healthy environments, cultures and economies, promoting food security and community structure. The sustainable agriculture concepts and principles will also be related to current issues such as population growth, changing climate, social structures and use of resources. The proposed courses already exist. There is no anticipated negative impact on budget, facilities/space or faculty.

Proposed Minor Requirements:

Sustainable Agriculture
The minor in Sustainable Agriculture is based on social, economic and environmental aspects of agriculture and food production. The curriculum supports a basic understanding of sustainability science in global and US. agriculture, and an appreciation for the integrated nature of the biological, physical and social sciences that make up sustainable agriculture.

1. Complete all of the following *
    NRM F101 – Natural Resource conservation and policy – 3 credits
    NRM F210 – Introduction to sustainable agriculture – 3 credits
    NRM F235 – Introduction to Natural Resource Economics (ECON) - 3 credits

2. Complete 3 of the following
    NRM F211 – Introduction to applied plant science – 3 credits
    NRM F220 – Introduction to animal science – 3 credits
    NRM F380 – Soils and the environment – 3 credits**
    NRM F303X - Environmental Ethics and Actions (h) – 3 credits***
    NRM F403 W, O - Environmental Decision Making – 3 credits

3. Minimum credits required – 18 credits
a) Students majoring in NRM are not eligible for the sustainability minor.

** Students must earn a C- grade or better in each course.*
***Prerequisites: CHEM F105X*
****Requires Junior standing*

Relationship to Purposes of the University:

The demand for information on sustainable agriculture practices increases every year. Offering a minor is the first step in addressing this demand and provides the foundation for future program building. The multidisciplinary nature of sustainable agriculture has broad appeal, spanning numerous departments campus wide and creation of the minor is expected to attract students from many of these different programs (e.g., Geography, Philosophy and Humanities, School of Management, Anthropology, Northern Studies, Cross-Cultural Studies, Biology). The minor is open to students from all other Departments and Schools.

Concepts of sustainability embrace current thinking in land use management and food security throughout the world and are informing policy decisions at home and abroad. Competing Land

Grant Universities throughout the nation offer degrees at multiple levels in sustainable agriculture and although we are only proposing a minor, it is a necessary step to remain competitive. http://sustainableaged.org/projects/degree-programs/

Providing this introduction to students gives them insight into the interrelatedness of human and environmental values and the importance of food security at multiple levels.

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The Faculty Senate moves to extend the deadline for submitting an initial Communications Plan to the Provost's Office from April 15, 2016 to May 14, 2016, and clarifies the language regarding how long existing O and W designators will remain in place by specifying the academic year of the catalog.

New implementation timeline for transition:

1. Communication Plans will be reviewed and initially approved by the College or School's Curricular Review Committee, Academic Council, or other committee as appropriate and then continuously reviewed as part of the Student Learning Outcomes Assessment Plan review process.
2. Each baccalaureate degree program will submit an initial Communications Plan to the Provost's office by May 14, 2016.
3. During AY 2016/17 Departments will make any necessary changes to implement their plan.
4. Plans will be in place and implemented by Fall 2017.
5. Existing O and W designators will remain visible (if appropriate) on course numbers through the AY 19/20 catalog to facilitate students under catalogs with O/W requirements.

EFFECTIVE: Fall 2017

RATIONALE: Some programs need additional time to submit their reviewed plans to the Provost's Office. The additional time will not affect the overall implementation timeline of the new Communications Plans. Providing the catalog year provides more clarity.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/4/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The UAF Faculty Senate moves to approve a new Graduate Certificate of Resilience and Adaptation, housed in the Graduate School.

Effective: Fall 2016 upon all required approvals.

Rationale: This program would enable students already enrolled in a graduate program to obtain a certificate in Resilience and Adaptation (RAP), by completing 12 additional credits of coursework. The certificate program is open to any graduate student, although it is targeted at students in the Resilience and Adaptation Program (RAP). RAP encourages and fosters students to take a "systems" approach to research that explores the interactions of social, economic and ecological components holistically. Hence, RAP students are given the academic freedom to solve complex real world problems, such as resource management, using the best tools available and without the limitations of commonly accepted tools within single disciplines. The certificate would provide students a workforce advantage for both private industry and state agency positions, as it would demonstrate their knowledge of resilience and adaptation theory as well as the practical research techniques associated with interdisciplinary scientific approaches. Certificate awardees will be aware of adaptive cycles, which include both fast and slow variables. The certificate would "boost" a traditional MS or PhD degree and indicate the recipient has a broader knowledge base. The certificate supports UAF's strategic plan's goal of serving Alaska's diverse communities by enhancing the strategy of obtaining a Carnegie Community Engaged Institution designation.

See the program proposal #31-GNP on file in the Governance Office, 312B Signers' Hall.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/4/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Program Summary Statement:

PROGRAM SUMMARY

Introduction

The request for a certification in Resilience and Adaptation Studies grows out of the highly successful Resilience and Adaptation Program or RAP. RAP began as an NSF funded IGERT grant under the direction of Dr. Terry Chapin in 2002 and was designed to promote regional sustainability research via team-taught multidisciplinary courses and internships as well as spawn research collaboration among departments. In 2012, RAP was institutionalized by the University with support from the State of Alaska. Under Dr. Lawrence Duffy's direction, the program continues to adapt, evolve, and improve to meet new challenges and take advantage of new opportunities. Educating students to meet the state of Alaska's needs is of paramount importance.

Demand for Program

Demand for RAP admission remains extremely competitive. RAP affiliated faculty members select a small cohort each year from UAF graduate student applicants. A student can apply to an academic department and RAP simultaneously or can be admitted to RAP after beginning coursework. Over 100 graduate students have participated in the program, representing every college and school at UAF.

e-learning

Due to its focus on cohort building, incoming RAP students are asked to spend fall semester at the UAF campus. The foundation courses (4 credits) are taught at this time and students share office space in the RAP trailer behind the Reichardt Building. After the initial semester RAP students may move to other locations such as the UAS or UAA campus. The students may then take courses via distance delivery as offered or needed. The monthly All RAP seminar is videoconferenced.

Effects on other programs

RAP complements both the traditional academic departments and interdisciplinary students by providing a forum for cross-disciplinary learning and communication. As a result, departments may draw students from other areas that would not normally enroll in a course or conduct research in a given discipline. For example, recent MFA graduate (CLA) and ceramicist Perrin Teal Sullivan conducted some of her studies with the assistance of the Advanced Instrumentation Laboratory (CNSM).

Alignment with university mission, goals, core themes and objectives

The RAP certificate aligns well with UAF's mission to integrate teaching, research and public service with an emphasis on the circumpolar North and its diverse peoples. RAP appeals to students with an intellectual curiosity that are willing to step outside disciplinary boundaries with their research design. Students are selected based on their desire to approach Northern research questions from a holistic perspective that includes both natural and social science elements. RAP already attracts the best and brightest students; the certificate will be one more means of recruiting and retaining talented graduate students.

RAP prepares students for employment in governmental agencies, non-governmental organizations, academia and private industry. 100 percent of alumni respondents surveyed in 2013 felt that RAP increased employment opportunities. *"The RAP allowed me to extend my strong natural science foundation into work as a social scientist with a profound understanding of the cultural and economic issues facing Alaskan individuals and communities."*

RAP students design projects with community needs in mind. They work with community members to observe, listen, document and develop strategies and/or solutions to identified needs. RAP students generously share their insights and promote knowledge and ways of knowing through scholarly articles, presentations, educational outreach and involvement in community organizations. Students are often the force behind new partnerships and collaborations and serve as the catalyst for change. Students provide the energy to move good ideas and projects forward. RAP students have made significant contributions to the understanding of climate change and Arctic research; their success reflects on the university's reputation.

Alignment with Shaping Alaska's Future themes

The certificate will contribute to state accountability by documenting the students' csuccessful program completion. The number of students in relation to the cost of the program will support the "Shaping Alaska's Future" by improving the efficiency of the program.

- Student Achievement and Attainment: The students who apply to RAP are high achievers. They have the initiative to pursue research questions from an interdisciplinary perspective. The awarding of a certificate following 12 credits will acknowledge their progress and provide motivation for completing their Master or PhD degree.

- Productive Partnerships with Public Entities and Private Industries: State and federal agencies and non-governmental organizations have hired a significant number of RAP alumni. Both governmental and non-governmental organizations value the students' ability to analyze complex problems and develop effective strategies. Perhaps as a result of the cohort experience, RAP students are excellent communicators. They learn from day 1 how to express their ideas so that others outside their academic discipline can learn and understand.

- Research and Development and Scholarship to Enhance Alaska's Communities and Economic Growth: The approach to research using both a physical and social science perspective benefits the individual Alaska communities where the research is conducted and contributes knowledge to Alaska as a whole. RAP students are very cognizant that they must keep their communities informed throughout the entire research process from study design through dissemination of results. For example, Katty Jo Deeter is sharing her knowledge of building a successful tourism business in the Interior with Igiugig's ecotourism development goals.

- Accountability to the People of Alaska: The certificate will demonstrate accountability by documenting the students' successful completion of the program. A majority of the students' research addresses impacts of climate change. Whether they are documenting traditional knowledge regarding caribou migration or analyzing cortisol levels in whales to determine stress, the state of Alaska will benefit from the knowledge gained.

Alignment with Academic Master Plan goals

RAP selects students with interests related to the circumpolar North and appeals to students who are informed, responsible citizens. While they often work at the community level, their research often has implications well beyond the state level. Culturally aware, their work extends from Alaska's rural communities to the international stage. RAP alumna Robin Bronen, for example, is considered an international expert on migration as a result of climate change (climigration). Following graduation,

students are in demand to fulfill leadership roles in academia as well as state and federal agencies. RAP students are adept at building partnerships and initiating collaborative work in an effort to build a more sustainable Alaska.

State needs to be met

Workforce Development: RAP students have a good employment track record. They learn to conduct multidisciplinary research, acquire technical expertise from GIS – drone surveillance, and are dedicated to uncovering and sharing knowledge. The majority of RAP students have remained in Alaska.

Budget

Since any student who has an undergraduate degree is eligible to apply for the RAP certificate program, it is expected that enrollment numbers will significantly increase. The certificate is expected to attract both new and existing UA students. Tuition and fees for the six required credits in year 1 (FY18) are expected to generate $65,700. This estimate is based on tuition and fees for 15 students (eight Alaska residents and seven nonresidents*). We anticipate that increased students will apply and be accepted as the program becomes better known. By year 3 we anticipate an enrollment of 30 students generating $134,205.

Adjuncts are recruited from exceptional upper level RAP graduate students or alumni. Using adjuncts provides advanced students (or alumni) excellent teaching experience at minimal cost. It additionally keeps the program fresh and relevant. Additionally, by using courses offered across the university curriculum, the cost of instruction is lowered and the graduate class size is increased. This cost saving measure allows an increased allocation of state funding to student support in the form of fellowships, travel to professional meetings (network formation) and publication costs (Dissemination of research knowledge gains). Administration: RAP uses the existing administration of UAF's graduate school.

*Resident and nonresident numbers are based on the last three RAP cohorts where 50 percent of accepted applicants were in state and 50 percent were nonresidents.

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Additional resources are not required.

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)				
Adjunct Faculty (FTE's & dollars)				
Teaching Assistants (Headcount)				
Instructional Facilities (in dollars and/or sq. footage)				
Office Space (Sq. footage)				
Lab Space (Sq. Footage)				
Computer & Networking (in dollars)				
Research/ Instructional/ office Equipment (in dollars)				
Support Staff (FTE's & dollars)				
Supplies (in dollars)				
Travel (in dollars)				

Signature _____ Date 1/22/16

Dean of College/School Proposing New Degree Program

UNIVERSITY of ALASKA
Many Traditions One Alaska

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. UA University (choose one) UAF	1b. School or College Graduate School	1c. Department or Program Resilience and Adaptation Program

2. Complete Program Title Resilience and Adaptation Certificate

3. Type of Program

☐ Undergraduate Certificate ☐ Associate ☐ Baccalaureate ☐ Post-Baccalaureate Certificate

☐ Master's ☒ Graduate Certificate ☐ Doctorate

4. Type of Action

☒ Add ☐ Change ☐ Delete

5. Implementation date (semester, year)

☒ Fall ☐ Spring ☐ Summer Year 2016

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues to the University in FY 18		Projected Annual Expenditures in FY 18	
Unrestricted		Salaries & benefits (faculty and staff)	$8145
General Fund	$13145.	Other (commodities, services, etc.)	$5000
Student Tuition & Fees	$65658	TOTAL EXPENDITURES	$13145
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$	Year 2	$
TVEP or Other (specify):	$	Year 3	$
TOTAL REVENUES	$78803	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in: 3

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$	$
b. Additional appropriation required	$	$
c. Funded through new internal UA university redistribution	$	$
d. Funds already committed to the program by the UA university[1]	$13145	$
e. Funded all or in part by external funds, expiration date	$	$
f. Other funding source Specify Type:	$	$

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes ☒ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

[1]Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 15	Year 2: 20	Year 3: 30	Year 4: 30

Page number of attached summary where demand for this program is discussed: 1

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

Former assignment of any reassigned faculty:
For more information see page of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect
None	

Page number of attached summary where effects on other programs are discussed:

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list):Expand graduate programs in targeted areas of identified need and existing strengths. Develop innovative approaches to resource management that support the University's mission and position UAF to meet the challenges of the future.

Page in attached summary where alignment is discussed: 1

15. Aligns with Shaping Alaska's Future themes:

Page in attached summary where alignment is discussed: 2

16. Aligns with Academic Master Plan goals:

Page in attached summary where alignment is discussed: 2

17. State needs met by this program (list): Workforce Development: RAP students have a good employment track record. They learn to conduct multidisciplinary research, acquire technical expertise from GIS – drone surveillance, and are dedicated to uncovering and sharing knowledge. The majority of RAP students have remained in Alaska.

Page in the attached summary where the state needs to be met are discussed: 3

18. Program is initially planned to be: (check all that apply)

☒ Available to students attending classes at UAF campus(es).
☐ Available to students via e-learning.
☒ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

Submitted by the University of Alaska Fairbanks.
(choose one above)

_____/_____ _____/_____
Provost Date Chancellor Date

☐ Consensus Support of SAC ☐ Not Supported by SAC

☐ Recommend Approval by VPAAR
☐ Recommend Disapproval by VPAAR

_____/_____
UA Vice President for Academic Affairs Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☒ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

Revised: 04/20/2015

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

****

Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/4/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The UAF Faculty Senate moves to endorse the 2016-2017 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

****

President, UAF Faculty Senate

2016-2017 Faculty Senate Committees

CURRICULAR AFFAIRS COMMITTEE
Ken Abramowicz, SOM (18)
Ana Aguilar-Islas, SFOS (18)
Jennie Carroll, CRCD (17) - Convener
Nicole Cundiff, SOM (17)
Cindy Hardy, CRCD - SADAC Liaison
Eileen Harney, SOE (17)
Lisa Lunn, CNSM (17)
Rainer Newberry, CNSM (17)
Dejan Raskovic, CEM (17)
Kate Quick, CRCD (18)

FACULTY AFFAIRS COMMITTEE
Sine Anahita, CLA (18)
Andy Anger, CRCD - CTC (17 - alternate) - Convener
Jeff Benowitz, GI (18)
Valerie Gifford, SOE (17)
Joshua Greenberg, SNRE (17 - alternate)
John Heaton, CLA (17)
Jak Maier, CRCD (17)
Jeff May, CLA (18)
Leslie McCartney, LIB (17)
Debu Misra, CEM (18 - alternate)

UNIT CRITERIA COMMITTEE
Mara Bacsujlaky, CES (18)
Bob Bolton, IARC (18)
Carrie Green, SOE (17 - alternate)
Anna Liljedahl, CEM (18)
Julie Matweyou, SFOS (18)
David Maxwell, CNSM (18)
Sarah Hardy, SFOS (17)
Jennifer Tilbury, CRCD (17)

FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT COMMITTEE
Bernie Coakley, CNSM (17 - alternate)
Candi Dierenfield, CES (17)
Steven Hunt, LIB (18)
Franz Meyer, CNSM (17) - convener
Rob Rember, IARC (18 - alternate)
Sarah Stanley, CLA (18 - alternate)
Mingchu Zhang, SNRE (18)
Other non-senate members TBD

GRADUATE ACADEMIC & ADVISORY COMMITTEE
Donie Bret-Harte, CNSM (17) - convener
Anna Beaudreau, SFOS (non-senate member)
Jim Bicigo, CLA (18 - alternate)
Michael Daku, CLA (non-senate member)
Daryl Farmer, CLA (17)
Don Hampton, GI (17)
Andrew Mahoney, GI (17 – Alternate)
Roman Makarevich, CNSM (18)
Sean McGee, SOM (non-senate member)
Robin Shoaps, CLA (18 - alternate)
Sean Topkok, SOE (18)

RESEARCH ADVISORY COMMITTEE
Srijan Aggarwal, CEM (18)
Jessica Cherry, IARC (17) - convener
Jame Clark, CLA (17)
Larry Duffy, CNSM (17 - alternate)
Javier Fochesatto, CNSM (18 - alternate)
Melissa Good, SFOS (18 - alternate)
Kris Hundertmark, IAB (non-senate member)

Gay Sheffield, SFOS (17 - alternate)
Gordon Williams, CNSM (18 - alternate)

INFORMATION TECHNOLOGY COMMITTEE
Bill Barnes, CRCD CTC (18)
Eric Collins, SFOS (17)
Stefanie Ickert-Bond, CNSM (18)
Art Nash, CES (18 - alternate)
Rorik Peterson, CEM (17) - convener
Siri Tuttle, CLA (17)
Other non-senate members TBD

COMMITTEE ON THE STATUS OF WOMEN
Wendy Croskrey, CLA (18) - Senator (req'd in bylaws)
Diana DiStefano, CLA (18 - CSW term)
Jennifer Guerard, CNSM (18 - CSW term)
Tamara Harms, CNSM (18 - CSW term)
Ellen Lopez, CANHR (18 - CSW term; co-chair)
Erin Pettit, CNSM (18 - CSW term)
Megan McPhee, SFOS (18 - CSW term)
Derek Sikes, CNSM (18 - CSW term)
Director, Women's Center

CORE REVIEW COMMITTEE
CLA Members:
Daryl Farmer - English (18 - Core term)
Alex Hirsch - Soc. Sci. (18 - Core term)
Kevin Sager - Communication (18 - Core term)
Humanities - vacant

Library Member:
Kathy Arndt (17 - Core term)

At-Large Rep (outside CLA):
Andy Seitz (17 - Core term)

Math Rep:
Margaret Short (17 - Core term)
Science Rep:
Larry Duffy (18 - Core term)

Core Assessment:
Tony Rickard, CNSM
Kevin Berry, SOM

STUDENT ACADEMIC DEVELOPMENT & ACHIEVEMENT *(to be updated in fall 2016)*
Sine Anahita, CLA seat (18 SADA term)
Jill Faudree, Math Rep (17 SADA term)
Cindy Hardy (17 - alternate), CAC Liaison
Bill Howard Science Rep (17 - SADA term)
Ben Kuntz, CRCD Kuskokwim Campus
Joe Mason, CRCD Northwest Campus
Jennifer Schell, English Rep (18 - SADA term)
Jennifer Tilbury, CRCD - CTC (17)
Sandra Wildfeuer, CRCD (18)

CURRICULUM REVIEW *(to be updated in fall 2016)*
Rainer Newberry, CNSM (17) - convener
SNRE: Julie Joly (17 - alternate)
CRCD: Shawn Russell
CTC: Galen Johnson
SOE: Gary Jacobsen
CNSM: Jessica Larsen
SOM: Thomas Zhou (undergrad. curriculum)
CLA: Rob Duke
CEM: Santanu Khataniar
SFOS: Andres Lopez

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The UAF Faculty Senate moves to authorize the 2015-16 Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2016. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 2, 2016

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2016-2017 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

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2016-17 Faculty Senate Meetings
Wood Center Carol Brown Ballroom
Remote Participation for all meetings via Zoom for audio and video

Meeting:	Date	Day	Time
#216	Sept. 12, 2016	Monday	1-3 PM
#217	Oct. 10, 2016	Monday	1-3 PM
#218	Nov. 7, 2016	Monday	1-3 PM
#219	Dec. 5, 2016	Monday	1-3 PM
#220	Feb. 6, 2017	Monday	1-3 PM
#221	Mar. 6, 2017	Monday	1-3 PM
#222	Apr. 3, 2017	Monday	1-3 PM
#223	May 1, 2017	Monday	1-3 PM

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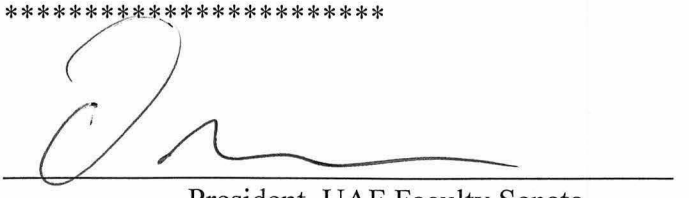

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016 (with one friendly amendment to grammar in first line of Rationale section):

RESOLUTION:

WHEREAS research, service, and other activities funded through external grants and contracts represent a significant component of the University of Alaska Fairbanks' (UAF's) revenue; and

WHEREAS UAF faculty are being urged by administrators to increase their sponsored activities to bring in additional external funding; and

WHEREAS preparation and submission of competitive proposals requires effective collaboration between faculty and Administrative Services; and

WHEREAS post-award administration of grants and contracts needs to be done effectively, efficiently, and in such a way to minimize the burden of management on the Principal Investigators fulfilling the award; and

WHEREAS an increase in the number of proposals, grants and contracts will increase the workload for UAF Administrative Services, exacerbating the need for efficient handling; and

WHEREAS recent policy changes enacted by the UAF Administrative Services-based Office of Grants and Contracts Administration (OGCA) regarding approval for pre-proposal submissions and removal of overhead caps on sub-awards did not follow principles of shared governance; and

WHEREAS said changes will likely disincentivize proposal writing and lead to a reduction in the competitiveness of those proposals submitted; and

WHEREAS recent public communications from OGCA have highlighted the need for improved dialog between UAF faculty and OGCA; and

WHEREAS policy discussions on issues pertaining to sponsored activities conducted by faculty at UAF have been largely absent from the agenda of the Faculty Senate; and

WHEREAS the Research Advisory Committee (RAC) of the UAF Faculty Senate and the Office of the Vice Chancellor for Research (VCR) have recently met with the Vice Chancellor for Administrative Services (VCAS), the Associate Vice Chancellor for Financial Services (AVCFS), and OGCA to discuss these matters; now

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate strongly urges that the Research Advisory Committee be consulted in developing policies and resolving administrative issues pertaining to research and other externally sponsored activities at UAF.

RATIONALE

- The efficient submission of proposals and effective post-award financial management are essential **to** sustain the UAF research enterprise.
- During the current budget crisis, it is essential that UAF represent itself to external funding

UAF also needs to improve its management of sponsored activities to retain valuable faculty members. Ideally, Principal Investigators would not be burdened with having to ensure effective University grant and contract management, but until the effectiveness of pre- and post-award processing improves, the stakes are too high for faculty to ignore.

Debasmita Misra

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Dr. Andrea Ferrante for Outstanding Senate Service of the Year for 2015-2016.

EFFECTIVE: Immediately

RATIONALE: The screening committee has carefully reviewed the nominations according to the award criteria, and with concurrence of the Faculty Senate President, forwards the nomination of Dr. Ferrante for confirmation by the Faculty Senate. Procedures stipulate that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

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Debasmita Misra

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the BA in Theatre, housed in the College of Liberal Arts.

EFFECTIVE: Fall 2016

RATIONALE: As part of the special program review process, a curriculum overhaul was approved which phases out the BA in Theatre, while incorporating a Theatre track within the expanded BA in Film, to be called Film and Performing Arts.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/15/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Background and Information:

In response to Special Program Review, Provost Henrichs has approved the Department of Theatre & Film's Improvement Plan which involves a major curricular overhaul. We are taking our two separate BA degrees, Theatre (THR) and Film (FLM), and combining them to create one BA in Film & Performing Arts, with the new course designator: FLPA. We will maintain minors in both Theatre and Film.

Because we don't want to lose students interested in Theatre, we would like the "Theatre" section of the catalog to remain with information about the Theatre Minor and with a note to see the "Film and Performing Arts (Theatre Track)" BA section of the catalog for major information.

Both the Theatre and Film programs housed within the Department of Theatre and Film contribute substantially to the departmental mission of providing training in the discipline of the Dramatic Arts. *We propose an expansion of the Film BA to include a track in "Theatre" while we phase out the Theatre BA.* This innovative restructuring at the departmental level will yield the most fruitful results in terms of attracting new majors, retaining current majors and minors in both Theatre and Film, increasing class enrollments, producing graduates in a timely manner, and cutting costs.

The Theatre and Film programs are affected by this shift. All of our former FLM and THR courses that were cross-listed with other departments such as Journalism, Art, and English still will be as FLPA courses cross-listed with other departments. By maintaining our strong relationships with Alaska Native Studies, Anthropology, Art, English, Foreign Languages, Journalism, History and Northern Studies, we will continue to support the interdisciplinary approach to film *studies* while maintaining a curriculum for *film production and performance* within our own department.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Institute of Northern Engineering, housed in the College of Engineering and Mines.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Institute of Northern Engineering. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/14/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF *INSTITUTE OF NORTHERN ENGINEERING (INE) RESEARCH* FACULTY AND INE UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE INSTITUTE OF NORTHERN ENGINEERING DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

RESEARCH FACULTY ARE NOT ELIGIBLE FOR TENURE. AS MODIFIED THIS DOCUMENT REPRESENTS RESEARCH FACULTY THAT DO NOT HAVE A JOINT APPOINTMENT WITH AN ACADEMIC DEPARTMENT. FACULTY WITH JOINT APPOINTMENTS WITH INE AND AN ACADEMIC DEPARTMENT ARE TO BE EVALUATED ACCORDING TO THE ACADEMIC DEPARTMENT'S UNIT CRITERIA.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

PREAMBLE

THE PURPOSE OF UNIT CRITERIA FOR INE IS TO ESTABLISH METRICS FOR RESEARCH FACULTY TO ASSESS THEIR PROFESSIONAL GROWTH, TO GUIDE FACULTY PREPARATION OF MATERIALS FOR PEER REVIEW PANELS, AND TO GUIDE PEER REVIEW PANEL MEMBERS EVALUATING CANDIDATES SEEKING

PROMOTION. UNIT CRITERIA METRICS FOCUS ON A RESEARCH FACULTY MEMBER'S TOTAL CONTRIBUTIONS, IMPACT, AND STATURE AS THEY RELATE TO THE CURRENT WORK ASSIGNMENT, WHICH SHOULD DEMONSTRATE PROFESSIONAL GROWTH AT EACH FACULTY RANK.

THE INE UNIT CRITERIA ARE MEANT TO SATISFY A NEED, IDENTIFIED BY BOTH RESEARCH FACULTY AND PEER REVIEW PANEL MEMBERS, TO HAVE SPECIFIC GUIDELINES DESCRIBING WORK PERFORMANCE EXPECTATIONS AT EACH FACULTY RANK (ASSISTANT, ASSOCIATE AND FULL PROFESSOR). THE INE UNIT CRITERIA INCLUDE THE BASE LEVEL PERFORMANCE REQUIREMENTS OF THE UNIVERSITY WITH ADDITIONS TO ADDRESS THE DIVERSE WORK AREAS UNDERTAKEN BY INE RESEARCH FACULTY.

RESEARCH FACULTY WITHIN INE CONDUCT A BROAD ARRAY OF ACTIVITIES THAT FALL INTO THE CATEGORIES OF BASIC RESEARCH, APPLIED RESEARCH AND TECHNOLOGY DEVELOPMENT, ENGINEERING RESEARCH AND PRACTICE, AND COMMERCIALIZATION OF INTELLECTUAL PROPERTY. RESEARCH FACULTY PROVIDE TECHNICAL CONSULTING TO INDUSTRY, GOVERNMENT ENTITIES, AND COMMUNITY STAKEHOLDERS, AND THEY FORM RESEARCH AND DEVELOPMENT AND TECHNOLOGY IMPLEMENTATION PARTNERSHIPS WITH INDUSTRY, ACADEMIC COLLABORATORS, AND COMMUNITY STAKEHOLDERS. THE RANGE OF DISCIPLINE FOCUS WITHIN INE CAN INCLUDE PHYSICAL, BIOLOGICAL AND ECOLOGICAL SCIENCES AS WELL AS ENGINEERING, ECONOMICS, AND BIOMEDICAL RESEARCH. THE DIVERSITY OF ACTIVITY AND DISCIPLINE FOCUS MAKE IT CHALLENGING TO EXAMINE INE RESEARCH FACULTY PROFESSIONAL ACCOMPLISHMENTS SINCE MEASURES OF CONTRIBUTION, IMPACT, AND STATURE VARY FOR THESE DIVERSE DISCIPLINES. INE DEFINITIONS OF CONTRIBUTIONS, IMPACT, AND STATURE NEED TO BE SUFFICIENTLY GENERAL TO ENCOMPASS THIS BREADTH OF WORK FOCUS AND ACTIVITIES.

CONTRIBUTIONS ARE INDICATIVE OF A RESEARCH FACULTY MEMBER'S KNOWLEDGE, SKILLS AND EXPERIENCE; THEY ARE THE MEANS OF COMMUNICATING RESULTS TO A BROADER COMMUNITY, THUS ENSURING THE HIGHEST DEGREE OF POTENTIAL IMPACT FROM THE WORK. CONTRIBUTIONS MAY INCLUDE PUBLICATIONS, PROPOSALS, INNOVATIONS AND INTELLECTUAL PROPERTY, TECHNOLOGY DEVELOPMENT AND TRANSFER, AND CAPACITY GROWTH WITHIN THE UNIVERSITY OR EXTERNAL ENTITIES. THE TYPE OF CONTRIBUTION IS LESS IMPORTANT THAN ITS IMPACT. FOR EXAMPLE, PUBLICATIONS MAY INCLUDE JOURNAL ARTICLES, BOOKS, CUSTOMER REPORTS, MAPS, INTERPRETIVE MATERIALS, PHYSICAL MODELS, REVIEWS AND MONOGRAPHS.

IMPACT IS THE MEASURE OF THE IMPORTANCE OF A RESEARCH FACULTY MEMBER'S CONTRIBUTIONS TO SCIENCE, ENGINEERING, COMMUNITIES, INDUSTRY, ECONOMICS, AND OTHER FACETS OF SOCIETY AND THE NATURAL WORLD. GIVEN THE INQUIRY NATURE OF A RESEARCH FACULTY MEMBER'S

WORK, RESULTS CAN AFFECT MANY AREAS OF SOCIETY. MEASURES OF IMPACT MAY INCLUDE SETTING NEW RESEARCH DIRECTIONS, DEVELOPING NEW TECHNIQUES OR TOOLS TO BE USED BY OTHERS, INCREASING THE CAPACITY OR EFFICIENCY OF PROGRAMS OR ORGANIZATIONS TO PERFORM THEIR MISSION OR CONDUCT BUSINESS, AND INFLUENCING ORGANIZATIONAL POLICY OUTCOMES.

STATURE IS A FUNCTION OF THE RECOGNITION THAT A RESEARCH FACULTY MEMBER RECEIVES FROM THE SCIENTIFIC/ENGINEERING COMMUNITY AND/OR SOCIETY. EXPRESSIONS INDICATIVE OF STATURE MAY INCLUDE REQUESTS FOR EXPERT ADVICE AND CONSULTATION BY OTHER PROFESSIONALS, MANAGERS OR ORGANIZATIONS; REQUESTS TO LEAD RESEARCH TEAMS OR PROJECTS; AND INVITATIONS TO SERVE ON ADVISORY OR REVIEW BOARDS/PANELS. STATURE MAY ALSO BE INDICATED BY REQUESTS TO ORGANIZE OR CHAIR COMMITTEES, WORKSHOP OR SYMPOSIA; INVITATIONS TO ADDRESS SCIENTIFIC OR PROFESSIONAL ORGANIZATIONS; RECOGNITION BY PROFESSIONAL SOCIETIES OR EXTERNAL GROUPS; OR HONORS AND AWARDS.

THE FOLLOWING SECTIONS IN THE INE UNIT CRITERIA DESCRIBE ACTIVITIES RELEVANT TO ACCOMPLISHMENTS AT THE ASSISTANT, ASSOCIATE AND FULL PROFESSOR RANKS. THESE SECTIONS ATTEMPT TO ACCOUNT FOR THE BROAD CATEGORIES OF FOCUSED WORK THAT ENCOMPASS INE RESEARCH FACULTY EFFORTS.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

For promotion to associate professor, an assistant professor has to meet the criteria at the associate level. For promotion to full professor an associate professor has to meet the criteria for full professor. Criteria for associate and full professor include an assumption that criteria at the previous level(s) continue to be met. Listed examples are not meant to imply that all of those provided are equally meritorious.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence ***AS DEMONSTRATED BY FACULTY CONTRIBUTIONS, IMPACT AND STATURE AS DEFINED IN THE PREAMBLE*** from the following areas: 1) effectiveness in teaching ***WHEN INCLUDED IN THE WORKLOAD ASSIGNMENT*** 2) achievement in scholarly activity; and 3) effectiveness of service.

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

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

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

B. Criteria for Instruction

THIS SECTION DOES NOT APPLY TO BIPARTITE RESEARCH FACULTY WITH BIPARTITE WORKLOADS. FOR A BIPARTITE RESEARCH FACULTY WITH A BIPARTITE WORKLOAD, ANY TRAINING, EDUCATION AND WORKFORCE DEVELOPMENT ACTIVITIES ARE DESCRIBED UNDER THE CRITERIA FOR RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY. HOWEVER, BIPARTITE FACULTY MAY TEMPORARILY ACCEPT A TRIPARTITE FUNCTION, I.E. THE FACULTY IS FORMALLY TEACHING A CLASS, AND IF SO, A TRIPARTITE FUNCTION SHOULD BE CONSIDERED DURING PROMOTION REVIEW IF THE RESEARCH FACULTY MEMBER HAS AN ASSIGNED TEACHING WORKLOAD. THE TRIPARTITE EVALUATION SHOULD BE PART OF THE REVIEW IN THE SAME PROPORTION AS IT IS TO THE WHOLE WORKLOAD FOR THE ENTIRE REVIEW PERIOD.

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline ***AND AUDIENCE.*** Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Grants and contracts to fund research, development, creative works and consulting services

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art ***AND ENGINEERING WORK, SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS*** at galleries, ***CONFERENCES AND MUSEUMS,*** selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art ***AND ENGINEERING WORKS, SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS*** and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal

material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***INVENTION DISCLOSURES WITH SUBSTANTIAL DOCUMENTATION, PATENT APPLICATIONS AND AWARDS, AND TRANSFER OF DEVELOPED INTELLECTUAL PROPERTY (PATENTS, COPYRIGHTS, AND TRADE SECRETS) TO A COMMERCIAL ENTITY.***

n. INVITATION TO EDIT OR REFEREE ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS CAN BE TAKEN AS EVIDENCE OF OBTAINING STATURE FROM COLLEAGUES.

o. INVITATION TO PARTICIPATE IN THE DEVELOPMENT OF STANDARDS AND REGULATION BY NATIONALLY AND INTERNATIONALLY RECOGNIZED STANDARDIZATION BODIES AND REGULATORY ENTITIES, AS WELL AS THE CONSULTING ON THE DEVELOPMENT OF STANDARDS, REGULATIONS AND LEGISLATION.

p. TECHNICAL REPORTS PROVIDED TO AN EXPERT AUDIENCE OR PRIVATE ENTITY.

q. ACQUISITION, DOCUMENTATION AND TRANSFER TO THE PUBLIC DOMAIN OF SIGNIFICANT DATA SETS.

r. STRATEGIC PLANNING AND TECHNICAL AND SCIENTIFIC LEADERSHIP OF RESEARCH FACILITIES AND INFRASTRUCTURE TO DEVELOP NEW RESEARCH CAPABILITIES, DEVELOP RESEARCH PARTNERSHIPS, AND THE SUPPORT OF NON-TRADITIONAL BUSINESS VENTURES AND APPLIED RESEARCH AT THE UNIVERSITY, E.G. RECHARGE AND ENTERPRISE CENTERS.

s. SUCCESSFUL MENTORING/TEACHING OF INTERNS, UNDERGRADUATE AND GRADUATE STUDENTS INCLUDING BUT NOT LIMITED TO; FORMAL AND INFORMAL ADVISING, LABORATORY TRAINING, PARTICIPATION IN FIELD WORK, UNDERGRADUATE COMPLETION OF RESEARCH PROJECTS (E.G. URSA, CAPSTONE PROJECTS ETC.), STUDENT/INTERN PUBLICATIONS, CONFERENCE PAPERS, AND POSTERS STEMMING FROM PI/CO-PI RESEARCH, CURRICULUM DEVELOPMENT, GUEST LECTURES AND OTHER COURSE ACTIVITIES, STUDENT RECRUITMENT/RETENTION (INCLUDING FUNDING OPPORTUNITIES FOR GRADUATE AND UNDERGRADUATE STUDENTS).

SPECIFIC INE CRITERIA FOR <u>RESEARCH PERFORMANCE</u> BEFORE PROMOTION/ TENURE OR APPOINTMENT TO:

1. RESEARCH ASSISTANT PROFESSOR: EVIDENCE OF EXPERTISE, ABILITY AND INTENT TO ESTABLISH A SUSTAINED RESEARCH PROGRAM AT INE.

II. RESEARCH ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT TRANSLATE INTO FUNDED INDEPENDENT AND/OR COLLABORATIVE PROJECTS OR PUBLICATIONS. EXAMPLES FOR SUCH A RESEARCH PROGRAM MAY INCLUDE:

- *LEADERSHIP IN PREPARATION AND SUBMISSION OF RESEARCH PROPOSALS;*
- *ACQUISITION OF EXTERNAL RESEARCH FUNDING;*
- *PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS, OR EQUIVALENT, DEMONSTRATING SIGNIFICANT SCIENTIFIC CONTRIBUTIONS. IT IS IMPORTANT FOR THE FACULTY MEMBER TO CLEARLY DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS IN THE NARRATIVE.*
- *PRESENTATION OF RESEARCH RESULTS AT NATIONAL PROFESSIONAL MEETINGS;*
- *COMPLETION OF CONTRACT RESEARCH REPORTS;*
- *DEVELOPMENT OF INTELLECTUAL PROPERTY INTO PROTECTED FORMATS (PATENTS, INCLUDING PENDING PATENTS, COPYRIGHTS, AND TRADE SECRETS) AND COMMERCIALIZATION OF SUCH INTELLECTUAL PROPERTY THROUGH UNIVERSITY OR PRIVATE VENTURES;*
- *PROVISION OF GUIDANCE TO PROFESSIONAL ORGANIZATIONS, AND BRANCHES OF GOVERNMENT, E.G., BOARD OF ADVISORS, STANDARD COMMITTEES, CONSULTING ON IMPACTS OF LEGISLATIVE ACTION;*
- *INVITED PARTICIPATION IN PEER REVIEW ACTIVITIES;*
- *PUBLICATION OF RELEVANT DATA AND METADATA, CONTRIBUTION TO CYBER STRUCTURE, OR CONTRIBUTION TO PUBLICLY AVAILABLE COMPUTER MODELS;*
- *SUCCESSFUL MENTORING OF GRADUATE AND/OR UNDERGRADUATE STUDENT RESEARCH (WHICH CAN BE DEMONSTRATED FOR INSTANCE BY ONE OR MORE OF THE FOLLOWING: STUDENT PRESENTATIONS, PUBLICATIONS, AWARDS OR GRANT SUCCESS).*

THE PEER REVIEW PANEL SHOULD ENSURE THAT PUBLICATIONS AND MEETINGS ARE SPONSORED BY REPUTABLE ORGANIZATIONS. PAPERS IN PROCEEDINGS OF CONFERENCES KNOWN FOR RIGOROUS PEER-REVIEW AND DOCUMENTED LOW ACCEPTANCE RATES MAY BE CONSIDERED AS SUPPLEMENTAL PUBLICATIONS, WHERE APPLICABLE. PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR, AND THEIR CO-AUTHOR'S(S') ROLE AND CREATIVE CONTRIBUTIONS IN

MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE FACULTY ROLE AND CONTRIBUTIONS ALSO APPLIES TO COLLABORATIVE PROPOSALS.

III. RESEARCH PROFESSOR: MUST HAVE SUSTAINED A CONSISTENT, PRODUCTIVE, INDEPENDENT AND/OR COLLABORATIVE RESEARCH PROGRAM(S) SINCE ADVANCEMENT TO RESEARCH ASSOCIATE PROFESSOR. A RESEARCH PROGRAM SHOULD HAVE PRODUCED QUALITY RESEARCH PRODUCTS THAT MAKE SIGNIFICANT IMPACT TO THE FIELD AND TO HAVE EARNED THE FACULTY MEMBER NATIONAL AND/OR INTERNATIONAL STATURE IN THE AREA OF RESEARCH. THIS COULD BE DOCUMENTED THROUGH:

- *SERVICE IN A LEADERSHIP ROLE IN PROJECT AND PROGRAM EXECUTION, FOR EXAMPLE IN INTERNAL PROJECT TEAMS, COMPLEX MULTI-DISCIPLINARY AND/OR MULTI-AGENCY OR MULTI–INSTITUTION PROJECTS*
- *QUALITY PUBLICATIONS IN RIGOROUS PEER-REVIEWED JOURNAL ARTICLES, CONFERENCE PUBLICATIONS AND OTHER FORMS OF LITERATURE SUCH AS MONOGRAPHS, BOOKS, REVIEWS, AGENCY AND CUSTOMER REPORTS, MODELS, MAPS, AND NOVEL INTERPRETATIVE MATERIALS. FOR EXAMPLE, EVIDENCE OF QUALITY PUBLICATIONS MAY INCLUDE:*
  - *THE NUMBER OF CITATIONS PAST PUBLICATIONS HAVE RECEIVED*
  - *THE QUALITY OF THE JOURNALS SUCH AS THEIR "IMPACT FACTOR"*
  - *EXTERNAL REVIEWS STATING THE PAPERS MADE MAJOR CONTRIBUTIONS*
  - *INVITED TALKS AND BOOK CHAPTERS*
  - *PROFESSIONAL AWARDS*
- *SERVICE IN A LEADERSHIP ROLE IN PROJECT AND PROGRAM EXECUTION, FOR EXAMPLE IN INTERNAL PROJECT TEAMS, COMPLEX MULTI-DISCIPLINARY AND/OR MULTI-AGENCY OR MULTI–INSTITUTION PROJECTS*
- *IMPACTS MAY INCLUDE SETTING NEW RESEARCH DIRECTIONS, DEVELOPING NEW TECHNIQUES OR TOOLS TO BE USED BY OTHERS, INCREASING THE CAPACITY OR EFFICIENCY OF PROGRAMS OR ORGANIZATIONS TO PERFORM THEIR MISSION OR CONDUCT BUSINESS, AND INFLUENCING ORGANIZATIONAL POLICY OUTCOMES.*
- *THE FACULTY MEMBER SHOULD HAVE ATTAINED A NATIONAL AND/OR INTERNATIONAL REPUTATION WHICH MAY BE DEMONSTRATED BY:*
  - *A HIGH NUMBER OF PROFESSIONAL ARTICLE EXTERNAL CITATIONS;*
  - *PROFESSIONAL ACTIVITIES WITH EXTERNAL*

COLLABORATORS;

- *PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS;*
- *INVITATIONS TO ADDRESS SCIENTIFIC OR PROFESSIONAL ORGANIZATIONS;*
- *INVITATIONS TO WRITE SYNTHESIS PAPERS;*
- *REQUESTS TO ORGANIZE OR CHAIR COMMITTEES, WORKSHOPS, OR SYMPOSIA;*
- *RECOGNITION BY PROFESSIONAL SOCIETIES AND EXTERNAL GROUPS;*
- *HONORS AND AWARDS; OR*
- *DOCUMENTED OPINIONS OF OTHER ENGINEERS AND/OR SCIENTISTS IN THE FIELD.*

THE PEER REVIEW PANEL SHOULD ENSURE THAT PUBLICATIONS AND MEETINGS ARE SPONSORED BY REPUTABLE ORGANIZATIONS. PAPERS IN PROCEEDINGS OF CONFERENCES KNOWN FOR RIGOROUS PEER-REVIEW AND DOCUMENTED LOW ACCEPTANCE RATES MAY BE CONSIDERED AS SUPPLEMENTAL PUBLICATIONS, WHERE APPLICABLE. PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR, AND THEIR CO-AUTHOR'S(S') ROLE AND CREATIVE CONTRIBUTIONS IN MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE FACULTY ROLE AND CONTRIBUTIONS ALSO APPLIES TO COLLABORATIVE PROPOSALS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

EXPECTATIONS FOR THE SERVICE COMPONENT OF A BIPARTITE POSITION WITHIN INE WILL VARY BY INDIVIDUAL RESEARCH FACULTY AND WILL BE EXPLICITLY OUTLINED IN BIANNUAL WORKLOAD ASSIGNMENTS. IT IS NOT UNUSUAL THAT THE SERVICE COMPONENT IS 10% OR LESS OF THE BIANNUAL WORKLOAD.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership

competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. HOSTING EVENTS AT RESEARCH FACILITIES, E.G., TOURS, OPEN HOUSES ETC. INTENDED FOR PUBLIC OR PROFESSIONAL OUTREACH (MAY ALSO BE COUNTED AS UNIVERSITY OR PROFESSIONAL SERVICE DEPENDING ON THE AUDIENCE).

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school. ***WITHIN THE INE THIS MAY INCLUDE RESEARCH CENTER DIRECTOR.***

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY.***

j. Prizes and awards for excellence in university service.

k. ***SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.***

l. ***PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

g. SERVING AS A MENTOR/ADVISOR, COMMITTEE MEMBER OR EXTERNAL EXAMINER FOR STUDENTS AT OTHER INSTITUTIONS.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service

activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Creative Writing, housed in the English Department at the College of Liberal Arts.

Effective: Fall 2016

Rationale: There is a strong interest in creative writing among UAF's students. However, currently creative writing courses can only be used to satisfy (h) or (w) requirements, or as electives. This minor aims to satisfy student demand for creative writing to constitute a formal part of a degree program.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/4/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Overview:

Creative writing is already an .important and high-profile discipline in CLA: the English Department offers an MFA in Creative Writing (with 30 students currently enrolled), as well as a combined MFA/MA degree (creative writing/literature). The faculty expertise and program-strengthening structures necessary for the MFA will form a solid basis for the minor: the English Department already has the faculty needed to run the minor, hosts the Midnight Sun Visiting Writer Series (which brings high-profile writers to UAF to present their work, provide craft talks, and meet one-on-one with students to discuss their writing), and is home to two creative writing journals: the undergraduate journal, *Ice Box* and the graduate journal, *Permafrost*.

The minor in creative writing will build on an already necessary restructuring of the undergraduate creative writing curriculum. The proposed new curriculum replaces the current three introductory genre-specific courses (ENGL F271, F272, F273 that focus on fiction, poetry and nonfiction respectively) with a multi-genre introductory course, offering genre-specific courses in fiction, nonfiction and poetry at the 300-level, and offering the existing Topics in Creative Writing as a 400-level course. Such a restructuring makes for a more pedagogically sound curriculum, providing students a suite of courses that starts with the teaching of principles and skills applicable across the genres then progresses towards more advanced study at the 300- and 400-level.

Proposed Minor Requirements:

Complete the following:

Complete the following:

1. ENGL F270X Introduction to Creative Writing 3credits
2. Two of the following:
   - ENGL F375 W: Intermediate Creative Writing: Fiction (h) 3 credits
   - ENGL F376 W: Intermediate Creative Writing: Poetry (h) 3 credits
   - ENGL F377 W: Intermediate Creative Writing: Nonfiction (h) 3 credits
3. Two of the following:
   - ENGL F470 W: Topics in Creative Writing (h) 3 credits
   - ENGL F471 W: Undergraduate Writers' Workshop (h) 3 credits
   - ENGL F488 W: Dramatic Writing (h) 3 credits
4. Minimum credits required: 15 credits

Relationship to Purposes of the University:

Shaping Alaska's Future asserts that to preserve local traditions, UA should position itself as "a major center of culture and the arts in Alaska." By offering a minor in creative writing, UAF will be further aligning itself with this mission, providing a means to nurture artistic talent and foster Alaska's culture in Interior Alaska. Undergraduate students whose passion lies in artistic and cultural expression through writing will be more likely to attend UAF if creative writing is offered as a formal part of their degree; by addressing their interests and providing a formal means to explore them, UAF will be more likely to engage and retain these students. There is existing demand from students for creative writing to form a recognized part of their degree program. UAF already provides formal study of the arts at the undergraduate level in music, theatre and art. By formalizing creative writing, the arts programs offered at UAF overall will be strengthened.

The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

MOTION:

The UAF Faculty Senate moves to approve the memorandum titled *Strategic Pathways Implementation and Potential Impact* (attached), to be sent to UA President Jim Johnsen, Interim Chancellor Mike Powers, Provost Susan Henrichs and VCAS Kari Burrell.

EFFECTIVE: Immediately

RATIONALE: The members of the UAF Faculty Senate wish to collectively express their concerns regarding the implementation of Strategic Pathways planning, and offer constructive feedback in the spirit of shared governance.

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Debasmita Misra

President, UAF Faculty Senate

UNIVERSITY OF ALASKA FAIRBANKS
UAF FACULTY SENATE
312B Signers' Hall, University of Alaska Fairbanks, P.O. Box 757500, Fairbanks, AK 99775-7500 • (907) 474-7964 • Fax (907) 474-5213
www.uaf.edu/uafgov/faculty-senate/

MEMORANDUM

To: President Johnsen, Interim-Chancellor Powers, Provost Henrichs, and VCAS Burrell

From: UAF Faculty Senate Debasmita Misra

Approved: April 4, 2016

Re: Strategic Pathways Implementation and Potential Impact

We begin by thanking President Johnsen for requesting the Faculty Alliance and other governance groups on March 14 to develop criteria for evaluation of academic programs and administrative services for inclusion in Phase 1 of Strategic Pathways (SP). We have three broad recommendations for the overall implementation of SP that we believe will assist UA in preserving the academic excellence and service we provide to Alaska during these difficult times:

- That the changes in academic programing at each university be undertaken in a way that does not provide a temporary illusion of cost savings while significantly reducing the ability to generate revenue and that the core mission of the university system be protected.
- That SP and budget adjustments be coordinated across the university system so as not to result in decisions that contravene the ultimate goals of SP.
- That a pathway for reorganization of administrative services be included along with the SP process in order to ensure that all areas of the university system are strategically reorganized.

1. The senate understands that academic programs draw the bulk of cost for the university and are therefore the focus of SP in its current form. However, academic programs are also the core mission of the university and must be handled with care in any restructuring. It is still unclear if there will be significant cost savings through the reorganization of academic programs using SP and it could be anticipated that such reorganization may impact revenue generation and potentially quality of our offerings. **The UAF faculty senate strongly supports the feedback of the Planning and Budget Committee of UAF to you on March 14, 2016, on the SP concept**. In particular, we agree that any changes must be made with the following questions in mind:
   - *Will a particular implementation of Strategic Pathways help UA to educate Alaskans at a reduced cost?*
   - *Will a particular implementation of Strategic Pathways improve Alaska's college enrollment, retention, and graduation rates?*

- *Will a particular implementation of Strategic Pathways improve the ability of students to transfer among UA institutions?*

2. The senate feels that there are still significant unclear aspects of SP, its implementation schedule, and its potential impact. Currently, UAF is struggling with state appropriated budget cuts and strategy to balance the budget for FY 17. However, such planning is being done without the broad consideration of potential alignment to SP concepts. **Each campus is planning independently to meet the gap, without considering how SP is going to shift costs across the UA system**. This is particularly troublesome, because each university will make adjustments that are deeper than a shared planning of cost adjustments within the SP purview. Hence, programs might be cut inadvertently, which could have survived and been strengthened.

3. Finally, the senate feels strongly that there is a significant lack of information or direction on how SP will address reorganization of Administrative Services at UAF and across the UA system in the context of budgetary planning and future directions. It is evident that vacant faculty positions are not being filled at this point while many senior administrative positions are being actively searched for filling. Do these positions contribute critically to the core mission of the university? Or, could the university be equally effective without those positions being filled, focusing instead on serving and strengthening the core mission of academic excellence and job training? For research to remain viable, or even grow as a revenue source, administrative positions related to proposal writing and contracting are important to preserve and align closely with the needs of researchers. **It may be prudent to develop a "concept" similar to SP where administrative services (major blocks or units) be strategically reorganized using the same principles of focus, access, scope, excellency, and consistency put forth by SP for academic programs**. Such concept and implementation, in parallel with academic program reorganization may have a positive impact on the implementation of SP and reduction of adverse impact on each university within the UA system.

Thank you very much for your attention and consideration. We appreciate all your diligence in protecting the interest of UAF during these difficult times.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

MOTION:

The Faculty Senate moves to limit each program designator (e.g. ANS, ECON) in the list of general education requirements for the baccalaureate degree to no more than five (5) total courses in humanities, arts, and social sciences.

EFFECTIVE: Fall 2016

RATIONALE: Placing this modest limit on the number of courses per program per list will:

- Allow the GER to be regularly and systematically assessed without frequent changes in course offerings
- Provide a list of courses to students from which to choose that realistically reflects available courses
- Ensure that courses on each list are carefully considered and designed to meet GER specifications

The Faculty Senate adopted a resolution at its May 7, 2015 meeting calling for the adoption of a classification list system that will meet general education requirements in arts, humanities, and social sciences.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/14/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

RESOLUTION:

WHEREAS the UA charges different leave and benefit rates to the units for overload teaching assignments for full-time faculty members than for teaching assignments for adjunct faculty and staff members. The benefit rate charged for overload teaching assignments for full-time faculty members is considerably higher than for teaching assignments for adjunct faculty and exempt staff, leading to the denial of overload contracts for full time faculty due to significantly higher cost; and

WHEREAS the UA currently charges the units combined leave and benefit rates of
UNAC 46.3% ((salary × 13.7% leave) × 28.7% benefits)
UAFT 45.5% ((salary × 12.7% leave) × 29.1% benefits)
for teaching overload contracts for full-time faculty members; and

WHEREAS the full-time faculty member does not receive any additional benefits or leave except for incremental retirement contributions outside their main contract; and

WHEREAS the effective leave and benefit rate charged to units for teaching assignments for adjunct faculty and exempt staff members is 10.70%; and

WHEREAS as a result, overload contract for full time faculty members are charged an additional 35.6% UNAC, 34.8% UAFT in leave and benefits, substantially inflating the cost of these contract to the units. Because of the higher cost, some units regularly and categorically deny overload contracts to full-time faculty members; and

WHEREAS the question arises whether an overload teaching contract for full time faculty members truly generates leave and benefits cost of 35.6% UNAC, 34.8% UAFT warranting the charges to the units; now

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate requests the UA Statewide to set overload teaching contract leave and benefit rates for full-time faculty members in line with the teaching contract leave and benefit rates for adjunct faculty and exempt staff.

Debasmita Misra

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #213 on March 7, 2016:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the BA and Minor in Russian Studies.

EFFECTIVE: Fall 2016

RATIONALE: Following the 2012-2013 program review process, the Chancellor's Cabinet found enrollments and student credit hours had not increased and recommended the program be discontinued.

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Debasmita Misoe
President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/10/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Background and Information:

Russian is part of the Department of Foreign Languages and Literatures. There are five languages taught in the department: French, German, Japanese, Russian, and Spanish. The BA in Japanese Studies and the BA in Russian Studies have been separate majors, which incorporate courses from other departments. French, German, and Spanish are majors within the BA in Foreign Languages (or students have the option of focusing on more than one language). With the deletion of the separate Russian Studies major, the Russian language, culture, and literature courses will still be offered and students will be able to major in Russian through the BA in Foreign Languages. There will be some reduction in demand for the elective courses taught in other departments that were required for the Russian Studies degree (Anthropology, Business, Economics, Geography, and History), though the number of Russian Studies majors is so low that the impact will be minimal.

Over the past ten years, enrollments have remained consistently low, from a high of 8 enrolled majors in 2009 to a low of 3 enrolled majors in 2012. The number of graduates has declined from 6 in 2006 to 0 in 2015, with a total of 4 graduates over the past 5 years. During the 2010-2011 Program Review cycle, the program was continued, but the committee stated:

> Upper division SCH for this program have averaged only 64/year for the past five years, albeit with a lot of variation. If five courses a year are offered, there would be an average of four students enrolled in each one. This is only a rough estimate but if there are only 10 majors, which would likewise suggest upper division enrollments of five or less. While in the present relatively favorable budget environment UAF can afford to continue this program, which could change if state financial support decreases. FORL faculty should consider whether there is potential for increasing enrollments, or whether Russian might become an option within the broad FORL BA, reducing the number of courses that need to be taught. Enrollment will be reassessed in two years, and if it falls further, continuation of the program may not be possible.

Following the 2013 Program Review, Chancellor's Cabinet found that enrollments and student credit hours had not increased, and that the degree needed to be folded into the larger and more flexible Foreign Languages BA degree. There is insufficient demand for the stand-alone Russian Studies degree. One of the two full-time faculty members has announced her retirement effective May 2016. The remaining full-time instructor will be able to teach most of the remaining courses with an occasional adjunct. Currently enrolled students will be able to complete their degrees without disruption.

Copy of Format 4 Form attached.

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64 - UPDC

FORMAT 4

Submit originals and one copy and electronic copy to **UAF Governance / Faculty Senate Office (email electronic copy to UAF-Faculty-Senate-Office@alaska.edu)**

DELETION OF PROGRAM REQUEST
(UA Regulation 10.04.02)

(Please number the pages and include a table of contents if the request is lengthy.)

I. Cover Memorandum should include:

A. Name of person preparing request: Alexandra Fitts, Vice Provost

B. Reasons for requesting deletion of program: Deletion of the Russian Studies program was recommended as a result of the 2012-2013 Program Review cycle.

C. Relation of program to other programs in the local unit and system: Russian is part of the Department of Foreign Languages and Literatures. There are five languages taught in the department: French, German, Japanese, Russian, and Spanish. Japanese Studies and Russian Studies have been separate majors, which incorporate courses from other departments. French, German, and Spanish are majors within the BA in Foreign Languages (or students have the option of focusing on more than one language). Russian courses will still be offered and students will be able to major in Russian through the BA in Foreign Languages. There will be some reduction in demand for the elective courses taught in other departments (Anthropology, Business, Economics, Geography, and History), though the number of Russian Studies majors is so low that the impact will be minimal.

D. Summarize effects on personnel directly involved with the program: The tenure-track faculty member in Russian has announced her retirement in May 2016. There will be one full-time instructor in Russian remaining. If no new tenure-track faculty member is hired, some courses will need to be taught by adjunct instructors.

E. Summarize effects deletion of program will have on budget of department: One faculty member in the Foreign Languages and Literature department has recently resigned. We do not have plans to fill that position, which was dedicated to teaching Russian 50% of the time. This immediately impacts the department budget for FY16.

Reduction of 0.5 F9 Faculty FTE @ $65,053 annually = $32,526 salary + $9,335 staff benefits.
Total: $41,861

TOTAL PERSONNEL REDUCTIONS: $41,861

The final offerings for the Russian language courses will also directly affect the budgetary impact of this change, as our enrollment in the offered courses may well decrease, which will result in a loss of tuition revenue for the department that cannot really be calculated at this time.

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F. Provide information on current student enrollment in program or courses:

FALL TERM	DEGREE	MAJOR	ENROLLED
2015	BA	RUST – Russian Studies	5
2014	BA	RUST – Russian Studies	6
2013	BA	RUST – Russian Studies	4
2012	BA	RUST – Russian Studies	3
2011	BA	RUST – Russian Studies	7
2010	BA	RUST – Russian Studies	5
2009	BA	RUST – Russian Studies	8
2008	BA	RUST – Russian Studies	4
2007	BA	RUST – Russian Studies	4
2006	BA	RUST – Russian Studies	7

**from SGR2MJR reports*

II. Background Information

A copy of the original instructional program request, if available, or equivalent information should be submitted.

In Process

If no formal presentation of program approval was made, the following information should be submitted:

1. **Identification of Program: Should include a brief description of the program and its goals:** There is no record of the initial approval of the Russian Studies program. The current catalog information for the degree follows.

Russian Studies

College of Liberal Arts
Department of Foreign Languages and Literatures
907-474-7396
www.uaf.edu/language/

B.A. Degree; Minor

Downloadable PDF

Minimum Requirements for Degree: 120 credits

Students majoring in Russian studies are encouraged to spend one or two semesters on an exchange program in Russia.

Major -- B.A. Degree

1. Complete the general university requirements.
2. Complete the B.A. degree requirements.
3. Complete the following:*

RUSS F201--Intermediate Russian I--4 credits

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RUSS F202--Intermediate Russian II--4 credits
RUSS F301W,O--Advanced Russian--3 credits
RUSS F302W,O--Advanced Russian--3 credits
RUSS F432--Studies of Russian Literature--3 credits
4. Complete two of the following Russian studies core requirements:*
RUSS F431--Studies in Russian Culture--3 credits
RUSS F482--Selected Topics in Russian Literature--3 credits
RUSS F484--Russian and Soviet Cinema--3 credits
5. Complete 9 credits from the following Russian studies electives:*
ANTH F302--Ethnography of Siberia--3 credits
BA F460O--International Business--3 credits
ECON F463W--International Economics--3 credits
GEOG F306--Geography of Russia--3 credits
HIST F315--Europe: 1900-1945--3 credits
HIST F461--History of Alaska--3 credits
HIST F463--Imperial Russia, 1700-1917--3 credits
HIST F464--Soviet and Post-Soviet Russia--3 credits
PS F468W--Government and Politics of Russia--3 credits
6. Minimum credits required--120 credits

* Students must earn a C- grade or better in each course.

Note: Electives must include at least 12 upper-division credits. BA F460 and ECON F463 are recommended for students who are planning to minor in business administration. Please contact the business administration department for prerequisites.

In Process

Minor

1. Complete 15 credits from the Russian studies core or an advisor-approved combination from the Russian studies core and Russian studies electives.
2. Minimum credits required--15 credits

2. **Enrollment Information: Past and present enrollment statistics should be included:** Enrollments for the past 10 years are presented above. The number of graduates has been very small, totaling 4 in the past 5 years.

YEAR	DEGREE	MAJOR	# GRADUATES
2015	BA	RUST – Russian Studies	0
2014	BA	RUST – Russian Studies	1
2013	BA	RUST – Russian Studies	0
2012	BA	RUST – Russian Studies	1
2011	BA	RUST – Russian Studies	2
2010	BA	RUST – Russian Studies	2
2009	BA	RUST – Russian Studies	1
2008	BA	RUST – Russian Studies	2
2007	BA	RUST – Russian Studies	2
2006	BA	RUST – Russian Studies	6

**from SHR9OMM reports*

3. **Resource Requirements of Program:** The loss of faculty will be the largest impact on the department, including vacating an office within the department's suite, but there will be no significant impacts on the current support service costs or facilities provided by the

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Foreign Languages and Literature department. See E. above for personnel costs associated with this action.

III. Approval Signature Blocks provided for:

Foreign Languages Department Head: Josef Glowa

DocuSigned by: Josef Glowa 7BDDC22F38C844E... February 9, 2016

Curriculum Council Chair: Rob Duke

DocuSigned by: Rob Duke 6ECFF8F424F74E3... February 9, 2016

College of Liberal Arts Dean: Todd Sherman

DocuSigned by: 1F4ED85662E9487... February 9, 2016

President, UAF Faculty Senate: Debasmita Misra

Debasmita Misra

UAF Chancellor Michael Powers

In Process

UA President Jim Johnsen

UA Board of Regents

IV. Provide an executive summary of about one page for inclusion in the Board of Regents committee agenda.

Russian is part of the Department of Foreign Languages and Literatures. There are five languages taught in the department: French, German, Japanese, Russian, and Spanish. The BA in Japanese Studies and the BA in Russian Studies have been separate majors, which incorporate courses from other departments. French, German, and Spanish are majors within the BA in Foreign Languages (or students have the option of focusing on more than one language). With the deletion of the separate Russian Studies major, the Russian language, culture, and literature courses will still be offered and students will be able to major in Russian through the BA in Foreign Languages. There will be some reduction in demand for the elective courses taught in other departments that were required for the Russian Studies degree (Anthropology, Business, Economics, Geography, and History), though the number of Russian Studies majors is so low that the impact will be minimal.

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Over the past ten years, enrollments have remained consistently low, from a high of 8 enrolled majors in 2009 to a low of 3 enrolled majors in 2012. The number of graduates has declined from 6 in 2006 to 0 in 2015, with a total of 4 graduates over the past 5 years. During the 2010-2011 Program Review cycle, the program was continued, but the committee stated:

> Upper division SCH for this program have averaged only 64/year for the past five years, albeit with a lot of variation. If five courses a year are offered, there would be an average of four students enrolled in each one. This is only a rough estimate but if there are only 10 majors, which would likewise suggest upper division enrollments of five or less. While in the present relatively favorable budget environment UAF can afford to continue this program, which could change if state financial support decreases. FORL faculty should consider whether there is potential for increasing enrollments, or whether Russian might become an option within the broad FORL BA, reducing the number of courses that need to be taught. Enrollment will be reassessed in two years, and if it falls further, continuation of the program may not be possible.

Following the 2013 Program Review, Chancellor's Cabinet found that enrollments and student credit hours had not increased, and that the degree needed to be folded into the larger and more flexible Foreign Languages BA degree. There is insufficient demand for the stand-alone Russian Studies degree. One of two full-time faculty members has announced her retirement effective May 2016. The remaining full-time instructor will be able to teach most of the remaining courses with an occasional adjunct. Currently enrolled students will be able to complete their degrees without disruption.

The UAF Faculty Senate passed the following at Meeting #213 on March 7, 2016:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Geophysical Institute.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Geophysical Institute. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/28/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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April 28, 2016

UAF Regulations for the Appointment and Evaluations of Faculty And Geophysical Institute (GI) Unit Criteria, Standards, and Indices

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE GEOPHYSICAL INSTITUTE (GI) DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment.

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

B. Academic Titles.

Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline.

C. Process for Appointment of Faculty with Academic Rank.

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

D. Process for Appointment of Faculty with Special Academic Rank.

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

E. Following the selection process.

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

F. Letter of Appointment.

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

This letter of appointment establishes the nature of the position and, while the percentage

of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III.

Periodic Evaluation of Faculty

THOSE FACULTY OF THE GEOPHYSICAL INSTITUTE WHO HOLD A TENURE-TRACK JOINT APPOINTMENT WITH A UAF COLLEGE OR SCHOOL ARE EVALUATED UNDER THE UNIT CRITERIA OF THE RESPECTIVE COLLEGE OR SCHOOL.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

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

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

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

BIPARTITE FACULTY MEMBERS AT THE GEOPHYSICAL INSTITUTE PREDOMINANTLY FILL POSITIONS PERFORMING IN THE RESEARCH AND SERVICE COMPONENTS OF THE UNIVERSITY'S MISSION, BUT MAY HAVE A TEACHING COMPONENT.

SPECIFIC SCIENCES CRITERIA FOR TEACHING PERFORMANCE:

BIPARTITE FACULTY WHO ENGAGE IN TEACHING AS AN OVERLOAD SHOULD NOT BE REQUIRED TO DO SO AS A CONDITION FOR EVALUATION OR PROMOTION. EVALUATIONS MUST BE CONSISTENT WITH AN

INDIVIDUAL FACULTY MEMBER'S WORKLOAD AGREEMENT. IF A RESEARCH FACULTY MEMBER HAS AN ASSIGNED TEACHING COMPONENT AS PART OF THEIR WORKLOAD, TEACHING SHOULD BE PART OF THE EVALUATION IN THE SAME PROPORTION AS IT IS TO THEIR WHOLE WORKLOAD FOR THE ENTIRE REVIEW PERIOD.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. ***WHEN EVALUATING THE QUALITY OF THE TEACHING, CONSIDERATION SHOULD BE GIVEN TO THE NATURE OF THE COURSE.*** Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

h. DEMONSTRATE EFFECTIVE MENTORING OF UNDERGRADUATE AND/OR GRADUATE STUDENTS.

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

SPECIFIC CRITERIA FOR TEACHING PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY AND CURRENT TEACHING PROGRAM. STUDENT EVALUATIONS AND SUMMARY STATISTICS SHOULD SHOW THAT THE MAJORITY OF STUDENTS RATE COURSES FAVORABLY, AND, IF NOT, THERE SHOULD BE A DEFINITE UPWARD TREND SHOWING IMPROVEMENT OVER TIME. COURSE MATERIALS SUCH AS SYLLABI, EXAMS, PROJECTS AND HOMEWORK SHOULD REFLECT THE COURSE DESCRIPTION AND BE CONTEMPORARY. THE FACULTY MAY PROVIDE EVIDENCE FOR ACTIVE SUPPORT OF STUDENT RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL.**

- **ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE TEACHING MATERIAL IS CONTEMPORARY AND RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE, BUT IS NOT LIMITED TO, COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, VERSATILITY IN INSTRUCTIONAL ASSIGNMENTS, EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS, OR HIGH QUALITY STUDENT OR OTHER TEACHING**

EVALUATIONS (E.G. PEER-EVALUATION). THE RECORD MAY ALSO SHOW ACTIVE AND SUCCESSFUL MENTORSHIP IN RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL. SUCH MENTORSHIP CAN INCLUDE MEMBERSHIP ON GRADUATE ADVISORY COMMITTEES.

- **PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE MAJOR IMPROVEMENTS IN COURSE AND CURRICULUM OFFERINGS, SECURING FUNDS TO ENHANCE INSTRUCTIONAL AND/OR LABORATORY SETTINGS, LEADERSHIP IN DEPARTMENTAL LEVEL CURRICULUM CORE REVISIONS, STUDENT LEARNING OUTCOME ASSESSMENTS, STUDENT ADVISING, AND MENTORING OF GRADUATE STUDENTS TO THE COMPLETION OF THEIR DEGREE. THE FACULTY MUST SHOW A CONSISTENT RECORD OF HIGH-QUALITY TEACHING.**

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and

publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, ***SUPPORT RESEARCH AND/OR CONTRIBUTE TO THE SUPPORT AND DEVELOPMENT OF RESEARCH PARTNERSHIPS AND RESEARCH FACILITIES, COLLABORATIONS AND CAMPAIGNS,*** these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving ***RESEARCH*** *problems, such as computer programs, and systems for the processing of data,* ***SAMPLE PREPARATION,*** genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***MENTORING STUDENTS IN RESEARCH AND LABORATORY TECHNIQUES.***

n. ***CONDUCTING EXPERIMENTS AND PRODUCING SCIENTIFIC DATA USED IN SCHOLARLY PUBLICATIONS.***

SPECIFIC CRITERIA FOR RESEARCH PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION, NORMALLY A SUB-DISCIPLINE OF THE NATURAL SCIENCES (WITH THE OPTION OF RESEARCH IN SCIENCE EDUCATION). THIS SHOULD INCLUDE SEVERAL OF THE FOLLOWING:**
  - **PEER-REVIEWED PUBLICATIONS FROM RESEARCH PERFORMED AT LEAST IN PART DURING THEIR CURRENT APPOINTMENT**
  - **PROPOSALS THAT WERE EITHER FUNDED OR RECEIVED FAVORABLE REVIEWS.**
  - **RECRUITING GRADUATE AND/OR UNDERGRADUATE RESEARCH STUDENTS**
  - **ACQUIRING DATA THAT PROMISES TO RESULT IN PUBLICATIONS**
  - **ESTABLISHING A PROFESSIONAL REPUTATION THAT DEMONSTRATES VISIBILITY IN THE SCIENTIFIC COMMUNITY**
  - **PRESENTATIONS SUCH AS TALKS OR POSTER PRESENTATIONS AT SCIENTIFIC MEETINGS**

- **ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT TRANSLATE INTO PROJECTS THAT MAY INVOLVE POST-DOCTORAL FELLOWS, GRADUATE AND UNDERGRADUATE STUDENTS. EXAMPLES FOR SUCH A SUCCESSFUL RESEARCH PROGRAM MAY INCLUDE:**
  - **PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS, OR EQUIVALENT, DEMONSTRATING SIGNIFICANT SCIENTIFIC CONTRIBUTIONS. IT IS IMPORTANT FOR THE FACULTY MEMBER TO CLEARLY DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS IN THE NARRATIVE.**
  - **PUBLICATION OF DISCIPLINE-RELEVANT DATA AND METADATA, CONTRIBUTION TO CYBER INFRASTRUCTURE, OR CONTRIBUTING TO PUBLICLY AVAILABLE COMPUTER MODELS**
  - **PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS**
  - **LEADERSHIP IN PREPARATION AND SUBMISSION OF RESEARCH PROPOSALS**
  - **ACQUISITION OF EXTERNAL RESEARCH FUNDING**

- **HAVING DEMONSTRATED SUCCESSFUL MENTORING OF GRADUATE AND/OR UNDERGRADUATE STUDENTS IN THE FACULTY'S FIELD OF EXPERTISE WHICH CAN BE DEMONSTRATED FOR INSTANCE BY GRADUATING THE STUDENT, STUDENT PRESENTATIONS AND PUBLICATIONS, STUDENT AWARDS OR GRANT SUCCESS, PROFESSIONAL PLACEMENT OF STUDENTS AFTER GRADUATION.**

➢ **PROFESSOR: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT QUALITY AND QUANTITY OF PUBLICATIONS TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM. THERE COULD BE A RECORD OF STUDENT INVOLVEMENT INCLUDING SUCCESSFUL MENTORING OF GRADUATE AND/OR UNDERGRADUATE STUDENTS. IT IS EXPECTED THAT THE FACULTY MEMBER SHOULD HAVE ATTAINED AN INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS AND BY CITATIONS OF PUBLICATIONS OR DOCUMENTED OPINIONS OF OTHER SCIENTISTS IN THE FIELD). EVIDENCE OF QUALITY PUBLICATIONS MAY INCLUDE DATA CONCERNING:**
  - **EXTERNAL REVIEWS STATING THE PAPERS MADE MAJOR CONTRIBUTIONS**
  - **INVITED TALKS AND BOOK CHAPTERS**
  - **PROFESSIONAL AWARDS**

WITHIN MANY DISCIPLINES IT IS COMMON FOR THE PRIMARY AUTHOR TO BE LISTED LAST (OFTEN AS THE CORRESPONDING AUTHOR); IT IS ALSO CONSIDERED FAVORABLE FOR STUDENTS TO BE INCLUDED AS COAUTHORS OR FIRST AUTHORS. THEREFORE IN EVALUATING RESEARCH PERFORMANCE IN PUBLICATION THE NUMBER OF FIRST OR SOLE AUTHORSHIPS SHOULD NOT BE GIVEN ADDITIONAL WEIGHT. FURTHERMORE IT IS ESSENTIAL THAT THE FACULTY MEMBER CLARIFIES IN THEIR NARRATIVE THEIR ROLE AND RESEARCH/CREATIVE/SCHOLARLY CONTRIBUTIONS IN ALL COLLABORATIVE EFFORTS, INCLUDING MULTI-AUTHORED PUBLICATIONS.

D. Criteria for Public and University Service AND PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial

obligation for the internal functioning of the institution; such service is identified as "university service."

1. **Public Service**
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting.

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

   i. Training and facilitating.

   j. Radio and TV program ***CONTRIBUTIONS, INCLUDING INTERVIEWS,*** newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

   l. ***PROVIDING TOURS OF RESEARCH FACILITIES TO THE GENERAL PUBLIC (MAY ALSO BE COUNTED AS UNIVERSITY OR PROFESSIONAL SERVICE DEPENDING ON THE AUDIENCE).***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, ***RESEARCH GROUP***, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***INCLUDING SERVING AS NEW FACULTY MENTORS.***

j. Prizes and awards for excellence in university service.

k. ***SERVING ON COMMITTEES THAT REPRESENT THE UNIVERSITY AT OTHER PROFESSIONAL INSTITUTIONS.***

l. ***MANAGEMENT AND DIRECTION OF RESEARCH FACILITIES AND INFRASTRUCTURE THAT MAY INCLUDE DEVELOPMENT OF RESEARCH PARTNERSHIPS, RESEARCH EXPEDITIONS AND RESEARCH AND CAMPAIGNS AND MAINTAINING SCIENTIFIC EQUIPMENT.***

m. ***CURATING SAMPLES AND DATA AND/OR THE MANAGEMENT AND DEVELOPMENT OF FORMALLY RECOGNIZED UNIVERSITY COLLECTIONS THAT SERVE AS RESEARCH RESOURCES FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL AND INTERNATIONAL LEVELS.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

g. ***SERVING AS A MENTOR/ADVISOR, COMMITTEE MEMBER OR EXTERNAL EXAMINER FOR STUDENTS AT OTHER INSTITUTIONS.***

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

MEASURES OF EFFECTIVENESS OF SERVICE PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

- **ACCOMPLISHMENTS OF THE EFFORT OF ORGANIZATION TO WHICH SERVICE WAS PROVIDED.**
- **OFFICIAL RECOGNITION OF QUALITY OF SERVICE (E.G., AWARDS, LETTERS OF RECOMMENDATION).**
- **OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.**

SPECIFIC CRITERIA FOR SERVICE PERFORMANCE:

- **ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA.**
- **ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTION TO RESEARCH GROUP AND/OR UNIVERSITY MATTERS,**

EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.

- **<u>PROFESSOR:</u> EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS MANDATORY. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF RESEARCH GROUP L AND/OR UNIVERSITY PROGRAMS ARE EXPECTED, INCLUDING SERVICE TO THE GENERAL PUBLIC AND/OR ALASKAN TEACHERS.**

The UAF Faculty Senate passed the following at Meeting #212 on February 8, 2016 (with one clarification to the note in the requirements):

MOTION:

The UAF Faculty Senate moves to approve a new minor in Art History, housed in the CLA Art Department.

Effective: Fall 2016

Rationale: The Art History minor is proposed out of student interest. All the courses exist and are being taught. Increased enrollment in the courses would likely result. See the program proposal #52-UNP on file in the Governance Office, 312B Signers' Hall.

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Debasmita Mitra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/22/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Overview:

The Art History minor prepares students to critically analyze and interpret our artistic heritage. Students will receive an overview of the history of art through our World History of Art classes and then delve more specifically into different areas in upper division classes. Currently art history classes are required for the art major and minor but there is no opportunity for students to specialize in the academic study of art. This minor is being created due to student interest.

The classes already exist and are being taught. No additional costs will be incurred by adding this minor.

Proposed Minor Requirements:

Art History Minor: (minimum 15 credits)*

1. Complete the following:
   ART F261- History of World Art - 3 credits
   ART F262 - History of World Art - 3 cred its

2. Complete two of the following:
   ART F363W - History of Modern Art - 3 credits
   ART F364W - I talian Renaissance Art - 3 credits
   ART F365W - Native Art of Alaska -3 credits

3. Complete the following:
   ART F463 - Seminar in Art History - 3 credits (repeatable as long as it is not the same topic)
   - These seminars are currently rotating through European Avant-Garde, Contemporary Art, History of Photography and History of Graphic Design

   * Student must earn a C grade or better in each course

   Note: A minor in art history is currently ***only*** available for non-art majors.

Relationship to Purposes of the University:

This minor is being created due to student interest. Currently there are several students working on Interdisciplinary Degrees that include Art History as one of the components. They, and others, have expressed dismay that there is no way to receive a formal major or minor in Art History. This minor would also have the secondary benefit of increasing enrollment in the Art Department.

The UAF Faculty Senate passed the following at Meeting #212 on February 8, 2016:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Computer Information Technology Specialist, housed in the Information Technology Specialist Department at UAF-CTC.

Effective: Fall 2016

Rationale: The new minor will enhance student skills for the workplace. All the courses are currently taught, and interest could be increased in the certificate and associates programs, as well. See the program proposal #40-UNP on file in the Governance Office, 312B Signers' Hall.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/22/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Overview:

The Computer Information Technology Specialist Minor teaches students foundation-level support skills required in small to medium organization settings. In the world of technology ITS knowledge is useful for any profession. The courses proposed set the foundation for all information technology specialist needs. Students can continue on to earn a certificate or an associates in ITS. The courses are currently being taught for the certificate and associates programs.

Proposed Minor Requirements:

Minor

1. Complete the following:

CITS 204 Introduction to Network Support and Administration	3 credits
CITS 212 Server Operating Systems	3 credits
CITS 261 Computer and Information Security	3 credits

Complete two CITS Elective Courses

2. Minimum credits required 15 credits

Relationship to Purposes of the University:

A minor in Computer Information Technology allows students from all disciplines to increase their employability from the knowledge gained by these courses. IT personnel are highly sought in all industries and fields of study. Adding a CITS minor will also help to increase student enrollment in the ITS program.

The UAF Faculty Senate passed the following at Meeting #212 on February 8, 2016:

MOTION:

The UAF Faculty Senate moves to approve a new Master's of Arts Program in Marine Science, housed in the School of Fisheries and Ocean Sciences, Graduate Program in Marine Sciences and Limnology.

Effective: Fall 2016 upon all required approvals.

Rationale: Globally and locally, the ocean is changing, and harvest and development, such as oil and gas, are both increasing. There is increasing demand for trained scientists at various education levels, including professionals who have broad training at a graduate level, but who do not need in-depth research experience. While there are a variety of ocean-related degrees offered in Alaska and across the nation, currently no M.A. in any marine science field is offered at any institution in Alaska. The M.A. will complement existing degree programs by providing secondary education for professionals such as teachers, agency and industry employees. A Master of Arts in Marine Science would fill a niche for students who want an advanced degree understanding of marine sciences to promptly join the workforce, but do not have career goals that require undertaking original scientific research, as is done when completing M.S.-level thesis research. Recently, the interest in an MA degree in Marine Science has risen, and currently the only option for students is to receive a Master of Arts in a Marine Science-related topic through Interdisciplinary Studies. Letters of support from potential employers attest that students with an M.A. in Marine Science are in demand in Alaska now. The proposed M.A. in Marine Science will be offered by existing faculty currently involved in the Master of Science programs in Marine Biology and Oceanography, with the three curricula sharing many courses. Thus, this program will increase enrollment in existing courses and enhance revenue without increased costs, and will meet employment needs in the state of Alaska.

See the program proposal #11-GNP on file in the Governance Office, 312B Signers' Hall.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/22/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Brief Statement of Program:

We envision a new graduate degree within SFOS/GPMSL, a M.A. in Marine Science. This degree will be offered by existing faculty currently involved in the Master of Science programs in Marine Biology and Oceanography, with the three curricula sharing many courses. The M.A. will differ from the two existing M.S. degrees in that it will require a larger number of elective courses to allow students to focus on coursework that is in line with their interests, while at the same time provide students with knowledge in a broad range of subject matters. The M.A. degree will place less emphasis on attaining in-depth knowledge of the scientific process through independent research; rather, students will select either a smaller project or a comprehensive literature review instead of completing a research thesis. Producing M.S. theses requires a significant investment of time and financial support. In GPMSL, most M.S. students receive stipends and tuition waivers that allow them to work full-time on their degrees. These are funded through their advisor's external grants or through competitive fellowships. In many cases, research projects are very time consuming, and additional time spent seeking funding for research expenses can also prolong the time to completion of the degree. In the last 25+ years, GPMSL M.S. programs in Marine Biology and Oceanography have graduated 125 students. Of these students, only 7% graduated in two years or less, with 39% graduating in three years or less. However, many students have taken longer to graduate, with 17% of these 125 graduates taking over five years to complete their degrees. A Master of Arts in Marine Science would fill a niche for students who want an advanced degree understanding of marine sciences to promptly join the workforce, but do not have career goals that require undertaking original scientific research as is done when completing M.S.-level thesis research. Recently, the interest in an MA degree in Marine Science has risen, and currently the only option for students is to receive a Master of Arts in a Marine Science related topic through the Interdisciplinary Studies Department. Offering a Master of Arts in Marine Science through GPMSL would provide a focused option for students who are not interested in a more general Interdisciplinary Studies degree.

This M.A. degree program is intended for college graduates and working professionals to pursue further study in marine sciences. The program will provide broadened and scholarly perspectives in the broad fields of marine biology and oceanography, sustainable use of ocean resources, and related societal impacts. This degree is designed to be relevant to those pursuing careers in a broad range of sectors, including (but not limited to) teaching, government policy, and industry.

Objectives:
The objective of this proposed Master of Arts in Marine Science degree program is to provide students with the knowledge base to be highly competitive in obtaining positions or advancing their careers in state and federal management agencies and /or related industries in Alaska and elsewhere. In meeting this need, the University of Alaska Fairbanks will become the University of Choice for educating today's marine science experts. As one of the premier Arctic Ocean sciences programs in the nation, the UAF School of Fisheries and Ocean Sciences Graduate Program in Marine Science and Limnology will educate the professionals who will work to oversee the sustainability of Alaska's healthy oceans in the face of changing climate and increased human impact. This proposed degree program will increase student recruitment and retention at UAF. It will also support the many agencies and industries with an interest in the health and sustainability of our ocean.

Career Opportunities:
Graduates who complete the Master of Arts in Marine Science degree would be competitive for a wide variety of agency, industry, and private sector positions, particularly within the State of Alaska. For example, graduates would be qualified for entry-level positions in government agencies such as the U.S. Fish and Wildlife Service, U.S. Geological Survey, National Ocean and Atmospheric Administration,

Bureau of Ocean Energy Management, etc. A student with a M.A. in Marine Science would have an academic advantage over those with undergraduate degrees in applying for these highly competitive positions.

The proposed new program will prepare students for success in a competitive job market by providing a more advanced curriculum than can be obtained in an undergraduate program. Students may be attracted to the M.A. as an alternative to the existing M.S. because completion of a research-based thesis project might not be necessary for their career goals, and following a path that does not require rigorous, time-consuming research would allow them flexibility to continue working on their current job and complete their degree relatively promptly. We envision students will be able to complete the degree within two years, compared to the average completion time of four years for our M.S. graduates because M.A. students will obtain their science communication and research synthesis skills through a small project or a literature review instead of through independent research, and external funding will not be necessary while in the program. The M.A. degree will better prepare students for the above-mentioned post-graduation employment possibilities quickly and inexpensively, make them more marketable than baccalaureate graduates and, consequently, produce employable students. The unique program that we propose to deliver will prepare our M.A. graduates for the specific requirements associated with the Alaska agencies and organizations listed above, and would also make them well qualified for similar jobs throughout North America.

Proposed Requirements and Catalog Layout:

The Master of Arts (M.A.) degree in marine science offers a broad degree program, which can include topics such as marine ecology, organismal biology, ecosystem processes, and oceanography. Students will select courses offered by the graduate program in marine sciences and limnology, and a variety of electives, which can also be from the fisheries program or the statistics or biology and wildlife departments. While the M.A. degree is primarily based on a project instead of a research-oriented thesis, M.A. graduate students still are afforded excellent opportunities for laboratory and field experiences through the Institute of Marine Science. Laboratory facilities are available in Fairbanks, the Seward Marine Center, the Juneau Center, and at the Kasitsna Bay Laboratory.

Students considering an M.A. in marine science should have a strong background in the various fields of oceanography, ecology, biology, molecular biology or biochemistry. Students are admitted on the basis of their ability and the capability of the program to meet their particular interests and needs. Faculty review requests for admission throughout the year. There is no financial support for students in this program.

M.A. Degree

1. Complete the following admission requirement:
    a. Submit GRE scores.
2. Complete the general university requirements.
3. Complete the master's degree requirements, including a comprehensive exam
4. Complete a project or literature review.
5. Complete a minimum of 12 credits from the following*:
   MSL F419--Concepts in Physical Oceanography—3 credits
   MSL F610--Marine Biology--3 credits
   MSL F615--Physiology of Marine Organisms--3 credits

MSL F650--Biological Oceanography--3 credits
MSL F620 or MSL 419--Physical Oceanography – 4 credits
MSL F630--Geological Oceanography – 3 credits
MSL F640--Fisheries Oceanography – 4 credits
MSL F660--Chemical Oceanography – 3 credits

6. Complete 2 credits of graduate seminars
   MSL 692--IMS Seminar
   MSL F601--Professional Development
   MSL F602--Proposal Writing
   MSL F605--Controversies in Science
7. Complete 2 credits of practical experience at either the 400 or 600 level. These may be independent studies or regularly scheduled classes such as:
   MSL F421/623--Field Course in Subtidal Ecology
   MSL F450/651--Marine Biology and Ecology Field Course
   MSL F456/656--Kelp Forest Ecology
   MSL F625--Shipboard Techniques
8. Complete 6 credits of graduate project or literature review. To be determine by the major advisor and student.
9. Complete 8 credits of electives. Electives will be selected based on student interest, relatedness to degree and approval by their major advisor.

Minimum credits required--30 credits
* Students must earn a B- grade or better in the core courses of the degree program before being eligible to take the comprehensive exam.

See next pages for the Resource Commitment Form, and the BOR Program Action Summary.

Resource Commitment Form

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	$ 5,006,900 # 55	None needed	None needed	$ 5,006,900 # 55
Adjunct Faculty (FTE's & dollars)	$ 0 # 5	None needed	None needed	$ 0 # 5
Teaching Assistants (Headcount)	$ 88,100 # 5	None needed	None needed	$ 88,100 # 5
Instructional Facilities (in dollars and/or sq. footage)	2232 sq ft	None needed	None needed	2232 sq ft
Office Space (Sq. footage)	16,755 sq ft	None needed	None needed	16,755 sq ft
Lab Space (Sq. Footage)	19,406 sq ft	None needed	None needed	19,406 sq ft
Computer & Networking (in dollars)	$ 64,900	None needed	None needed	$ 64,900
Research/ Instructional/ office Equipment (in dollars)	$ 232,500	None needed	None needed	$ 232,500
Support Staff (FTE's & dollars)	$ 4,381,651 # 85	None needed	None needed	$ 4,381,651 # 85
Supplies (in dollars)	$ 220,500	None needed	None needed	$ 220,500
Travel (in dollars)	$ 148,900	None needed	None needed	$ 148,900

Signature Dan Broadbent
Dean of College/School Proposing New Degree Program

10/8/15
Date

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. UA University (choose one) UAF	1b. School or College School of Fisheries and Ocean Sciences	1c. Department or Program Graduate Program in Marine Sciences and Limnology

2. Complete Program Title MA in Marine Science

3. Type of Program

☐ Undergraduate Certificate ☐ Associate ☐ Baccalaureate ☐ Post-Baccalaureate Certificate

☒ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action

☒ Add ☐ Change ☐ Delete

5. Implementation date (semester, year)

☒ Fall ☐ Spring ☐ Summer Year 2016

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues to the University in FY 2019		Projected Annual Expenditures in FY 2019	
Unrestricted		Salaries & benefits (faculty and staff)	$
General Fund	$	Other (commodities, services, etc.)	$
Student Tuition & Fees	$146K	TOTAL EXPENDITURES	$ no additional
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$0
Federal Receipts	$	Year 2	$0
TVEP or Other (specify):	$	Year 3	$0
TOTAL REVENUES	$146K	Year 4	$0

Page # of attached summary where the budget is discussed, including initial phase-in: 32: (based on 6 in-state and 6 out-of state students at FY17 tuition rates). If calculated for the mature program of 20 students, tuition=$243K

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$0	$0
b. Additional appropriation required	$0	$0
c. Funded through new internal UA university redistribution	$0	$0
d. Funds already committed to the program by the UA university[1]	$0	$0
e. Funded all or in part by external funds, expiration date	$0	$0
f. Other funding source Specify Type:	$0	$0

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes ☒ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

[1]Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 4	Year 2: 8	Year 3: 12	Year 4: 16

Page number of attached summary where demand for this program is discussed: 2-3

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

Former assignment of any reassigned faculty: 0
For more information see page (n/a) of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect
Interdisciplinary Studies	Fewer students would receive a M.A. in a marine science related field through Interdisciplinary Studies if this specific degree were available.

Page number of attached summary where effects on other programs are discussed: 3

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': none

14. Aligns with University or campus mission, goals, core themes, and objectives (list):
-Promote UAF as Alaska's premier research enterprise in partnership with state and federal agencies, industry, Alaska Native organizations, and civic groups;
-Serve Alaska's diverse communities in ways that are increasingly responsive and accessible and enhance the social, economic, and environmental well-being of individuals and communities;
-Create or expand graduate programs in targeted areas of identified need and existing strengths;
-Enhance UAF's competitive advantage by attracting and keeping the best and brightest students, staff, faculty;
-Develop innovative approaches to managing University resources to support its mission and position it to meet challenges of the future.

Page in attached summary where alignment is discussed: 1-2

15. Aligns with Shaping Alaska's Future themes:

Page in attached summary where alignment is discussed: 1

16. Aligns with Academic Master Plan goals:

Page in attached summary where alignment is discussed: 2

17. State needs met by this program (list): Currently there is no MA in Marine Science in Alaska. This program would produce students with a broad knowledge base that would be useful to many entities (see letters). Students enrolled in this program have the opportunity to focus on topics of interest.

Page in the attached summary where the state needs to be met are discussed: 3

18. Program is initially planned to be: (check all that apply)

☒ Available to students attending classes at UAF campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

	Page # in attached summary where e-learning is discussed:

Submitted by the University of Alaska Fairbanks.
(choose one above)

_____/_____ _____/_____
Provost Date Chancellor Date

☐ Consensus Support of SAC ☐ Not Supported by SAC

☐ Recommend Approval by VPAAR
☐ Recommend Disapproval by VPAAR _____/_____
UA Vice President for Academic Affairs Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

Revised: 04/20/2015

The UAF Faculty Senate passed the following at Meeting #212 on February 8, 2016:

MOTION:

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

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Center of Cross-Cultural Studies. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/22/16
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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

MISSION

MISSION: THE MISSION OF THE CENTER FOR CROSS-CULTURAL STUDIES IS TO DRAW AND BUILD UPON THE ACADEMIC AND RESEARCH CAPABILITIES AT UAF TO OFFER AN INTEGRATED COURSE OF ADVANCED GRADUATE STUDY THAT ADDRESSES LONG-STANDING ISSUES OF CONCERN TO THE STATE, THE NATION AND THE WORLD. THE PROGRAM CONSISTS OF AN MA IN CROSS-CULTURAL STUDIES AND A PHD IN INDIGENOUS STUDIES, EACH WITH A COMMON CORE CURRICULUM THAT ALL STUDENTS COMPLETE, COUPLED WITH SIX THEMATIC AREAS OF EMPHASIS FROM WHICH STUDENTS CHOOSE A CONCENTRATION: INDIGENOUS RESEARCH; INDIGENOUS KNOWLEDGE SYSTEMS; INDIGENOUS EDUCATION; INDIGENOUS LANGUAGES; INDIGENOUS LEADERSHIP; AND INDIGENOUS SUSTAINABILITY.

THE SPECIFIC SKILL SET OF THE GRADUATES WILL INCLUDE QUANTITATIVE ANALYSIS, SCIENTIFIC APPLICATIONS, QUALITATIVE RESEARCH METHODS, RESEARCH DESIGN AND PROGRAM MANAGEMENT, ALONG WITH BROAD CONCEPTUAL FRAMEWORKS FOR UNDERSTANDING THE DYNAMICS OF SOCIAL-CULTURAL-ECOLOGICAL SYSTEMS.

DELIVERY METHOD: THE PROGRAM WILL BE OFFERED THROUGH A VARIETY OF FLEXIBLE COURSE DELIVERY METHODS TO STUDENTS LIVING THROUGHOUT ALASKA AND BEYOND. THE PROGRAM OFFERS A FULL COMPLEMENT OF CAMPUS-BASED, E-LEARNING AND DISTANCE EDUCATION COURSES CONSISTENT WITH THE STANDARDS OF ADVANCED GRADUATE STUDY AT UAF.

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE CROSS-CULTURAL STUDIES DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF).

Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, **AND CXCS UNIT CRITERIA, STANDARDS AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design; **AND DEMONSTRATE ABILITY TO TEACH EFFECTIVELY THROUGH THE SIMULTANEOUS USE OF MORE THAN ONE DELIVERY METHOD, E.G., COURSES WITH STUDENTS IN A FACE-TO-FACE CLASSROOM WITH THE INSTRUCTOR AND THOSE IN ATTENDANCE VIA OTHER MEANS OF DISTANCE DELIVERY AT THE SAME TIME;**

g. may receive prizes and awards for excellence in teaching.

SPECIFIC CXCS CRITERIA FOR TEACHING FOR APPOINTMENT OR PROMOTION TO;

A. **ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AS WELL AS COMMITMENT TOWARD CONTINUAL IMPROVEMENT IN AREAS INVOLVING DISTANCE DELIVERY AND ONLINE LEARNING MUST BE PROVIDED.**
B. **ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS CONTEMPORARY AND RELEVANT, AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTION MAY INCLUDE, BUT IS NOT LIMITED TO, COURSE AND/OR CURRICULUM DEVELOPMENT, INNOVATIVE APPROACHES TO INSTRUCTION EFFECTIVE GUIDING AND MENTORING OF STUDENTS, AND EFFECTIVE TEACHING PERFORMANCE IN CLASSROOM SETTINGS AND BY DISTANCE DELIVERY MODALITIES, THERE MUST BE EVIDENCE OF SUPERVISION OF GRADUATE STUDENT RESEARCH AS A MAJOR COMMITTEE CHAIR/MEMBER.**
C. **PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND OR CURRICULUM OFFERINGS. DEVELOPMENT OF NEW COURSES AND/OR DELIVERY APPROACHES ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS. THERE SHOULD BE A RECORD OF SUCCESSFUL COMPLETION OF GRADUATE WORK BY HIS OR HER STUDENTS. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY WILL DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.**

2. **Components of Research, Scholarly and Creative Activity**
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, **NEEDS ASSESSMENTS, PROGRAM EVALUATIONS, ANNOTATED BIBLIOGRAPHIES, TRANSLATIONS / TRANSCRIPTIONS,** proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers **OR OTHER APPROPRIATE JUDGES, SUBMISSION OF RESEARCH PROPOSALS AND/OR THE COMPLETION OF CONTRACTED RESEARCH REPORTS TO AGENCIES AND FUNDING SOURCES, FORMAL PRESENTATIONS OF RESEARCH FINDINGS TO ALASKA NATIVE ORGANIZATIONS SUCH AS THE ALASKA FEDERATION OF NATIVES, REGIONAL CORPORATIONS, TRIBAL COUNCILS, RESULTS OF COMMUNITY-BASED RESEARCH AS REPORTED TO COMMUNITY ENTITIES, DEVELOPMENT OF PLANNING PROCESSES REVIEWED BY COMMUNITY BOARDS, DRAFTING AND SUBMITTING REGULATORY PROPOSALS ON BEHALF OF PARTNER COMMUNITIES, ETC.**

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, **ESPECIALLY IN THOSE PRODUCTIONS THAT PRESENT INDIGENOUS MATERIALS INCLUDING THEATER/DRAMA/FESTIVAL OF NATIVE ARTS/CAMA-I, AND OTHER STATEWIDE FESTIVALS, THE** selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications. **AND PUBLICATIONS OF SPECIAL INTEREST TO INDIGENOUS CONSTITUENTS.**

h. Published abstracts of research papers.

i. Reprints or quotations of publications, **CATALOGING AND ARCHIVING DATA COLLECTIONS OF DANCE/PERFORMANCE VIDEO AND AUDIO/DVD'S,** reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline,

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

M. NON-REFEREED JOURNAL ARTICLES AND MONOGRAPHS INCLUDING AUTHORSHIP OF A BOOK OR MAJOR REFERENCE IN THE FACULTY MEMBER'S AREA OF SCHOLARLY ACTIVITY.

SPECIFIC CRITERIA FOR RESEARCH PERFORMANCE FOR PROMOTION OR APPOINTMENT TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE FACULTY MEMBERS AREA OF SPECIALIZATION.

B. ASSOCIATE PROFESSOR: THE FACULTY MEMBER MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM THAT PRODUCES SATISFACTORY PUBLICATIONS IN SOME OR ALL OF THE CXCS FIELDS OF STUDY AND HAVE PRESENTED RESEARCH RESULTS AT PROFESSIONAL MEETINGS AND OTHER PUBLIC FORUMS. SUBMISSION OF RESEARCH PROPOSALS AND ACQUISITION OF EXTERNAL RESEARCH FUNDING, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS THAT CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. THE FACULTY MEMBER MUST SHOW INDEPENDENT LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT INVOLVE STUDENT PARTICIPATION.

C. PROFESSOR: FACULTY RESEARCH PROGRAMS SHOULD PRODUCE PUBLICATION IN REFEREED PROFESSIONAL LITERATURE AS WELL AS OTHER PUBLICATIONS NOTED IN A THOROUGH REVIEW, AND THERE SHOULD BE A RECORD OF STUDENT AND/OR JUNIOR FACULTY INVOLVEMENT. THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ONGOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM. ADDITIONAL EVIDENCE SHOULD BE PROVIDED SHOWING THAT RESEARCH HAS BEEN PRESENTED TO ENTITIES SUCH AS INDIGENOUS ORGANIZATIONS AND TRIBAL ENTITIES.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty

member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees, **OR OTHER GOVERNMENTAL BODIES, INCLUDING TRIBAL ENTITIES, ALASKA NATIVE CORPORATIONS, HEALTH CORPORATIONS, ETC.**

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies, **APPOINTMENT TO INTERNAL EDITORIAL BOARDS AND SCHOLARSHIP SELECTION COMMITTEES**.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation **AND UNIT OR CAMPUS-WIDE EVALUATION** reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

SPECIFIC CXCS CRITERIA FOR SERVICE PERFORMANCE FOR APPOINTMENT OR PROMOTION TO:

A. ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA

B. ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS. EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC AND EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED. EXAMPLES INCLUDE FACILITATION SUPPORT FOR ANNUAL EVENTS OF SERVICE TO THE UNIVERSITY AND THE LARGER COMMUNITY.

C. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED.

SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS INCLUDING COMMITTEE LEADERSHIP OR SERVICE ON COMMITTEES IS EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES, BUT IS NOT LIMITED TO, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS. A PROFESSOR'S SERVICE MAY INCLUDE THE PREPARATION OF PUBLICATIONS. A PROFESSOR'S SERVICE MAY INCLUDE THE MENTORING OF JUNIOR FACULTY THAT LEADS IN TURN TO GREATER SERVICE ON THEIR PART.

E. Unit Criteria, Standards and Indices

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

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

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

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

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

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

1. Process of Evaluation

There will be annual evaluations of all untenured faculty members holding academic rank. Each

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

G. Periodic Evaluation of Tenured Faculty Members

1. Frequency of Evaluation

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

2. Annual Activities Report

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

H. Evaluation of Faculty with Special Academic Rank

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

1. Process of Evaluation

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

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

The UAF Faculty Senate passed the following at Meeting #212 on February 8, 2016:

RESOLUTION:

WHEREAS the Faculty Senate of the University of Alaska Fairbanks shares the University's commitment to establish and to maintain a welcoming and inclusive environment for all students regardless of gender;

WHEREAS to help achieve this goal, the University has adopted policies of inclusivity, including using gender neutral words and/or gender inclusive language in the majority of its policies, regulations, handbooks, websites, and other official publications;

WHEREAS the continued use of the terms "freshman" and "freshmen" by official university websites, publications, policies, and regulations to indicate first year students excludes women by definition and is therefore inherently sexist;

WHEREAS several leading universities have in recent years begun using first year student (or first-year) instead of freshman in an effort to demonstrate their inclusivity;

THEREFORE BE IT RESOLVED The UAF Faculty Senate recommends that the University begin using the inclusive term "first year" or "first-year" instead of "freshman," and "first years" or "first-years" for "freshmen," in all official university publications, websites, and oral and written statements by University officials.

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Rationale:
The University continues to use the terms, "freshman" and "freshmen," on official websites* and other publications although these have long been recognized as being non-inclusive, sexist terms. We have been successful in replacing many sexist words, e.g. postal worker for postman; firefighter for fireman; chairperson or chair for chairman; police officer for policeman; and humankind for mankind. It is time for UAF to be inclusive in all of its publications.

*examples:
Freshman Checklist http://www.alaska.edu/stayontrack/did-it-in-4/freshman%20checklist/
Freshman Year http://www.alaska.edu/getontrack/parents/planning/checklist/freshman-checklist/
Freshman Progress Reports http://www.uaf.edu/reg/pdfs/freshmen_progress_reports.pdf
UA Institutional Research http://www.alaska.edu/files/bor/120927_First_time_Freshman.pdf
[Statewide also is behind the times in its failure to use non-sexist language. By passing this Resolution, UAF Faculty Senate can help the entire University of Alaska to become more inclusive in this use of language.]

Debasmita Misra

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #211 on December 7, 2015:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the Master of Electrical Engineering.

EFFECTIVE: Fall 2016

RATIONALE: During the 2014-2015 special academic program review process, the final review by the Chancellor's Cabinet recommended that the Master's in Electrical Engineering be suspended and merged/consolidated with another program to achieve efficiencies or cost savings (category 2). The Engineering Department (which administers this degree) did not appeal that recommendation.

Background and Information:

The MEE program was a non-thesis master's degree program in electrical engineering; the MSEE (Master's of Science in Electrical Engineering) was a thesis-based master's degree program. The two programs share curriculum and students often transfer between the programs based on their desire for research-based thesis work. The deletion of the MEE program required that the options in the MSEE degree program to be expanded to allow non-thesis options, which is the common practice in other UAF engineering master's degree programs (geological, mechanical, mining, and petroleum engineering); this change to the MSEE program has already been approved by the Provost. There are no changes in courses required, and no impacts on personnel, because the MEE and MSEE share curriculum.

The inclusion of a non-thesis option in the MS degree program brings Electrical Engineering in line with other engineering programs (Geological, Mechanical, Mining and Petroleum) in CEM. The change in the minimum degree requirements from 30 to 32 credits was made to unify the requirements for all options under the MSEE degree. An examination of the last 20 masters degrees in EE showed that all students took at least this many credits while earning their master's degree.

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Debasmita Misra

President, UAF Faculty Senate

Approved: X Disapproved: ____

Chancellor's Office

Date: 12/8/15

The UAF Faculty Senate passed the following at Meeting #211 on December 7, 2015, as amended:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, as shown below.

EFFECTIVE: AY 2015-16

RATIONALE: Several of the committees of the Faculty Senate have proposed amendments to their bylaws as part of the larger bylaws project undertaken during 2013-14 and 2014-15. These amendments, along with amendments to the general committee bylaws, have been consolidated into one motion.

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Debasmita Misra

President, UAF Faculty Senate

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Bold Italics = Addition
~~Strikethrough~~ = Deletion

Sect. 3 (ART V: Committees)

...

A. An Administrative Committee ~~will be~~ ***is*** composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF ~~shall be~~ ***is*** an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;

4. Move the motions to the Senate's agenda;

5. Review and approve other items of the Senate's agenda, as deemed necessary;

6. Review reports of all committee work in progress; and

7. Discuss other issues, which may or should lead to later committee and senate actions.

In addition,

8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee ~~will~~ represent***s*** the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and

9. At the first meeting in the fall semester, ***the Administrative Committee*** make***s*** a report of all actions carried out in the name of the Senate, since the last meeting in the spring semester.

10. The Administrative Committee ~~shall~~ oversee***s*** the process of evaluation of academic administrators.

11. The committee chair will provide committee meeting minutes to the Faculty Senate.

B. Membership on standing and permanent committees ~~will be~~ ***is*** for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is recommended by the President and President-Elect or as specified in the definition of a Permanent Committee, approved by the Administrative Committee, and confirmed by the full Senate. Senators are limited to serving on a maximum of one standing committee at any one time. To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

C. ***Any faculty member who is eligible to vote for a Faculty Senator can serve on a Senate committee, unless otherwise specified.*** Standing committees will be constituted entirely of ~~Senate members~~ ***senators or alternates.*** Permanent committees can be constituted without ~~Senate members~~ ***senators or alternates.***

D. On standing committees all voting members must be senators or alternates. Standing committees can have non-voting ex officio members.

~~D~~ ***E.*** All permanent and standing committee chairs will be elected from and by the members of their respective committee ~~and must be full-time faculty at UAF~~. ***Committee chairs are voting members of their committees and of the Administrative Committee.***

F. ***A quorum consists of at least 50% of the voting members of a committee. Mode of attendance and procedure for voting in a committee meeting shall be the prerogative of each committee.***

G. ***Appointment and responsibilities of committee chairs:***
The previous chair or a representative approved by the Administrative Committee will convene the first meeting. The committee elects a new chair at that meeting.
Committee chairs:
1. ***Schedule meetings;***
2. ***Preside over meetings;***
3. ***Write and submit a report to the Administrative Committee at the last meeting of the academic year summarizing the actions of the committee;***
4. ***Provide meeting minutes to the Faculty Senate.***

~~E~~ ***H.*** The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with ***undergraduate*** curricular and academic policy changes ~~on all levels except the graduate level~~**.**

   ~~In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary.~~

2. The Faculty Affairs Committee shall review issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee will ~~act as a faculty advocate~~ ***enhance communication of faculty issues with members of the Board of Regents,*** ~~legislators~~ ***public officials,*** and candidates ***for public office.*** ~~In its concern for fiscal issues the committee shall monitor budget appropriations to the university and evaluate any notice to the faculty of financial exigency.~~ In performing these duties, the committee will coordinate as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units who serve as non-voting members of the Senate and ex-officio members of this committee.

   ~~The committee will also act as a pool to be drawn upon to act as the United Academics representatives to the Faculty Appeals Board. The chair of the Faculty Affairs Committee will appoint, from the committee, tenured members of the United Academics bargaining unit who will serve on the particular appeals board. If no qualified faculty members are available within the Faculty Affairs Committee, the matter will be referred to the Faculty Senate president for appointment of faculty senators to the Faculty Appeals Board.~~

3. The Unit Criteria Committee ~~will~~ review***s*** proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and works with the heads of those units (or their designees) to ensure that their criteria are consistent with those defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". ***Special unit criteria may add to the standard template that is drawn from the Blue Book but may not alter its language or formatting. The criteria to be reviewed may include those submitted every five (5) years***

pursuant to Blue Book Regulations. They may also include those proposed by units for revision at other times. The committee ~~will~~ also review***s*** proposed changes to the "Blue Book."

To ensure that perspectives from across UAF are represented, membership ~~will~~ consist***s*** of at least five senators, one each from the following five schools / colleges: CLA, CRCD, CNSM, SFOS, and CEM; and at least one from CES, ~~SNRAS~~ ***SNRE***, SOE, SOM or LIB; and at least one senator who has an appointment with a research institute. ***There are no student members of this committee.***

Final composition of the Unit Criteria Committee ~~will be~~ ***is*** approved by the Faculty Senate Administrative Committee.

PERMANENT

1. The Graduate Academic & Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs ~~including 500-level courses~~. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial ~~and tax-related~~ issues and dealings with other universities.

   The Graduate Academic & Advisory Committee includes ten faculty members ***and up to two graduate students.*** The Dean of the Graduate School, Director of the Library, ***and*** the University Registrar, ~~and two graduate students~~ are non-voting ex-officio members. ***Graduate student representatives are appointed by the Dean of the Graduate School.***

2. The Student Academic Development and Achievement Committee ***(SADA)*** ~~shall~~ consider***s*** policies ***related to*** ~~concerning~~ student ***placement, academic advising and student academic appeals,*** development, and retention. This committee ~~will~~ ***further*** function***s*** as a curriculum review committee for all developmental education courses. ~~and other courses facilitating student progress.~~

   ~~The Student Academic Development and Achievement Committee (SADA)~~ ***SADA includes*** ~~will include~~ one ***faculty*** representative from each of the following campuses of the College of Rural and Community Development: Bristol Bay, Chukchi, ~~Interior-Aleutians~~ ***Interior Alaska***, Kuskokwim, Northwest, and the Community and Technical College, ~~One or more of these should be from rural campus student services~~ ***One or more of these should be from Developmental Education.*** The committee ~~will~~ also include***s*** one representative from the ***Fairbanks*** Department of Developmental Education, two ~~at large~~ representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics) and one from Math; ~~one~~ ***two*** from the College of Liberal Arts, ***including one from the*** English Department; and one each from Rural Student Services, ~~the Academic Advising Center,~~ ***Rural Campus Student Services,*** and ***the Academic Advising Center*** ~~and the Student Support Services Program~~. ***The committee may also invite a student representative to serve as an ex officio member.***

3. ~~The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and a representative from the Office of Faculty Development to be selected by the Provost. This committee will deal with faculty and instructional development and evaluation.~~

The Faculty Development, Assessment, and Improvement (FDAI) Committee facilitates faculty development relative to all components of faculty professional activities including teaching, research, and service to the university, the professional community, and the public. FDAI promotes excellence in faculty teaching through evaluating the status of faculty development and assessment, facilitating intellectual activity and interaction among faculty, promoting fair and relevant faculty evaluation systems, and developing and/or piloting professional development initiatives that recognize and promote good practice in teaching and research.

The FDAI consists of the Chair, and up to 14 other voting members. The membership of the FDAI must include faculty from both rural and Fairbanks campuses and can include faculty who are senators and non-senators. In addition to its regular members, the FDAI includes non-voting ex-officio members. These include a mandatory ex-officio representative from the Office of Faculty Development (to be selected by the Provost), a member from UAF eLearning, as well as a member of UAF's list of deans. Other non-voting ex-officio members may be invited by the committee.

4. The Curriculum Review Committee evaluates proposed substantive undergraduate course and program additions, changes, and deletions submitted by the appropriate school/college curriculum committees. Among the topics of its review are number and duplication of courses, credit assignment, establishment of need for new programs, and resource impacts of curricular changes. Decisions of the Curriculum Review Committee may be appealed to Curricular Affairs by the department submitting the proposal. The Committee shall be composed of the chairs of the college/school curriculum councils, the University Registrar or the Registrar's designee, and shall be chaired by a member of the Curricular Affairs Committee.

5. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification. If the committee determines that a course fails twice in a row to meet "O" or "W" guidelines as specified by the Faculty Senate, the committee shall have the power to revoke "O" or "W" designators from that course.* Committee actions made prior to March 1 will become effective in the next year's Catalog. Designators will be restored as soon as the course has been reapproved by the committee as once again conforming to "O" or "W" guidelines.

   *As found at:
   http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/

   The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) and one faculty member from a non-core component area ***and one faculty member from CRCD, as voting members.*** Membership on the committee ***may*** include an undergraduate student ***as a non-voting member,*** and representatives from the colleges

specifically tasked with core assessment.

6. ~~The Committee on the Status of Women. Membership will consist of nine people, two of whom will be a senator, the others to be elected at large from among UAF faculty.~~

   The purpose of ***the Committee on the Status of Women*** ~~this committee~~ is to monitor the status of women faculty at UAF and to work proactively for gender equity.

   Such actions will include, but are not limited to: Maintaining lists of women faculty with hire, tenure and promotion dates; Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including ***facilitating*** ~~running~~ workshops on mentoring, promotion and tenure, negotiating techniques, ***providing venues for networking, collaboration and advocacy*** and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

   Membership will consist of ***ten*** ~~nine~~ ***members, at least one*** ~~two~~] of whom will be a senator, ***eight*** ~~the others~~ to be elected at large from among UAF faculty, ***and the Coordinator of the Women's Center.*** ~~The chair will be a voting member.~~

7. The Research Advisory Committee. The Research Advisory Committee consists of up to ten voting members, a chair and a co-chair, along with at least one ex officio member who is the vice chancellor for research. The committee exists to review the issues of researchers at the University of Alaska Fairbanks and to provide reports, recommendations, and resolutions to the UAF Faculty Senate on behalf of the UAF research community. The Research Advisory Committee will provide a connection between the faculty and the UAF vice chancellor for research, and advise the VCR on developing productive relationships with the different research facilities across UAF.

8. The Faculty Administrator Review Committee (FARC) will facilitate the process of evaluation of ***all Group A and B administrators*** ~~academic administrators in Groups A and B~~. This will include ***ensuring*** ~~encouraging the~~ timely completion of all reviews and resulting letters, as well as presentation of the results of each review to the Provost, Chancellor, Vice Chancellor for Research, or other supervisor in March. The FARC will also approve the process which each ad hoc administrator review committee utilizes.

   The Faculty Administrator Review Committee shall be composed of the chairs of all individual ad hoc ~~academic~~ administrator review committees plus one Faculty Senate representative appointed by the Faculty Senate President who shall chair the committee. The ad hoc administrator review committee chairs may, but do not have to be, members of the Faculty Senate.

9. The Information Technology Committee will address information technology issues and needs affecting aspects of work faculty engage in. They will also be the recognized committee to work with requests submitted for consideration by the Office of Information Technology (OIT).

To help ensure that perspectives from across UAF are represented, membership will consist of at least five representatives, with not more than one from each of the schools, colleges, institutes or libraries. Members who are not Faculty Senators may be appointed to one-year terms. Representatives from OIT and eLearning shall be ex-officio members of the committee. The committee chair must be a senator or an alternate.

F. Any standing or permanent committee may create subcommittees to assist the committee.

G. The Senate President may create and appoint the members of any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate.

H. Committees must forward any legislation which involves the setting or altering of policy to the full Senate for approval. Committees which are specifically charged with applying policy to make decisions may do so without having the Senate approve those decisions. A review by the full Senate may be requested by the reviewing Senate committee. A request to the Senate Administrative Committee for a further Senate review may also be submitted by individual Senators if the question has policy implications. The committee chair is responsible for the presentation of the committee's motion to the Senate at the meeting in which it will be considered.

The UAF Faculty Senate passed the following at Meeting #211 on December 7, 2015:

MOTION:

The UAF Faculty Senate moves to revise the catalog statements (page 47 of the 2015-16 Catalog) on academic probation and disqualification as indicated below:

Warning

Students whose semester GPA falls below 2.00 but whose cumulative GPA is 2.00 or higher will be placed on Academic Warning. Students on Academic Warning will be contacted and instructed to meet with an advisor to discuss academic support resources.

Probation

Undergraduate students -- Students whose semester and~~/or~~ cumulative GPA falls below 2.0 after any semester, including the summer session, will be put on academic probation. Students on probation may not enroll in more than 13 credits a semester unless an exception is granted by the appropriate dean. Probation may include additional conditions as determined by the dean of the college or school in which the student's major is located. Students on probation will be referred for developmental advising/education and/or to an advising or support counseling center. The student should work with an academic advisor to prepare an academic plan for achieving a higher GPA. Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0.

Graduate students -- Probationary status indicates a student is not in good standing. When a student is placed on probation, the dean of the school or college and the advisory committee will tell the student what requirements are necessary to return to good standing. If a student does not return to good standing by the end of two semesters, he or she may be dismissed from the degree program.

Academic Disqualification

Undergraduate students -- Undergraduate students on probation whose semester and cumulative GPA fall below a 2.0 for two consecutive ~~**regular (fall/spring or spring/fall)**~~ semesters will be placed on academic disqualification. Academically disqualified students may continue their enrollment at UAF only as nondegree students, are limited to 10 credits per semester and are ineligible for most types of financial aid.

To be eligible for readmission to an academic degree program, the student must:

1. Achieve a 2.0 cumulative grade point average by repeating courses previously failed at UAF and reapply for admission, or
2. Complete 9 credits for a baccalaureate or associate program, or 6 credits for a certificate program, with a GPA of 2.0 or higher. The courses may be completed at UAF and/or another regionally accredited institution and must be letter-graded. Grades of P or CR will not be considered. In considering students for readmission, deans will look for course work taken that relates to the student's intended program.

Students seeking readmission into an occupational endorsement program must have a 2.0 GPA.

Readmission to a degree program is not automatic or guaranteed. The student must reapply and the application must be approved by the dean. The student may apply to the same program from which they were disqualified, or to a different program or level (e.g. baccalaureate, associate or certificate). Readmission may be granted with a status of probation or with other conditions as specified by the dean. It is vitally important for academically disqualified students to work closely with their academic advisor in developing a realistic and timely educational plan.

EFFECTIVE: Fall 2016

RATIONALE: Under the current policy, students are placed on academic probation whenever their semester GPA is below a 2.0, regardless of their cumulative GPA or the number of credits they take in a semester. A student could have a high cumulative GPA, take one 3-credit course, earn a C- and be placed on probation. The student is then limited to 13 credits in the following semester, which may put their financial aid, such as the Alaska Performance Scholarship, at risk. The change would still place students on probation if their cumulative GPA fell below a 2.0 (and would place them on academic disqualification if their cumulative GPA was below 2.0 for 2 consecutive regular semesters) but would not place an otherwise successful student on academic probation based on their performance during a single semester. Because of this change, there is no longer a reason for Summer to be treated differently than Fall or Spring semesters in terms of academic standing.

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Debasmita Misra

President, UAF Faculty Senate

Approved: X Disapproved: ____

Chancellor's ~~Office~~

Date: 12/2/15

The UAF Faculty Senate passed the following at Meeting #211 on December 7, 2015:

MOTION:

The UAF Faculty Senate moves to revise the catalog statements on the requirements for the Foreign/Alaska Native language/American Sign Language option in the Bachelor of Arts degree (page 132 of current Catalog) as indicated below:

Bachelor of Arts

Requirements (Credits)

Complete the baccalaureate core (38-39 credits)

Complete the following B.A. requirements in addition to the core:

- Humanities and social sciences (18 credits)
  - Any combination of courses at the F100-level or above, with a minimum of 6 credits from the humanities and a minimum of 6 credits in the social sciences OR up to 12 credits in a single non-English language taken at the university level and a minimum of 6 credits in social science.
- Mathematics (3 credits)
  - One course at the F100-level or above in mathematical sciences (math, computer science, statistics) excluding developmental math (DEVM) courses.
- ~~Complete one of the following:~~
  - Minor complex* (at least 15 credits)
  - ~~Foreign/Alaska Native language/American Sign Language option--12-18 credits~~ ~~Two years study of one foreign or Alaska Native language or American Sign Language at the university level (high school language credits or native language proficiency may allow students to begin at the intermediate or advanced level)~~
- Major complex* (at least 30 credits)
- Electives (12-19 credits)

EFFECTIVE: Fall 2016

RATIONALE: This option seems to have been originally designed to create an incentive for students to study languages. However, minors are available in Foreign Languages, Alaska Native Language, and American Sign Language. Allowing this option provides a loophole to the minor requirements in those areas, allowing students to complete fewer credits (12 as opposed to 15), use credits at the 100-level (not allowed in FLL minors), and not meet any residency requirement (3 credits for a minor).

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Debasmita Misra

President, UAF Faculty Senate

Approved: X Disapproved: ____

Chancellor's Office

Date: 12/8/15

The UAF Faculty Senate did not pass the following at Meeting #211 on December 7, 2015:

RESOLUTION:

The UAF Faculty Senate recommends that the faculty of the University of Alaska Fairbanks make an annual voluntary contribution of at least $40 per faculty to UAF designated for sustainability services, projects, and initiatives. The donation will be invested by the Chancellor, in consultation with the Review of Infrastructure, Sustainability and Energy (RISE) Board, toward energy efficiency programs and renewable energy projects at UAF, starting at the beginning of the spring semester of 2016 and ending with the conclusion of the spring semester of 2026.

EFFECTIVE: Immediately

RATIONALE:

In 2009, the students of the University of Alaska Fairbanks voted to impose a $20 per semester ($40 per year) sustainability fee upon themselves to support sustainability projects and initiatives on campus. Per the resolution, the funds are distributed to campus sustainability projects via a student-initiated proposal process. After submission, these proposals are reviewed by the RISE Board (the UAF Sustainability Board), which is comprised of UAF students, faculty, and staff. Since 2009, RISE has funded 86 student-initiated projects, providing transportation services (e.g., Green Bikes), food services (e.g., community garden), and energy savings (e.g., solar panels on SRC, Engineering Building). The RISE Board has also institutionalized sustainability on campus by spearheading a Sustainability Plan that was adopted by the University and incorporated into the Campus Master Plan.

Recently, RISE has changed its funding structure by establishing a green revolving fund (GRF). The fund mandates that 80% of projects have a return on investment, which is put back into the fund to be reused for new projects. Currently, RISE is seeking funding to supplement a commitment of $250,000 dollars for a solar project on the new coal plant. After completion of that project, RISE will continue to push campus sustainability forward as it seeks to have 25% of the UAF campus powered by sustainable resources by 2025.

Voting for this resolution supports a partnership between faculty, staff, and students for making UAF a sustainable organization. It helps demonstrate that faculty, staff, and students share common goals with respect to sustainability at UAF. It sends the message that faculty thoroughly endorse efforts to make UAF a more environmentally responsible campus.

****

The following was passed (as ***amended***) on November 9, 2015 at Faculty Senate Meeting #210:

ORIGINAL

MOTION:

The Faculty Senate moves to adopt a classification list system to meet general education requirements in humanities and social sciences in lieu of the currently mandated ***lower division*** Perspectives on the Human Condition (PHC) courses. To meet humanities and social sciences requirements, students must take fifteen credits of general education courses that meet the following University Regulations. Of these:

- At least 3 credits ***must be*** in the arts
- At least 3 credits ***must be*** in general humanities
- At least 6 credits ***must be*** in social sciences (from 2 different disciplines)

The UAF Faculty Senate Curricular Affairs Committee will develop an initial list of courses to fulfill these course requirements by January 2016.

EFFECTIVE: Fall 2016

RATIONALE: The UA Board of Regents adopted a resolution at its April 3-4, 2014 meeting charging the faculty across the UA system to develop and adopt common general education requirements.

The Faculty Senate adopted a resolution at its May 7, 2015 meeting calling for the adoption of a classification list system that will meet general education requirements in arts, humanities, and social sciences.

The UAF Faculty Senate desires to widen student choice related to general education.

It is the intention of the Faculty Senate that the current ethics requirement be retained.

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Debasmita Misra

President, UAF Faculty Senate

Approved: X Disapproved: ____

Chancellor's Office

Date: 11/23/15

ORIGINAL

The following was passed on November 9, 2015 at Faculty Senate Meeting #210:

MOTION:

The Faculty Senate moves to replace the upper division Oral (O) and Written (W) requirement with the requirement that each baccalaureate degree program must satisfy the following Communications Learning Outcomes within the degree program:

UAF undergraduates will demonstrate effective communication when they are able to:

- Explain disciplinary content using a variety of modes of communication, including oral and written communication.
- Communicate to audiences in the discipline using appropriate disciplinary conventions.
- Translate disciplinary content to audiences outside the discipline as appropriate, making disciplinary knowledge relevant to broader communities.
- Integrate feedback from others to enhance or revise communication.

Each baccalaureate degree program must submit a Communications Plan that demonstrates how students will achieve each of the learning outcomes as part of the requirements of the major or degree program. Not all courses or requirements need to support every outcome; however, all the outcomes must be met by the completion of the degree.

Implementation timeline for transition:

1. Communication Plans will be reviewed and initially approved by the College or School's Curricular Review Committee, Academic Council, or other committee as appropriate and then continuously reviewed as part of the Student Learning Outcomes Assessment Plan review process.
2. Each baccalaureate degree program will submit an initial Communications Plan to the Provost's office by April 15, 2016.
3. During AY 2016/17 Departments will make any necessary changes to implement their plan.
4. Plans will be in place and implemented by Fall 2017.
5. Existing O and W designators will remain in place (if appropriate) for a period of 2 years from Fall 2017 to facilitate students under catalogs with O/W requirements.

EFFECTIVE: Fall 2017

RATIONALE: The GERC committee and Curricular Affairs, as part of their work to revise UAF's core requirements, propose replacing the current W/O designators with a requirement that students achieve the Communications Learning Outcomes that are integrated into each baccalaureate degree program and major.

The responsibility for ensuring that students achieve these Communications Learning Outcomes is being moved from the University level (via specific O and W courses) to the department level (via the requirements of the degree programs), and from a specific degree requirement (taking two Ws and one O) to a

requirement that is achieved by the student completing the degree requirements associated with their program.

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Debasmita Misra

President, UAF Faculty Senate

Approved: X Disapproved: ____

Chancellor's Office

Date: 11/23/15

The following was passed on November 9, 2015 at Faculty Senate Meeting #210:

ORIGINAL

SECOND READING

MOTION:

The UAF Faculty Senate moves to amend the University of Alaska Fairbanks Faculty Senate Constitution, Article IV: Officers, Section 2, as shown below.

EFFECTIVE: AY 2015-2016

RATIONALE: Allowing a broad set of nominees improves the senate's chances of finding effective, willing leaders. The current narrower pool does not allow alternates to be nominated. Any member who has recently won their school or college election, or chaired a committee, has demonstrated leadership potential and should be eligible for nomination here.

****

Bold Italics = Addition
~~**Strikethrough**~~ = Deletion

ARTICLE IV – Officers, *changes to Sect. 2*

Sect. 1 The two officers of the Senate shall be the President and the President-Elect.

Sect. 2 The ~~**President and**~~ President-Elect shall be elected by the ~~**elected representatives**~~ ***Faculty Senators*** of the Senate for ***a*** one-year term~~**s**~~. Eligible nominees for the office~~**s**~~ of ~~**President and**~~ President-Elect shall ***include any currently elected members of the senate including alternates and chairs of standing and permanent committees of the Senate.*** ~~be elected representatives and/or chairs of standing and permanent committees of the Senate.~~

Sect. 3 The President-Elect, after serving for one year in this position, subject to Sections 4 and 5, will automatically become President for one year.

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Debasmita Misra
President, UAF Faculty Senate

Approved: Y Disapproved: ____

Chancellor's Office

Date: 11/23/15

The following was passed at Faculty Senate Meeting #208 on September 14, 2015:

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, and Meeting #192 in September 2013, and Meeting #200 in September 2014. For academic year 2015-2016, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #208 on September 14, 2015

.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2015-16 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

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Debasmita Misra

President, UAF Faculty Senate

The following was passed at Faculty Senate Meeting #208 on September 14, 2015:

MOTION:

The UAF Faculty Senate moves to endorse the 2015-2016 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

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Debasmita Misra

President, UAF Faculty Senate

2015-2016 Faculty Senate Committees

Standing Committees

Curricular Affairs Committee
Ken Abramowicz, SOM (16)
Jennifer Carroll, CRCD (17) - Chair
Eric Collins, SFOS (17)
Cindy Hardy, SADAC Liaison - ex officio
Eileen Harney, CLA (17)
Joan Hornig, SOE (16)
Cathy Hanks, CNSM (16)
Jenny Liu, CEM (16)
Lisa Lunn, CNSM (17)
Rainer Newberry, CNSM (17)
Patrick Plattet, CLA (16 – Alternate)

Faculty Affairs Committee
Elizabeth Allman, CNSM (16)
Andy Anger, CRCD – CTC (17 - Alternate)
Nicole Cundiff, SOM (17)
Chris Fallen, GI (17 - Alternate) - Chair
Valerie Gifford, SOE (17)
Joshua Greenberg, SNRE (17 – Alternate)
John Heaton, CLA (17)
Julie (Jak) Maier, CRCD (17)
Leslie McCartney, LIB (17)
Walter Skya, CLA (16)

Unit Criteria Committee
Mara Bacsujlaky, CES (16 – Alternate) - Chair
Bob Bolton, IARC (17 – Alternate)
Carrie Green, SOE (17 – Alternate)
Chris Hartman, CEM (16)
David Maxwell, CNSM (16)
Sarah Hardy, SFOS (17)
Alexander Hirsch, CLA (17 – Alternate)
Sunny Rice, SFOS (16)
Jennifer Tilbury, CRCD CTC (17)

Permanent Committees

Faculty Development, Assessment and Improvement Committee
Gerri Brightwell, CLA (17 – Alternate)
Bernard Coakley, CNSM (17 – Alternate)
Candi Dierenfield, CES (17)
Diana DiStefano, CLA (16)
Brian Himelbloom, SFOS (16, Alternate)
Steven Hunt, LIB (17 – Alternate)
Franz Meyer, CNSM (17) – Convener
(Additional membership from at-large.)

Graduate Academic and Advisory Committee
Donie Bret-Harte, CNSM (17) – Convener
Michael Daku, CLA (non-senate member)
Daryl Farmer, CLA (17)
Don Hampton, GI (17)
Sean McGee, SOM (non-senate member)

Graduate Academic & Advisory - continued
John Yarie, SNRE (16)
Additional Faculty members to be named
Graduate Student member(s) to be named

Research Advisory Committee
Jessica Cherry, IARC (17) - Convener
Jamie Clark, CLA (17 - Alternate)
Larry Duffy, CNSM (17 – Alternate)
Kris Hundertmark, IAB (non-senate member)
Andrew Mahoney, GI (16)
Andrew McDonnell, SFOS (16)
Dennis Moser, LIB (16)
Dejan Raskovic, CEM (17 – Alternate)
Gay Sheffield, SFOS (17 – Alternate)

Information Technology Committee
Judith Atkinson, CRCD (non-senate member)
Bill Barnes, CRCD - CTC (16)
Julie Cascio, CES (16) – Chair
Falk Huettmann, CNSM (16 – Alternate)
Rorik Peterson, CEM (16) – Co-Chair
Siri Tuttle, CLA (17)
OIT member - ex-officio
eLearning member - ex-officio
Additional faculty members to be named.

Committee on the Status of Women
Elected membership
Diana DiStefano, CLA (16 – CSW term & senator)
Mary Ehrlander, CLA (16 – CSW term)
Ellen Lopez, CANHR (17 – CSW term)
Erin Pettit, CNSM (16 – CSW term)
Megan McPhee, SFOS (16 - CSW term)
Derek Sikes, CNSM (17 – CSW term)
Jane Weber, CRCD (CSW term & senator) – Convener

Core Review Committee
(Elected membership: year in (#) refers to term on this committee only. Senate membership is not required.)

CLA:
Yelena Matusevich, Humanities (16)
Kevin Sager, Communication (16)
Burns Cooper, English (17)
Brian Kassof, Social Sciences (16)
LIB:
Kathy Arndt, Library (17) – Convener
CNSM:
Larry Duffy, Science (16)
Larry is also an Alternate for CNSM (17)
Margaret Short, Math (17)
At-Large Representative:
Andrew Seitz, SFOS
College Reps:
Tony Rickard, CNSM
Kevin Berry, SOM

Student Academic Development & Achievement Committee
(Elected membership; year in (#) refers to term on this committee only. Senate membership is not required.))

Cindy Hardy, CRCD/DevEd –
--Cindy is also a CRCD Alt (17) and liaison to Curricular Affairs Committee for SADAC
Joe Mason, CRCD Northwest Campus
Eileen Harney, CLA – English (16)
Bill Howard, CNSM – Science (17)
Ben Kuntz, CRCD – Kuskokwim Campus
Jennifer Tilbury, CRCD CTC – Co-Chair
Jill Faudree, CNSM – Math (17)
Sandra Wildfeuer, CRCD – BBC/IAC - Chair
Representatives from Rural Student Services, Student Support Services, Academic Advising Center.

Curriculum Review Committee
Curriculum Council Chairs or Reps – Appointed membership to be confirmed for 2015-16

Rainer Newberry, Senator – Convener
SNRE: Julie Joly (17)
CRCD: Shawn Russell

UAF-CTC: Galen Johnson
Curriculum Review Committee – continued

SOE: Gary Jacobsen
CNSM: Jessica Larsen
SOM: Thomas Zhou (undergrad curriculum)
CLA: Trina Mamoon
CEM: Santanu Khataniar
SFOS Rep: Andres Lopez

List as of 09/09/2015

The following was passed at Faculty Senate Meeting #208 on September 14, 2015:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Justice Department (CLA).

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Justice Department. With minor revisions, the unit criteria were found to be consistent with UAF guidelines.

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Debasmita Misra
President, UAF Faculty Senate

APPROVAL: _____ DATE: 8/14/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND **JUSTICE DEPARTMENT UNIT CRITERIA**, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE JUSTICE DEPARMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska, Fairbanks, except insofar as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

Chapter II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

Chapter III

Periodic Evaluation of Faculty

A. General Criteria

Criteria are outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility. *JUSTICE FACULTY MAY BE EITHER BIPARTITE OR TRIPARTITE.*

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design *SUCH AS THOSE UNIQUELY SUITED TO ALASKAN COMMUNITIES*;

g. may receive prizes and awards for excellence in teaching;

H. ENGAGE IN DIVERSE INSTRUCTIONAL ACTIVITIES SUCH AS TEACHING AT RURAL OR BRANCH CAMPUSES, TEACHING DISTANCE DELIVERED COURSES AND TEACHING IN SUMMER SCHOOLS;

I. INVOLVE UNDERGRADUATE STUDENTS IN RESEARCH OR INTERNSHIP ACTIVITIES;

J. EFFECTIVELY MENTOR AND RECRUIT STUDENTS;

K. SUPPORT URSA INITIATIVES INCLUDING JOINT PROJECTS WITH STUDENTS, E.G., CASE STUDIES BY STUDENT PRACTITIONERS, FORCE MULTIPLIERS, AND MENTORING.

2. **Components of Evaluation**
Effectiveness in teaching *AND OTHER INSTRUCTIONAL ACTIVITIES* will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, , provided by:

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s*) OR OBSERVATIONS IN ALTERNATE INSTRUCTIONAL SETTINGS (E.G. ONLINE COURSES),*

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum *UNLESS CONFIDENTIALITY IS REQUIRED BY LAW, UNIVERSITY POLICIES OR REGULATIONS, CONTRACTUAL REQUIREMENTS OR PROFESSIONAL STANDARDS. HOWEVER, IF SUCH WORK CONSTITUTES A SUBSTANTIAL PART OF FACULTY RESEARCH EFFORT, THERE MUST BE PROVISION FOR B. AND C. TO OCCUR.*

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

ACHIEVEMENT IN RESARCH, SCHOLARLY ACTIVITY AND CREATIVE ACTIVITY INVOLVES THESE CHARACTERISTICS:

- *THEY REGULARLY IDENTIFY AND EXPLORE NEW RESEARCH PROBLEMS IN THE DISCIPLINE AND/OR CRITICALLY EXAMINE EXISTING RESEARCH PROBLEMS TO PROVIDE NEW INSIGHTS;*
- *THEY REGULARLY DEVELOP NEW METHODS, THEORIES OR APPROACHES TO RESEARCH PROBLEMS IN THE DISCIPLINE;*
- *THEY REGULARLY DEMONSTRATE GROWTH IN KNOWLEDGE OF THE DISCIPLINE OR GROWTH IN EMPIRICAL AND/OR CRITICAL RESEARCH ABILITIES;*
- *THEY REGULARLY PARTICIPATE WITH OTHER PRACTITIONERS WITHIN THEIR DISCIPLINE TO IDENTIFY REAL WORLD PROBLEMS AND POSE SOLUTIONS.*

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, *CASE STUDIES* and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications. *CITATION INDEXES ARE NOT REGARDED AS RELIABLE INDICATORS OF STANDING IN JUSTICE, AND ARE NOT COMMONLY USED. A HIGH LEVEL OF CITATION MIGHT INDICATE A HIGH STANDING IN A FACULTY MEMBER'S FIELD. HOWEVER, A LOW LEVEL OF CITATION SHOULD NOT BE TAKEN TO INDICATE A LACK OF STANDING. THIS UNIT VALUES QUALITATIVE REVIEWS OF RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY.*

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

M.. POLICY EVALUATION, LAW REVIEW AND CASE STUDIES RESEARCH.

N. RESEARCH / PUBLICATIONS STEMMING FROM MANAGERIAL CONSULTATIONS INCLUDING PROBLEM DIAGNOSIS, POLICY DEVELOPMENT, PROGRAM EVALUATION, SEMINARS TO SEED PRACTITIONER EXPERIMENTATION AND NEW PROGRAM IMPLEMENTATION, MONITORING AND EVALUATION.

O. JOINT PROJECTS WITH STUDENTS THAT RESULT IN DISSEMINATION OF WORK PRODUCTS, E.G., URSA, CASE STUDIES FROM STUDENT PRACTITIONERS, FORCE MULTIPLIERS, OR MENTORING. THE PROVISIONS OF (C)(1)(A) APPLY TO JOINT PROJECTS.

P.PRESENTATIONS OF ORIGINAL RESEARCH LEADING TO NEW LEARNING AND PRACTICAL APPLICATIONS AT ACADEMIC AND PRACTITIONER CONFERENCES, SEMINARS AND TRAINING.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a

continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

L. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF PUBLIC AND/OR GOVERNMENTAL BODIES.

M. APPLYING THEORIES OR FINDINGS OF THE DISCIPLINE IN PUBLIC SERVICE.

N. FIELD INSTRUCTION AND EXTENSION DELIVERY OF SKILLS TO ALASKA'S WORKFORCE.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations.

Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring *OF NEW FACULTY.*

j. Prizes and awards for excellence in university service.

K. EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS ON THE DEPARTMENT, COLLEGE, OR UNIVERSITY OF ALASKA FAIRBANKS LEVELS AND/OR ON BEHALF OF STATEWIDE PROGRAMS AND SERVICES.

L. ASSISTING IN THE DESIGN OF JUSTICE-RELATED COMMUNITY EFFORTS.
M. COORDINATING SPECIALIZED COURSE DELIVERY METHODS FOR STUDENTS IN RURAL ALASKA INCLUDING INTENSIVE ADVISING AND SUPPORT.

3. Professional Service

Examples of such activity include, but are not limited to:

a. Editing or refereeing *REVIEWS, CASE STUDIES*, articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations *OR ORGANIZATIONS CLOSELY RELATED TO THE DISCIPLINE.*

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings, *PRACTITIONER CONFERENCES AND SEMINARS AND OTHER NON-TRADITIONAL VENUES, E.G., NATIVE CORPORATION MEETINGS AND DEVELOPMENT OF CONFERENCES ATTRACTIVE TO PRACTITIONERS. ACADEMICS AND THE PUBLIC WITH THE INTENT OF DEVELOPING KNOWLEDGE AND RESEARCH OPPORTUNITIES.*

f. Service on a national or international review panel or committee.

G. MANAGERIAL CONSULTATION WHICH MAY INCLUDE PROBLEM DIAGNOSIS, POLICY DEVELOPMENT, PROGRAM EVALUATION, NEW PROGRAM IMPLMENTATION, MONITORING AND EVALUATION AND SEMINARS TO SEED PRACTITIONER EXPERIMENTATION.

H. DEVELOPING CONFERENCES ATTRACTIVE TO PRACTITIONERS, ACADEMICS AND THE PUBLIC, E.G., VILLAGES, LAW ENFORCEMENT AND OTHER JUSTICE PROFESSIONALS.

4. Evaluation of Service

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

The UAF Faculty Senate Administrative Committee passed the following on May 7, 2015:

MOTION:

The UAF Faculty Senate Administrative Committee moves to approve a change to language in the **UAF Catalog** for 2015-16 to bring UAF into compliance with current Board of Regents Policy P10.04.062. The change aligns UAF with UAA and UAS concerning UA transfer of credits for General Education Requirements pertaining to natural science laboratory requirements, as shown below.

EFFECTIVE: Fall 2015

RATIONALE: While the UAF Faculty Senate will continue its work to revitalize the General Education Requirements in 2015-2016, this change to align the natural science laboratory requirements of UAF with UAA and UAS will benefit students transferring between the three universities.

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Debasmita Misra
President, UAF Faculty Senate

APPROVED: _____ DATE: 9/10/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Page 34 of the 2014-15 **UAF Catalog**:

TABLE 3 UA SYSTEM 2014–2015 TABLE OF SUBSTITUTIONS

- Under the **Natural Sciences** heading, change 8 credits to **7** credits.
- Change language in the first column under the **Natural Sciences** heading: Complete any two **[[**4-cr**]]** natural science courses **[[**with lab sections**]]**, **AT LEAST ONE WITH A LAB**
- Remove parenthetical statements from third and fourth columns about each course having to include 1 lab credit to meet the UAF core requirement; and add appropriate course options. (See attached example of Table 3)

TABLE 3 **UA SYSTEM 2014-2015 TABLE OF SUBSTITUTIONS**

Use this course substitution table to determine how individual courses that meet UAA or UAS general education requirements may substitute for individual UAF baccalaureate core courses. This table applies only to courses taken within the University of Alaska system. Students transferring courses from outside the UA system should consult Table 4 — Table of Substitutions: Non-UA Institutions or visit **www.uaf.edu/admissions/apply/transfer/**.

Baccalaureate core requirements (number of credits needed)	To meet these UAF core course requirements	Use any of these UAA general education courses	Use any of these UAS general education courses
COMMUNICATION (9 CR)			
Written Communication (3 cr)	ENGL F111X	ENGL 111	ENGL 111
Written Communication (3 cr)	ENGL F211X or F213X	ENGL 211, 212, 213, 214, 311, 312 or 414	ENGL 211, 212
Oral Communication (3 cr)	COMM F121X, F131X or F141X	COMM 111, 235, 237 or 241	COMM 111, 235, 237, 241
PERSPECTIVES ON THE HUMAN CONDITION (18 CR)*			
History (3 cr) Political Economy (3 cr) Social Culture (3 cr)	HIST F100X ECON/PS F100X ANTH/SOC F100X	ANTH 101, 200, 202, 250; BA 151; CEL 292; ECON 123, 201, 202, 210; EDEC 105; ENVI 212; GEOG 101; HNRS 292; HS 220; HUMS 106; INTL 101; JPC 101; JUST 110, 251, 330, 375; LEGL 101; LSSS 111; PS 101, 102, 311, 351; PSY 111, 150, 200; SOC 101, 110, 201, 202, 251, 342, 351; SWK 106, 243; URS 121; WS 200	ANTH 101, 202, 211 ECON 100, 201, 202 GEOG 101; GOVT 101, 102, 230, 251; HIST 105, 106, 131, 132; PSY 101, 250; SOC 101, 201
Literature (3 cr)	ENGL/FL F200X	ART 261, 262, 360A, 360B; ENGL 121, 201, 202, 301, 302, 305, 306, 307, 310, 383, 445; HIST 101, 102, 121, 122, 131,132, 341; HNRS 192; HUM 211, 212; (languages: AKNS 101A, 101B, 101C, 101E, 102A, 102B, 102C, 102E, 201; ASL 101, 102, 201, 202; CHIN 101, 102, 201, 202; FREN, GER, JPN, RUSS, SPAN 101, 102, 201, 202, 301, 302); LING 101; MUS 221, 222; PHIL 101, 201, 211, 212, 313, 314; PS 331, 332, 333; THR 311, 312, 411, 412	ENGL 215, 223, 224, 225, 226, 261; HIST 105, 106, 131, 132; HUM 120; JOUR 101; (languages: AKL 105, 106, 107, 108; ASL, FREN, RUSS, SPAN 101, 102 or other approved world languages); PHIL 101, 201, 301
Aesthetics (3 cr)	ART/MUS/THR F200X, or HUM F201X, or ANS F202X	AKNS 215, 216; ART 160, 261, 262, 360A, 360B; DNCE 170; MUS 121, 124, 215, 216, 221, 222; THR 111, 311, 312, 411, 412	ART 160, 261, 262; MUS 123; THR 111, 211, 212
Ethics (3 cr)	BA F323X, or COMM F300X, or JUST F300X, or NRM F303X, or PHIL F322X, or PS F300X	PHIL 301, 302, 303, 304, 305	PHIL 301
FOREIGN LANGUAGE OPTION			
*OR complete 12 credits from the Perspectives on the Human Condition options above, plus two semester-length courses in a single Alaska Native language or other non-English language, or three semester-length courses (9 credits) in American Sign Language at the university level.			
MATHEMATICS (3 CR)			
	MATH 103X, F107X, F161X, F200X*, F201X*, F202X*, F262X*, or F272X*; STAT F200X * or any math course having one of these as a prerequisite	MATH 107, 108, 109, 172, 200, 201, 272; STAT 252, 253, 307	MATH 106, 107 (or higher-level mathematics course for bachelor's degree); STAT 107, 273 (or higher-level statistics course for bachelor's degree)
NATURAL SCIENCES (7 CR)			
~~Complete any two 4-cr natural science courses with lab sections~~ Complete any 2 natural science courses, at least one with a lab	ATM F101X; BIOL F100X, F101X, F103X, F104X, F115X, F116X, F120X, F213X, F214X; CHEM F100X, F103X, F104X, F105X, F106X; GEOG F111X; GEOS F100X, F101X, F106X, F112X, F120X, F125X; MSL F111X; PHYS F102X, F103X, F104X, F115X, F175X, F211X, F212X, F213X	ASTR 103 & 103L, 104 & 104L; BIOL 102 & 103, 111, 112, 115, 116, 178 & 179; CHEM 103 & 103L, 104 & 104L, 105 & 105L, 106 &106L; ENVI F211 & 211L; GEOL 111 & 111L, 115 & 115L, 178 & 179, 221; LSIS 102, 201, 202; PHYS 123 & 123L, 124 & 124L, 211 & 211L, 212 & 212L ~~(each must include at least 1 credit of lab to meet UAF core requirement)~~ Include list of non-lab courses	BIOL 103, 104, 105, 106, 111, 112; CHEM 103, 105, 106; ENVS 102; GEOG 102; GEOL 104; PHYS 102, 103, 104, 211, 212 ~~(each must include at least 1 credit of lab to meet UAF core requirement)~~

The UAF Faculty Senate passed the following at Meeting #207, May 4, 2015:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/6/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #207 on May 4, 2015:

MOTION:

The UAF Faculty Senate moves to authorize the 2014-15 Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2015. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 4, 2015

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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Debasmita Misra

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #207 on May 4, 2015:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2015-2016 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

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Debasmita Misra

President, UAF Faculty Senate

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UAF Faculty Senate Meetings

Location is the Wood Center Carol Brown Ballroom, unless otherwise noted in the meeting agenda.
http://www.uaf.edu/uafgov/faculty-senate/meetings/

Fall 2015 Semester				
Meeting #:	**Date**	**Day**	**Time**	**Type**
208	Sept. 14, 2015	Monday	1-3 PM	Audio Conference
209	Oct. 12, 2015	Monday	1-3 PM	Face to Face
210	Nov. 9, 2015	Monday	1-3 PM	Audio Conference
211	Dec. 7, 2015	Monday	1-3 PM	Audio Conference
Spring 2016 Semester				
212	Feb. 8, 2016	Monday	1-3 PM	Face to Face
213	Mar. 7, 2016	Monday	1-3 PM	Video/Audio Conference
214	Apr. 4, 2016	Monday	1-3 PM	Audio Conference
215	May 2, 2016	Monday	1-3 PM	Face to Face

The UAF Faculty Senate passed the following at Meeting #207, May 4, 2015:

RESOLUTION:

WHEREAS, the University of Alaska Fairbanks Faculty Senate recognizes the need to revise the Core Curriculum; and

WHEREAS, the Senate wishes to widen student choice in the university's general education; and

WHEREAS, the General Education Revitalization Committee has proposed a "classification list" system (lists of approved courses which fulfill arts, humanities, and social science general education requirements) to replace the current Perspectives on the Human Condition (PHC) courses;

THEREFORE BE IT RESOLVED that during the 2015-2016 academic year the UAF Faculty Senate will adopt a classification list system that will meet general education requirements in arts, humanities, and social sciences in lieu of the currently-mandated PHC courses, with the new system to take full effect as of the 2016-17 Course Catalog.

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President, UAF Faculty Senate

The UAF Faculty Senate tabled the following at Meeting #207 on May 4, 2015:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, as shown below.

EFFECTIVE: AY 2015-16

RATIONALE: Several of the committees of the Faculty Senate have proposed amendments to their bylaws as part of the larger bylaws project undertaken during 2013-14 and 2014-15. These amendments, along with amendments to the general committee bylaws, have been consolidated into one motion.

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BOLD CAPS = Addition
[[ ]] = Deletion

Sect. 3 (ART V: Committees)

…

A. An Administrative Committee [[will be]] **IS** composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF [[shall be]] **IS** an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;

4. Move the motions to the Senate's agenda;

5. Review and approve other items of the Senate's agenda, as deemed necessary;

6. Review reports of all committee work in progress; and

7. Discuss other issues, which may or should lead to later committee and senate actions.

In addition,

8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee **[[**will**]]** represent**S** the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and

9. At the first meeting in the fall semester **THE ADMINISTRATIVE COMMITTEE** make**S** a report of all actions carried out in the name of the Senate since the last meeting in the spring semester.

10. The Administrative Committee [[shall]] oversee**S** the process of evaluation of academic administrators.

B. Membership on standing and permanent committees [[will be]] **IS** for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is recommended by the President and President-Elect or as specified in the definition of a Permanent Committee, approved by the Administrative Committee, and confirmed by the full Senate. Senators are limited to serving on a maximum of one standing committee at any one time. To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

C. **ALL SENATE COMMITTEE MEMBERS ARE FULL-TIME FACULTY, UNLESS OTHERWISE SPECIFIED.** Standing committees will be constituted entirely of Senate members. Permanent committees can be constituted without Senate members.

D. ON STANDING COMMITTEES ALL VOTING MEMBERS MUST BE SENATORS OR ALTERNATES. STANDING COMMITTEES CAN HAVE NON-VOTING EX-OFFICIO MEMBERS.

[[D]]**E**. All permanent and standing committee chairs will be elected from and by the members of their respective committee and must be full-time faculty at UAF. **COMMITTEE CHAIRS ARE VOTING MEMBERS OF THEIR COMMITTEES AND OF THE ADMINISTRATIVE COMMITTEE.**

[[E]]**F. A QUORUM CONSISTS OF AT LEAST 50% OF THE VOTING MEMBERS OF A COMMITTEE.**

G. ANY POTENTIAL CONFLICTS OF INTEREST WILL BE EXPLORED WITHIN THE COMMITTEES. IN CASE OF A CONFLICT OF INTEREST, AFFECTED COMMITTEE MEMBERS WILL ABSTAIN FROM VOTING.

H. APPOINTMENT AND RESPONSIBILITIES OF COMMITTEE CHAIRS: THE PREVIOUS CHAIR OR A REPRESENTATIVE APPROVED BY THE ADMINISTRATIVE COMMITTEE WILL CONVENE THE FIRST MEETING. THE COMMITTEE ELECTS A NEW CHAIR AT THAT MEETING (QUORUM MUST BE PRESENT). COMMITTEE CHAIRS:

1. **SCHEDULE MEETINGS;**
2. **PRESIDE OVER MEETINGS;**
3. **WRITE AND SUBMIT A REPORT TO THE ADMINISTRATIVE COMMITTEE AT THE LAST MEETING OF THE ACADEMIC YEAR SUMMARIZING THE ACTIONS OF THE COMMITTEE;**
4. **PROVIDE MEETING MINUTES TO THE FACULTY SENATE.**

I. The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with **UNDERGRADUATE** curricular and academic policy changes **[[**on all levels except the graduate level**]].**

   [[In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary.**]]**

2. The Faculty Affairs Committee [[shall]] review**S** issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee [[will]] act as a faculty advocate**]] ENHANCES COMMUNICATION OF FACULTY ISSUES WITH MEMBERS OF THE BOARD OF REGENTS, [[**legislators**]] PUBLIC OFFICIALS,** and candidates **FOR PUBLIC OFFICE**. **[[**In its concern for fiscal issues the committee shall monitor budget appropriations to the university and evaluate any notice to the faculty of financial exigency.**]]** In performing these duties, the committee [[will]] coordinate**S** as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units who serve as non-voting members of the Senate and ex-officio members of this committee.

   The committee [[will]] also act**S** as a pool to be drawn upon to act as the United Academics representatives to the Faculty Appeals Board. The chair of the Faculty Affairs Committee [[will]] appoint**S**, from the committee, tenured members of the United Academics bargaining unit who [[will]] serve on [[the]] particular appeals board**S**. If no qualified faculty members are available within the Faculty Affairs Committee, the matter [[will be]] **IS** referred to the Faculty Senate president for appointment of faculty senators to the Faculty Appeals Board.

ALL MATTERS ARE DECIDED BY A MAJORITY VOTE OF ALL VOTING COMMITTEE MEMBERS. VOTING BY ELECTRONIC CORRESPONDENCE IS ALLOWED. VOTING BY PROXY IS NOT ALLOWED.

3. The Unit Criteria Committee **[[**will**]]** review**S** proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and works with the heads of those units (or their designees) to ensure that their criteria are consistent with those defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". **SPECIAL UNIT CRITERIA MAY ADD TO THE STANDARD TEMPLATE THAT IS DRAWN FROM THE BLUE BOOK BUT MAY NOT ALTER ITS LANGUAGE OR FORMATTING. THE CRITERIA TO BE REVIEWED MAY INCLUDE THOSE SUBMITTED EVERY FIVE (5) YEARS PURSUANT TO BLUE BOOK REGULATIONS. THEY MAY ALSO INCLUDE THOSE PROPOSED BY UNITS FOR REVISION AT OTHER TIMES.** The committee **[[**will**]]** also review**S** proposed changes to the "Blue Book."

   To ensure that perspectives from across UAF are represented, membership **[[**will**]]** consist**S** of at least five senators, one each from the following five schools / colleges: CLA, CRCD, CNSM, SFOS, and CEM; and at least one from CES, **[[SNRAS]] SNRE**, SOE, SOM or LIB; and at least one senator who has an appointment with a research institute.

   Final composition of the Unit Criteria Committee **[[**will be**]] IS** approved by the Faculty Senate Administrative Committee.

   THERE WILL BE NO ELECTRONIC VOTING.

PERMANENT

1. The Graduate Academic & Advisory Committee has responsibility for oversight, review and approval of all professional degree courses and programs **[[**including 500-level courses**]]**. The committee advises the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial **[[**and tax-related**]]** issues and dealings with other universities.

   The Graduate Academic & Advisory Committee includes ten faculty members **AND UP TO TWO GRADUATE STUDENTS**. The Dean of the Graduate School, Director of the Library, **AND** the University Registrar, [[and two graduate students]] are non-voting ex-officio members. **GRADUATE STUDENT REPRESENTATIVES ARE APPOINTED BY THE DEAN OF THE GRADUATE SCHOOL**.

2. The Student Academic Development and Achievement Committee [[shall]] consider**S** policies **AND CURRICULUM RELEVANT TO** [[concerning]] student **PLACEMENT**, development, and retention. This committee [[will]] function**S** as a

curriculum review committee for all developmental education courses. [[and other courses facilitating student progress.]]

The Student Academic Development and Achievement Committee (SADA) [[will]] include**S** one **FACULTY** representative from each of the following units of the College of Rural and Community Development: Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and Community and Technical College, [[One or more of these should be from rural campus student services]] **ONE OR MORE OF THESE SHOULD BE FROM DEVELOPMENTAL EDUCATION**. The committee [[will]] also include**S** one representative from the **FAIRBANKS** Department of Developmental Education, two [[at large]] representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics) and one from Math; [[one]]**TWO** from the College of Liberal Arts, **INCLUDING ONE FROM THE** English Department; and one each from Rural Student Services, [[the Academic Advising Center]], **RURAL CAMPUS STUDENT SERVICES,** and **EITHER THE ACADEMIC ADVISING CENTER OR** the Student Support Services Program. [[**ALL OF THE ABOVE MEMBERS WILL BE CONSIDERED FULL MEMBERS OF THE COMMITTEE. OTHER EX-OFFICIO MEMBERS MAY BE ASKED TO SERVE ON THE COMMITTEE AS NEEDED.]]**

3. **[[**The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and a representative from the Office of Faculty Development to be selected by the Provost. This committee will deal with faculty and instructional development and evaluation.]]

   THE FACULTY DEVELOPMENT, ASSESSMENT, AND IMPROVEMENT (FDAI) COMMITTEE FACILITATES FACULTY DEVELOPMENT RELATIVE TO ALL COMPONENTS OF FACULTY PROFESSIONAL ACTIVITIES INCLUDING TEACHING, RESEARCH, AND SERVICE TO THE UNIVERSITY, THE PROFESSIONAL COMMUNITY, AND THE PUBLIC. FDAI PROMOTES EXCELLENCE IN FACULTY TEACHING THROUGH EVALUATING THE STATUS OF FACULTY DEVELOPMENT AND ASSESSMENT, FACILITATING INTELLECTUAL ACTIVITY AND INTERACTION AMONG FACULTY, PROMOTING FAIR AND RELEVANT FACULTY EVALUATION SYSTEMS, AND DEVELOPING AND/OR PILOTING PROFESSIONAL DEVELOPMENT INITIATIVES THAT RECOGNIZE AND PROMOTE GOOD PRACTICE IN TEACHING AND RESEARCH.

   THE FDAI CONSISTS OF THE CHAIR, AND UP TO 13 OTHER MEMBERS. THE MEMBERSHIP OF THE FDAI MUST INCLUDE FACULTY FROM BOTH RURAL AND FAIRBANKS CAMPUSES AND CAN INCLUDE FACULTY WHO ARE SENATORS AND NON-SENATORS. IN ADDITION TO ITS REGULAR MEMBERS, THE FDAI INCLUDES NON-VOTING EX-OFFICIO MEMBERS. THESE INCLUDE A MANDATORY EX-OFFICIO REPRESENTATIVE FROM THE OFFICE OF FACULTY DEVELOPMENT (TO BE SELECTED BY THE PROVOST), A MEMBER FROM UAF ELEARNING, AS WELL AS A MEMBER

OF UAF'S LIST OF DEANS. OTHER NON-VOTING EX-OFFICIO MEMBERS MAY BE INVITED BY THE COMMITTEE.

…

5. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification. If the committee determines that a course fails twice in a row to meet "O" or "W" guidelines as specified by the Faculty Senate, the committee shall have the power to revoke "O" or "W" designators from that course.* Committee actions made prior to March 1 will become effective in the next year's Catalog. Designators will be restored as soon as the course has been reapproved by the committee as once again conforming to "O" or "W" guidelines.

   *As found at:
   http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/

   The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) [[and]] one faculty member from a non-core component area **AND ONE FACULTY MEMBER FROM CRCD, AS VOTING MEMBERS.** Membership on the committee **MAY** include an undergraduate student **AS A NON-VOTING MEMBER,** and representatives from the colleges specifically tasked with core assessment.

6. **[[**The Committee on the Status of Women. Membership will consist of nine people, two of whom will be a senator, the others to be elected at large from among UAF faculty.**]]**

   The purpose of **THE COMMITTEE ON THE STATUS OF WOMEN** [[this committee]] is to monitor the status of women faculty at UAF and to work proactively for gender equity.

   Such actions will include, but are not limited to: Maintaining lists of women faculty with hire, tenure and promotion dates; Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including **FACILITATING** [[running]] workshops on mentoring, promotion and tenure, negotiating techniques, **PROVIDING VENUES FOR NETWORKING, COLLABORATION AND ADVOCACY** and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus

and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

Membership will consist of **TEN** [[nine]] **MEMBERS**, **AT LEAST ONE** [[two]] of whom will be a senator, **EIGHT** [[the others]] to be elected at large from among UAF faculty, **AND THE COORDINATOR OF THE WOMEN'S CENTER**. [[The chair will be a voting member]].

. . .

ATTACHMENT 207/3
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY BRIAN ROGERS

WHEREAS, Brian Rogers is retiring on August 31, 2015, after serving faithfully for seven years as interim Chancellor and Chancellor of the University of Alaska Fairbanks, since 2009, during an increasingly challenging period; and

WHEREAS, Brian Rogers as Chancellor has been a steadfast advocate for UAF with the Statewide Administration, the Board of Regents and the Alaska State Legislature; and

WHEREAS, during his tenure, the University grew in terms of numbers of degrees awarded, students enrolled, and facilities available for education, research, and student services; and

WHEREAS, Brian Rogers has served nearly 20 years in all as a university employee and has 45 years of association with the University of Alaska, beginning with his arrival as a student in 1970 and including eight years of service on the Board of Regents; and

WHEREAS, Brian Rogers has been a strong proponent of academic freedom and has consistently advanced the concept of shared governance with staff and faculty; and

WHEREAS, Brian Rogers continually sought to strengthen the commitment to diversity and workplace ethics and has been instrumental in strengthening university ties to the larger community; and

WHEREAS, Brian Rogers has served as a member of the Alaska House of Representatives from 1979 to 1982, as the director of Budget Development and then as Vice President for Finance at the University of Alaska from 1984 to 1995 and as a member of the Board of Regents of UA from 1999 to 2007, being appointed by Governor Knowles; and

WHEREAS, Brian Rogers has served as the chair of the UArctic Board of Governors, The Nature Conservancy Alaska Trustees and the Great Northwest Athletic Conference CEO board, as well as serving as a member of numerous community and state organizations including the Foraker Group Governance Board, the Greater Fairbanks Chamber of Commerce Board of Directors, and the Fairbanks Downtown Rotary; and

WHEREAS, Brian Rogers and his wife and UAF alumna Sherry Modrow have worked as a strong team to serve various causes for the betterment of UAF and its community; and

WHEREAS, the faculty of the University of Alaska Fairbanks, through its Faculty Senate, wish to acknowledge and appreciate the outstanding contributions to higher education of Brian Rogers, the Chancellor of UAF; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many valuable and far-reaching contributions of Brian Rogers and expresses its utmost gratitude and appreciation for his exemplary service.

ATTACHMENT 207/4
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY CÉCILE LARDON

WHEREAS, Cécile Lardon has served the UAF Faculty Senate for seven years in a manner deserving of the UAF Faculty Senate's highest admiration and respect; and

WHEREAS, Cécile Lardon has served as Senator to the UAF Faculty Senate from 2006-2007, and from 2009-2010 through 2012-2013; and

WHEREAS, Cécile Lardon has served as President-Elect of the UAF Faculty Senate from 2013-2014; and

WHEREAS, Cécile Lardon has served as UAF Faculty Senate President from 2014-2015; and

WHEREAS, Cécile Lardon has served on the Committee on the Status of Women as a member in 2006-2007; and

WHEREAS, Cécile Lardon has served on the Faculty Affairs Committee as a member in 2009-2010 through 2011-2012, and served as chair in 2012-2013; and

WHEREAS, Cécile Lardon has served on the Faculty Senate Administrative Committee as a member from 2012-2013, and served as chair in 2013-2014; and

WHEREAS, Cécile Lardon has served as President-Elect of the UAF Faculty Senate in 2013-2014; and

WHEREAS, Cécile Lardon has served as President of the UAF Faculty Senate in 2014-2015, with positive and unflagging commitment and dedicated leadership during challenging times of academic change, and exceptionally tough budgetary times; and

WHEREAS, Cécile Lardon has served as liaison between the Faculty Senate and UAF Administration through her service on the UAF Provost's Council from 2013-2015; and

WHEREAS, Cécile Lardon has provided a strong faculty voice as a member of the Planning and Budget Committee (for two and a half years) and the Chancellor's Budget Options Group (in the spring of 2014) in order to provide a vital faculty perspective in addressing the serious budget shortfalls affecting UAF; and

WHEREAS, Cécile Lardon has made valuable contributions as a member of the UA Faculty Alliance, and the System Governance Council; and provided valuable counsel to the Faculty Alliance Chair; and

WHEREAS, Cécile Lardon has represented the Faculty Alliance on the Statewide Academic Council in 2013-2014 (and will again in 2015-2016); and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the Faculty and the University by the work of Cécile Lardon as she concludes her term as President; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many contributions of Cécile Lardon and expresses its appreciation for her exemplary service.

ATTACHMENT 207/5
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

Outstanding Senator of the Year Award
Academic Year 2015

WHEREAS, Brian E.G. Cook has served as Senator to the UAF Faculty Senate during 2014-2015; and

WHEREAS, Brian E.G. Cook has served on the Curricular Affairs Committee during 2014-2015; and

WHEREAS, Brian E.G. Cook stepped adeptly into an important role and served as chair of the Curricular Affairs Committee during 2015; and

WHEREAS, Brian E.G. Cook has actively and thoughtfully engaged members of the Curricular Affairs Committee in discussions concerning academic programs, academic policy, and general education requirements; and

WHEREAS, Brian E.G. Cook worked diligently to involve the UAF faculty in active discussion about general education revitalization, student learning outcomes, and assessment of student learning outcomes; and

WHEREAS, under Brian E.G. Cook's leadership, the Curricular Affairs Committee has effectively worked to fulfill its mission to UAF faculty; and

WHEREAS, Brian E.G. Cook has consistently and actively contributed to the Faculty Senate Administrative Committee, providing valuable assistance to Senate leadership in handling matters both routine and extraordinary; and

WHEREAS, Brian E.G. Cook has been fundamental to the organization and continuing success of the CLA Faculty, Staff, and Student Forum; and

WHEREAS, Brian E.G. Cook consistently is well prepared, takes a thoughtful and well-reasoned approach to issues under discussion, and maintains an open mind to new information; and

WHEREAS, Brian E.G. Cook consistently sets an outstanding example of a committed UAF Faculty Senator and faculty member; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate recognizes Brian E.G. Cook as Outstanding Senator of the Year for Academic Year 2014-2015.

ATTACHMENT 207/6
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE
BY
ANDREA FERRANTE

WHEREAS, Andrea Ferrante has served as the chair of the Electronic Course Assessment Implementation (ECAI) committee during the 2014-15 academic year; and

WHEREAS, Andrea Ferrante took on a complex task with a very short timeline; and

WHEREAS, Andrea Ferrante demonstrated excellent leadership in guiding the committee through several phases of developing online course evaluations for UAF; and

WHEREAS, Andrea Ferrante led a diverse committee that could discuss and incorporate input on course assessment from multiple perspectives; and

WHEREAS, Andrea Ferrante worked effectively with the company UAF contracted to provide the software for the electronic course evaluations; and

WHEREAS, Andrea Ferrante skillfully coordinated and communicated with multiple constituencies needed to implement electronic course evaluations at UAF, including faculty, students, and administrators; and

WHEREAS, Andrea Ferrante artfully managed the needs of these constituencies throughout the project; and

WHEREAS, Andrea Ferrante has devoted his considerable time and attention to this project as service to the University and not as a Faculty Senator; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many valuable and far-reaching contributions of Andrea Ferrante and expresses its utmost gratitude and appreciation for his exemplary service.

ATTACHMENT 207/7
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE BY KELLY HOULTON
Academic Year 2015

WHEREAS, Kelly Houlton has served on the Faculty Senate "Faculty Development, Assessment and Improvement (FDAI) Committee" since 2009; and

WHEREAS, Kelly Houlton has served as the recorder of the FDAI committee since 2011; and

WHEREAS, Kelly Houlton has served as the Co-Chair of the FDAI committee since Fall 2014; and

WHEREAS, Kelly Houlton has been an engaged member of the Electronic Course Assessment Implementation (ECAI) Committee since Fall 2014; and

WHEREAS, Kelly Houlton has been an active contributor to Electronic Course Evaluation task forces since 2012; and

WHEREAS, Kelly Houlton has served on the newly-formed Fresh Air Campus Challenge Committee since Fall 2014; and

WHEREAS, Kelly Houlton has served on a range of program review committees throughout the recent years; and

WHEREAS, Kelly Houlton has shown the utmost dedication in all of her committee work and her contributions are consistently of highest quality; and

WHEREAS, Kelly Houlton's tireless "behind the scenes" work has supported the success of the UAF Faculty Senate for many years; and

WHEREAS, Kelly Houlton continuously sets an outstanding example of a committed UAF faculty member; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many contributions of Kelly Houlton and expresses its appreciation for her exemplary service.

ATTACHMENT 207/8
UAF Faculty Senate #207, May 4, 2015
Submitted by the Administrative Committee

RECOGNITION OF SERVICE
BY
LEAH BERMAN

WHEREAS, Leah Berman has been a member of the General Education Revitalization Committee (GERC) develop the next general education curriculum and outcomes assessment system for UAF and to adopt new student learning outcomes since 2011; and

WHEREAS, Leah Berman has served the University of Alaska Fairbanks as chair of the Core Review Committee during the 2014-15 academic year; and

WHEREAS, Leah Berman served on the statewide General Education Learning Outcomes (GELO) Task Force to develop common learning outcomes for the UA system in 2013-14; and

WHEREAS, Leah Berman served on the statewide General Education Alignment Task Force working to align general education requirements across the UA system in 2014-15; and

WHEREAS, Leah Berman has been a strong advocate for general education reform at UAF and across the UA system; and

WHEREAS, Leah Berman has worked tirelessly, diligently and effectively to communicate to the broader UAF faculty about the work of the General Education Revitalize Committee by means of a UAF-wide faculty survey, faculty forums, and presentations to numerous academic departments; and

WHEREAS, Leah Berman has been instrumental in bridging disparate viewpoints and in artfully managing the needs of various constituencies in all of her governance work; and

WHEREAS, Leah Berman has devoted her considerable time and attention to governance issues as service to the University and not as a Faculty Senator; now

THEREFORE, BE IT RESOLVED that the UAF Faculty Senate acknowledges the many valuable and far-reaching contributions of Leah Berman and expresses its utmost gratitude and appreciation for her exemplary service.

The UAF Faculty Senate passed the following at Meeting #206 on April 6, 2015:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Brian E.G. Cook for the 2014-2015 Outstanding Senator of the Year.

EFFECTIVE: Immediately

RATIONALE: The selection committee has carefully reviewed the nominations according to the award criteria, and forwards the nomination of Brian E.G. Cook as Outstanding Senator of the Year for confirmation by the Faculty Senate. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

****

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #206 on April 6, 2015:

MOTION:

The UAF Faculty Senate affirms by acclamation the election of Dr. Orion Lawlor as the Faculty Senate President-Elect for 2015-2016.

EFFECTIVE: Term of office begins at the May 2015 meeting when the 2015-16 Faculty Senate is convened.

RATIONALE: A single eligible nomination has been accepted for the President-Elect position. Unless further nominations are made and accepted, a secret ballot election need not be held. Acclamation of the single nominee's election will suffice.

****

President, UAF Faculty Senate

PERSONAL STATEMENT: DR. ORION LAWLOR

By clearly articulating the faculty's voice and working constructively with the administration, regents, and state legislature, the faculty senate has the ability to transform our state budget cuts from a crisis into an opportunity to improve our university. This is our chance to renew our focus on our tripartite mission, to free both students and faculty by removing the unnecessary barriers to what we all love about the university: discovering and sharing knowledge.

During these challenging budget years, it is tempting to operate defensively, doing things the way we've always done them, and leave the hard decisions to the administration. But shared governance means the faculty senate should not force our administrators to make these difficult choices without our advice, just as they should not make them without our consent.

Since I first set foot on the UAF campus for a high school summer program in 1992, while earning two bachelor's degrees as an undergraduate from 1995 to 1999, and since returning as a faculty member in 2005, I've continued to be amazed by this institution's drive, innovation, and openness. I would be honored to help the faculty senate shape UAF into a vibrant and engaged arctic university!

Professional Preparation
U. Illinois Urbana-Champaign, Computer Science, PhD, 2005
U. Illinois Urbana-Champaign, Computer Science, MS, 2001
U. Alaska Fairbanks, Computer Science, BS, 1999
U. Alaska Fairbanks, Mathematics, BS, 1999

Appointments
Associate Professor, Computer Science, U. Alaska Fairbanks, 2012–present.
Assistant Professor, Computer Science, U. Alaska Fairbanks, January 2005–2012.

The UAF Faculty Senate passed the following at Meeting #206, April 6, 2015:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Journalism Department (CLA).

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from the Journalism Department. With minor revisions, the unit criteria were found to be consistent with UAF guidelines.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/7/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND *JOURNALISM* UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE JOURNALISM DEPARTMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***OTHER AREAS INCLUDE DEVELOPING INTERNSHIP***

OPPORTUNITIES FOR STUDENTS AND ASSISTANCE FINDING EMPLOYMENT OR ADVANCING PROFESSIONAL CAREERS.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design; ***INCLUDING CREATING OPPORTUNITIES FOR PUBLICATION OF CLASS EFFORTS OR INDIVIDUAL STUDENT WORKS IN PROFESSIONAL JOURNALISM PUBLICATIONS AND RELEVANT MEDIA OUTLETS.***

   g. may receive prizes and awards for excellence in teaching ***AND ADVISING OR ASSITANCE AND ENCOURAGEMENT PLACING STUDENT WORK IN RELEVANT MEDIA.***

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

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

   and at least two of the following:

   b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as ***scholars OR PROFESSIONAL JOURNALISTS, WHICH INCLUDES WORK AS BROADCASTERS, COMMENTATORS, PROGRAM TALENT AND OTHER RELEVANT MEDIA CONTENT PRODUCERS.*** Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. ***RECOGNITION OF CREATIVE EXCELLENCE IN JOURNALISM MAY TAKE THE FORM OF PROFESSIONAL AWARDS, EDITORIAL SELECTIONS FOR PUBLICATION, SCREENINGS, INCLUDING FESTIVALS, RELEVANT MEDIA SHOWS AND PRODUCTION CREDITS***.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers. ***THIS INCLUDES PROFESSIONAL JOURNALISTS AND/OR RELEVANT MEDIA PRODUCERS.***

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of *research papers* ***OR BYLINES, PRODUCTION CREDITS, CONTRACTS, ACCEPTANCE LETTERS AND OTHER ACKNOWLEDGEMTS OF REPORTING, RESEARCHING, PHOTOGRAPHING, EDITING OR OTHERWISE PRODUCING RELEVANT MEDIA.***

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***CONTRIBUTING TO THE PRODUCTION OF RELEVANT MEDIA CONTENT, INCLUDING NON-FICTION BOOKS, ARTICLES, AUDIO REPORTS, DOCUMENTARIES, FILMS, PODCASTS, NEWS PROGRAMS, VIDEOS, WEBSITES OR EMERGING MOBILE AND ALTERNATIVE INFORMATION-DELIVERY PLATFORMS***.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial

obligation for the internal functioning of the institution; such service is identified as "university service."

1. **Public Service**
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting.

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

   i. Training and facilitating.

   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. **University Service**
   University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its

colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that

unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

The UAF Faculty Senate passed the following at Meeting #206, April 6, 2015:

MOTION:

The Faculty Senate moves to revise wording in the Course Catalog to specify the time limit of 2 years for the temporary grade "DF" (Deferred) in undergraduate courses, after which time the final grade recorded will change to a "W" (Withdrawn).

EFFECTIVE: Fall 2015

RATIONALE: The DF grade is a temporary grade assignment, not a final designation. Currently, the Registrar's office is faced with a significant number of DF grades which have not been finalized, many of them considerably older than 2 years. This motion provides for the automatic conversion of all future DF grade designations in undergraduate courses after two years unless action is taken to either enter a final grade designation or request an extension from the Registrar.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/7/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

This motion will make the following changes to the UAF Catalog, page 46:

BOLD = Additions

DF Deferred — This designation is used for courses such as theses and special projects, which require more than one semester to complete. It indicates that course requirements cannot be completed or when institutional equipment breakdown resulted in noncompletion by the end of the semester. Credit may be withheld without penalty until the course requirements are met within an approved time. **FOR UNDERGRADUATE COURSES, THE GRADE WILL AUTOMATICALLY CHANGE TO A W (WITHDRAWN) AFTER TWO YEARS UNLESS AN EXTENSION IS REQUESTED AND GRANTED BY THE REGISTRAR.**

(with friendly amendment highlighted on page 2)

The UAF Faculty Senate passed the following at Meeting #206, April 6, 2015:

MOTION:

The Faculty Senate moves to update its policy on academic credit to reflect the updated University Regulations (R10.04.090.F.2) enacted in August 2014.

EFFECTIVE: Fall 2015

RATIONALE: The updated policy is a more inclusive statement about the various types of course credit offered by UAF. It also reflects more accurately the current university regulations:

R10.04.090.F.2 A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or 2) at least an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Equivalencies to this standard may be approved by the chief academic officer of the university or community college.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 4/7/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

The following is proposed to replace the current policy from http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/

Proposed UAF Faculty Senate Policy on Academic Credit
[[ ]] = existing, but to be removed;
BOLD = to be added.

A CREDIT HOUR REPRESENTS AN AMOUNT OF WORK THAT REASONABLY APPROXIMATES NOT LESS THAN:

1. **ONE HOUR OF CLASSROOM OR OTHER FACULTY INSTRUCTION AND A MINIMUM OF TWO HOURS OF OUT-OF-CLASS STUDENT WORK EACH WEEK FOR APPROXIMATELY FIFTEEN WEEKS, OR THE EQUIVALENT AMOUNT OF WORK OVER A DIFFERENT AMOUNT OF TIME; OR**
2. **AT LEAST AN EQUIVALENT AMOUNT OF WORK FOR OTHER ACADEMIC ACTIVITIES, INCLUDING LABORATORY WORK, INTERNSHIPS, PRACTICE, STUDIO WORK, AND OTHER ACADEMIC WORK.**

[[One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes of instruction. It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.]]

The following standards establish the minimum requirements for one academic unit of credit for the course formats commonly used at UAF:

1. 800 minutes of lecture **OR EQUIVALENT INSTRUCTIONAL ACTIVITIES** plus 1600 minutes of student work outside of class.
2. 1600 minutes of laboratory (or studio or other similar activity) plus 800 minutes of student work outside of class.
3. 2400 minutes of laboratory (or studio or other similar activity)
4. 2400 - 4800 minutes of supervised practicum
5. 2400 - 8000 minutes of internship (or externship, clinical)
6. 2400 - 4800 minutes of supervised scholarly activity

Credit hours may not be divided, except one-half credit hours may be granted at the appropriate rate.

For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any existing semester-long course that is to be offered in a "compressed to less than six weeks" format must be approved by the college or school's curriculum council and the appropriate UAF Faculty Senate Committee (SADA, Core Review, Curriculum Review or GAAC). Any new course proposal must indicate those course compression format(s) in which the course will be taught. Only approved course formats will be allowed for scheduling.

Given the above information the formula used for computing credit/contact hours is 800 minutes (13.3 hrs) per credit. This equates to approximately 1 hour of lecture per week for a normal 14 week semester. **FOR COURSES THAT DO NOT EMPLOY LECTURES, BUT THAT ARE INTENDED TO ACHIEVE LEARNING OUTCOMES EQUIVALENT TO THOSE OF A LECTURE COURSE (E.G., SOME ELEARNING CLASSES), 800 MINUTES OF STRUCTURED INSTRUCTIONAL ACTIVITIES ARE EXPECTED PER CREDIT, IN ADDITION TO AT LEAST 1600 MINUTES/CREDIT OF OTHER WORK THAT THE STUDENT COMPLETES INDEPENDENTLY. "STRUCTURED INSTRUCTIONAL ACTIVITIES" IS NOT RESTRICTED TO MEAN SYNCHRONOUS INTERACTION**

WITH AN INSTRUCTOR, BUT RATHER FACULTY-DESIGNED INSTRUCTIONAL ACTIVITY INTENDED TO FACILITATE STUDENT LEARNING.

Proposed statement for UAF Catalog:
A credit represents an amount of work that reasonably approximates not less than:

1. one hour of classroom or **OTHER** faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work for other academic activities, including laboratory work, internships, practice, studio work, and other academic work.

[[One credit represents satisfactory completion of 800 minutes of lecture or 1600 or 2400 minutes of laboratory (or studio or other similar activity), whichever is appropriate. (It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.) **]]**

The UAF Faculty Senate passed the following at Meeting #206 on April 6, 2015:

RESOLUTION

WHEREAS, the University of Alaska Anchorage Faculty Senate has reviewed Board of Regents Policy and University Regulations concerning the Student Code of Conduct; and

WHEREAS, the University of Alaska Anchorage Faculty Senate has recommended a series of clarifications and other changes to the Student Code of Conduct as specified in University Regulation R09.02.020 **subsection A** to address various shortcomings in existing university regulations; and

WHEREAS, the UA Faculty Alliance has requested that the Faculty Senates at the University of Alaska Fairbanks and the University of Alaska Southeast endorse the recommended changes to R09.02.020 **subsection A**; and

WHEREAS, the UAF Faculty Senate Faculty Affairs Committee has favorably reviewed the proposed changes; now

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate endorses the changes as shown below to R09.02.020 subsection A.

UNIVERSITY REGULATION
PART IX – STUDENT AFFAIRS
Chapter 09.02 - Student Rights and Responsibilities

R09.02.010. General Statement: Student Rights and Responsibilities

The purpose of this regulation is to further define the University of Alaska's Student Code of Conduct, or Code, and to establish a framework for the enforcement of the Code. These procedures, and their elaboration in MAU rules and procedures, will allow for fact-finding and decision-making in the context of an educational community, encourage students to accept responsibility for their actions, and provide procedural safeguards to protect the rights of students and the interests of the university. These procedures are applicable to all students and student organizations.

(11-20-98)

R09.02.020. Student Code of Conduct

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code.

The examples provided in this section of actions constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

A. Cheating, Plagiarism, or Other Forms of Academic Dishonesty; **ACADEMIC DISHONESTY APPLIES TO EXAMINATIONS, ASSIGNMENTS, LABORATORY REPORTS, FIELDWORK, PRACTICUMS, CREATIVE PROJECTS, OR OTHER ACADEMIC ACTIVITIES.** Examples include:

1. using [[material]] sources **(INCLUDING BUT NOT LIMITED TO TEXT, IMAGES, COMPUTER CODE, AND AUDIO/VIDEO FILES)** not authorized by the faculty member[[during an examination or assignment]];
2. utilizing devices [[that are]] not authorized by the faculty member[[during an examination or assignment]];
3. providing assistance **WITHOUT THE FACULTY MEMBER'S PERMISSION** to another student or receiving assistance **NOT AUTHORIZED BY THE FACULTY MEMBER** from **ANYONE (WITH OR WITHOUT THEIR KNOWLEDGE)** [[another student during an examination or assignment in a manner not authorized by the faculty member]];
4. **SUBMITTING WORK DONE FOR ACADEMIC CREDIT IN PREVIOUS CLASSES, WITHOUT THE KNOWLEDGE AND ADVANCE PERMISSION OF THE FACULTY MEMBER;**
5. [[4.]] presenting as their own the ideas or works of **OTHERS** [[another person]] without proper **CITATION** [[acknowledgment]] of sources;
   [[5. knowingly permitting their works to be submitted by another person without the faculty member's permission;]]
6. acting as a substitute or utilizing a substitute[[in any examination or assignment]];
7. **DECEIVING FACULTY MEMBERS OR OTHER REPRESENTATIVES OF THE UNIVERSITY TO AFFECT A GRADE OR TO GAIN ADMISSION TO A PROGRAM OR COURSE;**
8. [[7.]] fabricating **OR MISREPRESENTING** data[[in support of laboratory or field work]];
9. [[8.]] possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of **ASSESSMENT** [[examination or in an assignment]] in advance of its administration;
10. [[9.]] altering grade records of their own or another student's work; or
11. [[10.]] offering a monetary payment or other remuneration in exchange for a grade;
12. **VIOLATING THE ETHICAL GUIDELINES OR PROFESSIONAL STANDARDS OF A GIVEN PROGRAM.**

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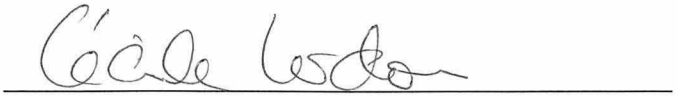

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #205, March 2, 2015:

MOTION:

The Faculty Senate moves to adopt the following changes to the UAF Department Chair Policy.

Effective: Immediately

Rationale: The Department Chair Policy has not been revisited or reviewed since 2000. With recent changes made to the United Academics (UNAC) Collective Bargaining Agreement (CBA) in 2014, it is pertinent to review and revise the existing policy.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/2/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

CAPS and **Bolded** – Addition; [[ ]] – Deletion

UAF Department Chair Policy

The following is a description of the role and duties of the department chair, and procedures for the election of department chairs at the University of Alaska Fairbanks. The size and composition of departments and programs are defined by each individual college and school.

I. ROLE OF THE DEPARTMENT CHAIR

A. The department chair [[is the administrative and academic officer of the department and as such]] has the primary responsibility [[and authority]] for: (1) leadership in developing high quality academic programs which fulfill department, college, and university objectives; (2) leadership in the implementation of college and university policies and programs at the department level; (3) leadership in developing resource requests and an appropriate departmental budget; and (4) service on the college/school executive committee.

B. The department chair is first a faculty member. The department chair is primarily a teacher-

scholar serving as a leader of his/her department colleagues. The department chair is a role model for faculty responsibility.

C. The department chair is responsible for providing mechanisms and processes for members' participation in discussion and decision-making within the department. All members of the department [[should]] **WILL** be informed of these mechanisms and processes. Regular meetings [[should]] **WILL** be held for purposes of communicating information, discussing issues, and making decisions on department matters.

D. The department chair is **REQUIRED** [[expected]] to communicate faculty perspectives and concerns to the administration and other segments of the community as appropriate. The department chair is the primary spokesperson **FOR** the faculty of the department. The department chair will also **BE REQUIRED TO** convey administration views and concerns to the faculty.

II. DUTIES OF THE DEPARTMENT CHAIR

The department chair is responsible, either directly or by delegation, for performance of at least the specific duties enumerated below (the duties are not prioritized) which shall be performed in accordance with the extant collective bargaining agreements on the role and status of department chairs.

A. Academic Programs

1. Initiate, plan, oversee implementation of, and review the [[preparation]] **PREPARATION,** and offering of the academic program, after appropriate involvement of members of the department and consultation with the dean.

2. [[Ensure]] **FACILITATE** interdepartmental coordination and cooperation.

3. [[Take leading role in ensuring]] **PROMOTE** academic program [[quality]] **QUALITY, INCLUDING PROGRAM ASSESSMENTS.**

4. Ensure reports are prepared as needed. Ensure that course [[schedule]] **SCHEDULES AND OTHER NECESSARY DOCUMENTS** are prepared in a timely manner.

5. Ensure **THE** catalog is current.

6. Supervise **THE DEPARTMENT OFFICE.** [[departmental office and ensure that files and records are maintained.]]

7. Keep the dean informed of departmental and faculty activities. Act as a liaison with the University community.

B. Personnel

1.[[Coordinate and evaluate]] **FACILITATE COORDINATION OF** professional activities of all members of the department, to include providing guidance to faculty concerning expectations regarding promotion and tenure. [[Request and obtain faculty activity reports as

appropriate to this process]].

2. Provide recommendations for appointments, [[promotion]], sabbatical leaves, [[tenure]], and release of faculty after consultation with members of the department.

3. Review and recommend to **THE** dean/director workloads[[,]] **IN CONSULTATION WITH AND** as proposed by faculty members.

4. Take a [[lead]] **LEADING** role in departmental faculty and staff recruitment and retention.

[[5. Provide for the management and supervision of support staff.]]

[[6.]] **5.** Appoint appropriate committees within the department.

[[7.]] **6.** Facilitate support for faculty teaching, research and service activities.

[[8.]] **7.** Function as spokesperson and advocate for the department, both within and outside the University community.

C. Students

1. Administer the departmental student [[advisement program and counsel students.]] **ADVISING PROGRAM.**

2. Recruit students in cooperation with other members of the department and the dean.

3. Act on student petitions.

4. Provide for the management of student assistants.

5. Address student concerns as appropriate.

D. Budget, Inventory, Facilities, Etc.

1. Initiate resource and budget requests with justifications.

2. Maintain fiscal control of departmental budgets.

3. Ensure upkeep of equipment and facilities assigned to the department.

III. ELECTION AND TERMS OF SERVICE OF THE DEPARTMENT CHAIR

A. Departments Involved

The procedures will apply to every unit that is considered a department.

B. Eligibility to Vote

All **[[**full-time**]]** faculty members holding academic rank who are affiliated with the department **AND ARE REPRESENTED THROUGH THE CURRENT APPLICABLE COLLECTIVE BARGAINING AGREEMENTS** are eligible to vote. [[Visiting faculty who are in an academic rank position are eligible to vote.]]

A **[[**full-time**]]** faculty member currently holding academic rank is affiliated with a department if

[[: 1) the chair of that department evaluates the faculty member or;]]

[[2)]] the chair of [[the]] **THAT** department reviews the faculty member's workload agreement.

C. Eligibility to be Nominated and Serve as Department Chair

[[Only tenured members of a department who are eligible to vote are eligible to be nominated and serve as department chair. Only in exceptional circumstance, where the majority of the department faculty feel that options are severely limited, should there may be deviation from this policy.**]]**

THE SENATE RECOMMENDS THAT ONLY TENURED MEMBERS OF A DEPARTMENT WHO ARE ELIGIBLE TO VOTE BE NOMINATED AND SERVE AS DEPARTMENT CHAIR, EXCEPT UNDER EXCEPTIONAL CIRCUMSTANCES.

D. Procedures for Elections

1. By March 15, those faculty in the department who are eligible to vote will establish a list of nominees for department chair. The names of the nominees will be placed on an official secret ballot for the department and distributed from the dean's office to those faculty eligible to vote.

2. Faculty members eligible to vote [[but]] who are absent because of sabbatical leave, leave of absence, or for other official reasons will be provided with an absentee ballot.

3. Secret ballots are to be cast. **EACH BALLOT SHALL INCLUDE THE OPTION TO VOTE FOR "NONE OF THE ABOVE".**

4. **THE DEAN'S OFFICE SHALL TALLY THE VOTES. THE RESULTS MAY BE VERIFIED BY ANY FACULTY MEMBER REQUESTING TO DO SO.**

5. The person receiving a simple majority of the votes cast will be elected. [[In the case of a tie which cannot be resolved by the voters, the dean shall select the department chair from those faculty involved in the tie vote.]] **IF "NONE OF THE ABOVE" RECEIVES A MAJORITY VOTE, A NEW ELECTION MUST BE HELD.**

[[4.]] **6.** If no nominee receives a simple majority of the votes, a runoff election of the top two nominees shall be held immediately under the same procedures outlined above. **IN THE CASE OF A TIE, THE DEAN SHALL SELECT THE DEPARTMENT CHAIR FROM THOSE NOMINEES INVOLVED IN THE TIE VOTE.** The deadline for

accepting ballots for the run-off election will be the last working day prior to April 15.

[[5.]] **7.** Departments and the provost will be notified of election results by May 15.

E. Term of Elected Department Chair

A department chair shall serve for a term of two years, beginning July 1, following his/her election. **THE DEPARTMENT CHAIR MAY SERVE CONSECUTIVE TERMS.** [[The department chair may continue in the position indefinitely by a simple majority of the voting faculty of the department.]]

F. Department Chair Disputes, Vacancies, and Recall

1. If an action of the department chair is [[appealed]] **DISPUTED** by a simple majority of the eligible voting members of the department and the issue cannot be resolved within the department, the matter shall be referred to the dean for arbitration. If necessary, the dean will refer the matter to the Provost. [[(See Section F 6 for recall procedure.)]]

2. If the department chair's position becomes vacant due to unexpected prolonged leave, illness, death, resignation, or other circumstances, the dean shall appoint a department faculty member **OR OTHER TENURED FACULTY MEMBER WHO IS ELIGIBLE TO SERVE AS A DEPARTMENT CHAIR AS DEFINED BY THIS POLICY.** An election to fill this position will be held the following April 15.

3. The department chair shall appoint an acting department chair whenever [[their absence]] **ABSENT** from the department **AND UNAVAILABLE TO CARRY OUT CHAIR DUTIES.** [[is for a period of less than two months]] **THE CHAIR SHALL NOTIFY DEPARTMENT MEMBERS AND DEAN OR DIRECTOR OF SUCH APPOINTMENT.** If this absence extends beyond two months, the procedure defined in Section F. 2. above is to be followed.

4. Election of a new department chair may be requested by petition to the dean signed by three-quarters of the eligible voting members of the department or by the petition of the Dean to the department approved by **THREE FOURTHS** [[3/4's]] of the voting members of the department. After the election by the faculty [[and ratification by the Dean]], the new department chair will take office immediately and serve the unexpired term.

G. Acknowledgement for Department Chair Duties

A Department chair's duties may be acknowledged through release time, remuneration, and/or their service component of their faculty duties. Any acknowledgement must be agreed upon between the Department chair and the Dean and must be consistent with UAF and Board of Regent's policies and extant Collective Bargaining Agreements.

The UAF Faculty Senate passed the following at Meeting #205 on March 2, 2015:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the International Arctic Research Center (IARC).

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted from IARC. With changes and revisions agreed upon with IARC faculty, the unit criteria were found to be consistent with UAF guidelines.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/2/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF Regulations for the Appointment and Evaluations of Faculty

And International Arctic Research Center Unit Criteria, Standards, and Indices

The following is an adaptation of UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the International Arctic Research Center (IARC). Items in boldface italics are those specifically added or emphasized because of their relevance to the department's faculty, and because they are additions to UAF regulations.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

D. Process for Appointment of Faculty with Special Academic Rank
Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.
IN ACCORDANCE WITH THE BOARD OF REGENTS POLICY ON PROMOTION AND TENURE, IARC FACULTY MAY BE EXEMPTED FROM A TRIPARTITE RESPONSIBILITY. SUCH FACULTY HAVE BIPARTITE RESPONSIBILITY. THE BIPARTITE RESPONSIBILITIES ARE TO BE CLEARLY STATED AT THE TIME OF HIRE AND CAN BE ANY COMBINATION OF TWO OF THE THREE TRIPARTITE MISSIONS, I.E., TEACHING, RESEARCH, OR SERVICE.

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. ***EVALUATIONS SHOULD BE CONSISTENT WITH AN INDIVIDUAL FACULTY MEMBER'S JOB DESCRIPTION AND WORKLOAD AGREEMENT.***

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial

sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. **Effectiveness in Teaching**
   ***IARC** HAS A LARGE NUMBER OF BIPARTITE FACULTY THAT DO NOT HAVE A TEACHING COMPONENT TO THEIR WORKLOAD. FOR THESE FACULTY, SCHOLARLY ACTIVITY AND SERVICE CRITERIA ARE THE DOMINANT CRITERIA FOR EVALUATION.*

   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.

   g. may receive prizes and awards for excellence in teaching.

   ALTHOUGH THESE ACHIEVEMENTS WOULD NOT BE EXPECTED TO OCCUR ON AN ANNUAL BASIS.

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. NEW AND UNIQUE ADAPTATIONS OF EXISTING RESEARCH BASED TECHNOLOGY OR KNOWLEDGE IN ORDER TO SOLVE PROBLEMS RELEVANT TO ALASKA

n. EDUCATION AND OUTREACH MATERIALS FOR DISSEMINATION OF RESEARCH FINDINGS AND/OR RESEARCH PROCESS TO A BROAD COMMUNITY OF STAKEHOLDERS. (K-12 STUDENTS, LIFE-LONG LEARNERS, GENERAL PUBLIC, RESOURCE AGENCIES, POLICY MAKERS ETC.)

o. SCIENTIFIC REPORTS DOCUMENTING PROJECT FINDINGS PRESENTED TO PROJECT CONTRACTOR/FUNDER.

p. DOCUMENTATION AND DISSEMINATION OF LOCAL AND TRADITIONAL KNOWLEDGE (LTK) FROM ALASKAN COMMUNITIES (WITH THEIR CONSENT AND APPROVAL) TO THE BROADER COMMUNITY OF STAKEHOLDERS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the

university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. INSTITUTIONAL REPRESENTATION AT IARC EDUCATIONAL DISPLAYS, BOOTHS AND EXHIBITS AT PUBLIC EVENTS.

m. DISSEMINATION OF RESEARCH BASED INFORMATION IN AN EASILY UNDERSTOOD FORMAT THAT CAN BE USED BY FEDERAL AND STATE AGENCIES, NON-GOVERNMENTAL ORGANIZATIONS AND THE PUBLIC.

n. ASSISTING REGIONAL AND LOCAL ORGANIZATIONS UNDERSTAND DATA AND SCIENTIFIC FINDINGS NECESSARY TO PLAN AND FASHION POLICY.

o. PRODUCTION OF IARC FACT SHEETS TO DISSEMINATE INFORMATION TO A BROAD AUDIENCE IN AN EASILY UNDERSTOOD FORMAT.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

CHAPTER IV

PROMOTION GUIDELINES FOR IARC RESEARCH FACULTY

IARC RESEARCH FACULTY ARE PRIMARILY BIPARTITE WITH A SIGNIFICANT FOCUS ON SCHOLARLY AND SERVICE EFFORTS WITH A CORRESPONDING REDUCTION IN TEACHING EFFORT. ACCOMPLISHMENT IN RESEARCH, SERVICE AND TEACHING AS OUTLINED ABOVE WILL BE EVALUATED IN ACCORDANCE TO AN INDIVIDUAL FACULTY MEMBER'S WORKLOAD AGREEMENT.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH IARC, SHOULD BE CONSIDERED RELEVANT TO PROMOTION DECISIONS. IN ADDITION, THE NATURE OF A FACULTY MEMBERS WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION DECISIONS.

1. PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

TO BE ELIGIBLE FOR PROMOTION TO A RESEARCH ASSOCIATE PROFESSOR:

a. A RESEARCH ASSISTANT PROFESSOR WILL HAVE ACHIEVED TECHNICAL MASTERY AND MATURITY IN THEIR RESEARCH FIELD AND ACHIEVED A NATIONAL REPUTATION FOR THEIR ACHIEVEMENTS.

b. *A RESEARCH ASSISTANT PROFESSOR WILL HAVE PURSUED A COURSE OF RESEARCH TO THE POINT OF ESTABLISHMENT OF A SOUND AND WELL-FOUNDED LINE OF SCHOLARLY INVESTIGATION.*

c. *A RESEARCH ASSISTANT PROFESSOR WILL HAVE DEMONSTRATED SERVICE LEADERSHIP, COLLABORATION, AND ADMINISTRATION.*

EVIDENCE OF ACCOMPLISHMENT FOR PROMOTION TO ASSOCIATE PROFESSOR INCLUDES BUT IS NOT LIMITED TO:

i. *PUBLICATION OF A SERIES OF PAPERS IN REFEREED JOURNALS OR PEER REVIEWED BOOK CHAPTERS. DUE TO THE HIGHLY INTERDISCIPLINARY NATURE OF ARCTIC SYSTEM SCIENCE IT IS EXPECTED THAT MANY OF THESE WILL BE MULTI-AUTHOR ARTICLES BUT A GOOD NUMBER SHOULD BE FIRST-AUTHORED.*

ii. *DEMONSTRATED SUCCESS IN SECURING RESEARCH FUNDING AS PRINCIPAL INVESTIGATOR OR CO-PRINCIPAL INVESTIGATOR.*

iii. *PARTICIPATION IN NATIONAL OR INTERNATIONAL RESEARCH PROJECTS.*

iv. *SERVING ON NATIONAL OR INTERNATIONAL COMMITTEES.*

v. *ASSUMING A LEADERSHIP ROLE IN THE ARCTIC RESEARCH AND BROADER SCIENCE COMMUNITY DEMONSTRATED THROUGH, BUT NOT LIMITED TO, ORGANIZING WORKSHOPS AND CONFERENCE SESSIONS, SERVING AS AN OFFICER IN PROFESSIONAL SOCIETIES, LEADING AND/OR ACTING AS GUEST EDITOR FOR A SPECIAL TOPIC JOURNAL ISSUE, AND DEVELOPING STRONG PARTNERSHIPS BETWEEN IARC AND INDUSTRY OR BETWEEN IARC AND RESOURCE AGENCIES OR BETWEEN IARC AND COMMUNITIES.*

vi. *SERVICE TO IARC AND THE UNIVERSITY THROUGH PARTICIPATION IN COMMITTEES AND ADMINISTRATIVE TASKS.*

vii. *DEMONSTRABLE SERVICE TO THE PUBLIC AND PROFESSIONAL COMMUNITY AT LARGE.*

viii. *MENTORING OF GRADUATE STUDENTS AND TEACHING, ALTHOUGH NOT MANDATORY, IS ENCOURAGED.*

2. *PROMOTION TO RESEARCH PROFESSOR*
TO BE ELIGIBLE FOR PROMOTION TO RESEARCH PROFESSOR:

a. *A Research Associate Professor will have achieved an international reputation for their achievements in scholarly activity and leadership.*

b. *A Research Associate Professor will have demonstrated consistent success in securing external funding to support research programs as principal investigator.*

c. *A research Associate Professor will have demonstrated excellence in service.*

d. *A Research Associate Professor will have a strong record in mentoring new faculty, which may include post docs.*

Evidence of accomplishment for promotion to Research Professor includes but is not limited to:

i. *Publishing in well cited sources, including peer refereed journals, book chapters and edited volumes. Due to the highly interdisciplinary nature of Arctic System Science it is expected that many of these will be multi-author articles but a good number should be first-authored.*

ii. *Invitations to give talks at national and international meetings.*

iii. *Writing of critical reviews of work in the chosen field.*

iv. *Leadership in both international and national research projects.*

v. *Assuming a leadership role in the Arctic Research and broader science community demonstrated through, but not limited to, organizing workshops and conference sessions, serving as an officer in professional Societies, leading and/or acting as guest editor for a special topic journal issue, and developing strong partnerships between IARC and industry or between IARC and resource agencies or between IARC and communities.*

vi. *A demonstrated ability to obtain funding for him/herself and his/her post-docs, graduate students, and technical assistants.*

vii. *Excellence in service to the University and the community at large.*

viii. SUCCESS IN MENTORING GRADUATE STUDENTS AND TEACHING, ALTHOUGH NOT MANDATORY, WILL ALSO BE VIEWED AS POSITIVE INDICATORS OF ACCOMPLISHMENT.

The UAF Faculty Senate passed the following at Meeting #205, March 2, 2015:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Aerospace Engineering, housed in the CEM Department of Electrical and Computer Engineering.

Effective: Fall 2015

Rationale: This new minor will ensure a constant and growing stream of students for academics and research affiliated with UAF aerospace efforts, such as Alaska Space Grant Program (ASGP) and Alaska Center for Unmanned Aircraft Systems Integration (ACUASI). See the program proposal #50-UNP on file in the Governance Office, 312B Signers' Hall.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/2/15

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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Overview:

Formalizing a minor in Aerospace Engineering leverages the interest by students and the community in aeronautics and space systems engineering, including very popular unmanned aircraft systems (UAS) efforts seen in the news. In addition, this program leverages the new UAS joint position between CEM and the GI's Remote Sensing Directorate/Alaska Center for UAS Integration (ACUASI), Dr Michael Hatfield/ECE. This minor will provide increased ability for UAF engineers to highlight their work in a critical engineering field, and will elevate the status of UAF by the aerospace community and potential students. The program will ensure a constant and growing stream of students for academics and research affiliated with UAF aerospace efforts, such as Alaska Space Grant Program (ASGP) and ACUASI.

As a point of reference, this semester, a graduate course in UAS design was offered in ECE (EE493/693), which already has 10 students enrolled—a very solid turnout given the size of the ECE graduate program.

Proposed Minor Requirements:

Aerospace Engineering Minor

1. Complete the following:*
   - ME 451, Aerodynamics—3 credits
   - ME 452, Introduction to Astrodynamics—3 credits
2. Complete three of the following:*
   - ME 450, Theory of Flight—3 credits
   - ME 453, Propulsion Systems—3 credits
   - ME 408, Mechanical Vibrations—3 credits
   - EE 434, Instrumentation Systems—4 credits
   - EE 444, Embedded Systems Design—4 credits
   - EE 471, Fundamentals of Automatic Control or ME409, Controls—3 credits
   - GEOS 422, Geoscience Applications of Remote Sensing—3 credits
3. Minimum credits required—15 credits

Note: This minor may require substantial additional courses for non-ME and non-EE majors.
*These courses have prerequisites that need to be taken into consideration. Students must earn a C- grade or better in each course.

Relationship to Purposes of the University:

This minor will provide increased ability for UAF engineers to highlight their work in a critical engineering field, and will elevate the status of UAF by the aerospace community and potential students. The program will ensure a constant and growing stream of students for academics and research affiliated with UAF aerospace efforts, such as Alaska Space Grant Program (ASGP) and the Alaska Center for Unmanned Aircraft Systems Integration (ACUASI).

This minor supports the desires of UA President, and efforts of local and state leaders to develop a robust aerospace industry in Alaska. Complementary efforts include UAF's ACUASI program and its role as lead entity in the FAA's Pan Pacific UAS Test Range Complex (PPUTRC), as well as the ASGP, Kodiak Space Launch Facility, Poker Flat Research Range (PFRR), and the proposed Alaska UAS Technical Park being coordinated through the state & borough. These activities represent a significant number of highly skilled jobs for Alaska's economy and increasing focus on UAF programs.

Minor program will be overseen by the College of Engineering & Mines. Dr. Michael Hatfield will act as minor coordinator. Dr. Hatfield has previous experience in administering space systems engineering degree at the US Air Force Academy.

The UAF Faculty Senate passed the following at Meeting #204 on February 2, 2015:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Teaching English to Speakers of Other Languages (TESOL), housed in the CLA Department of Linguistics.

Effective: Fall 2015

Rationale: This new minor will effectively prepare students for careers in English as a second language (ESL) teaching in the U.S. and abroad. See the program proposal #18-UNP on file in the Governance Office, 312B Signers' Hall.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/3/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Overview:

The Minor in Teaching English to Speakers of Other Languages (TESOL) prepares students for short- and long-term careers in English as a second language (ESL) teaching in the U.S. and abroad. In the minor, coursework in the fundamentals of language, theories of second language learning, and teaching methodology are combined with practical tutoring and instructional work with ESL learners to provide a broad yet practical foundation for future teaching.

Proposed Minor Requirements:

Teaching English to Speakers of Other Languages Minor

The minor in Teaching English to Speakers of Other Languages (TESOL) will provide students with a theoretical and practical foundation for the teaching of English as second language in the United States or as a foreign language in other countries. The curriculum will benefit students in Foreign Languages, Linguistics, English, Education, and other fields of study who are interested in short- or long-term employment in the field TESOL.

1. Complete the following*:

   LING F101 – Nature of Language – 3 credits
   LING F200 – The Field of Teaching English to Speakers of Other Languages – 1 credit
   LING F302 – Second Language Acquisition – 3 credits
   LING F315 – The English Language for Second Language Teaching – 3 credits
   LING F410 – Theory and Methods of Second Language Teaching – 3 credits
   LING F451 – English Second Language Teaching Practicum – 3 credits

2. Minimum credits required—16 credits

Note: 400-level courses require junior standing or instructor permission.

*Students must earn a C- grade or better in every course except for LING F200, which is offered on a pass-fail basis.

Relationship to Purposes of the University:

The proposed minor will help UAF meet its mission to enrich the lives of Alaskan students by preparing them for practical short- and long-term career opportunities in English second language teaching that will help them engage with and learn from English language learners around the world.

Projected enrollments & public demand for the minor:
We estimate that ten to fifteen UAF undergraduates will be enrolled in the minor during each of the first two to three years of its offering. These enrollments are expected to climb in subsequent years through word of mouth and adviser recommendations.

Estimated enrollment figures are based on two sources of information from students: 1) the large number of UAF graduates who pursue short- or long-term positions teaching English as a second language overseas or in the U.S., and 2) the results of written surveys of UAF undergraduates taking upper-division courses in Linguistics, Education, and English during the spring 2014 semester. Details of this student interest are as follows:

1) The UAF Department of Foreign Languages reports that since 2005, 43 of its graduates have taught English as a foreign language (EFL) overseas shortly after graduation. The majority of these graduates majored in Japanese or Spanish.

2) A survey of UAF students (N=63) in several upper-division Linguistics, Education, and English

courses reported a strong interest in the field of teaching English to speakers of other languages (TESOL) and the proposed minor.

	Yes	No	Maybe
Interest in TESOL	28	10	25
Would consider minor	24	15	21

Although UAF has a strong record of placing its graduates in EFL teaching situations, the increasingly professionalized field of TESOL has put a premium on theoretical, methodological, and practical training for new instructors. Students graduating with the Minor in TESOL will have a competitive advantage on the job market for this reason. In addition, the training they receive in the minor will provide them with the confidence and practical resources they will need to succeed during their challenging first few years of teaching.

Support of other programs by the minor's creation:

The minor's creation would most directly support the Linguistics Program through increased undergraduate enrollments in its courses. In addition, students majoring in Linguistics, Foreign Languages and Literatures, Education, and English would receive support through the creation of a minor that enhances their future job prospects in the field of English second language teaching.

The UAF Faculty Senate passed the following at Meeting #204 on February 2, 2015:

MOTION:

The UAF Faculty Senate moves to approve a new Master of Security and Disaster Management, housed in the School of Management (Department of Homeland Security and Emergency Management).

Effective: Fall 2015

Rationale: This program would allow qualified individuals to enter the Emergency Management and Homeland Security enterprise and associated fields, here in Alaska and elsewhere, who have the training and ability to lead and make management decisions in emergency situations and settings. Leaders and managers in agencies at all levels of government must have the ability to effectively implement policy and manage regulatory systems. This on-line program meets an Alaska state need, in that many individuals who work in emergency management and homeland security are based in rural Alaska, where opportunities for education and career advancement are not readily available. Existing programs such as EMT and fire science are career tracks in practical fields. The new Master's in Security and Disaster Management extends that practical education by building higher-level skills that are required for leadership and management decisions. This program will recruit a new class of students, whose needs will be met by faculty resources already in place. There are no negative financial implications for the institution.

See the program proposal #31-GNP on file in the Governance Office, 312B Signers' Hall.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/3/15
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Brief Statement of Program:

The online Master of Security and Disaster Management program is designed to serve both aspiring and existing homeland defense/security and emergency management practitioners. The program builds upon the experience and education of those within this highly interdisciplinary enterprise, providing graduate level education which focuses on supporting the operational to strategic needs of those leading and managing in today's highly complex world. Leveraging the education provided in the bachelor of emergency management degree, the master's degree requires an extended degree of synthesis and integration of the critical thinking and analysis skills required for managers and leaders in homeland defense/security and emergency management and associated fields.

The primary objectives of the program are:

- To develop individuals to serve in leadership and management roles within the Homeland Security and Emergency Management (HSEM) enterprise.
- To expose individuals to the best practices for integrating community planning, security and aspects of prevention and mitigation when preparing communities and regions for a disaster.
- To underscore the need to adopt and manage an "All Hazards" approach to preparing for and managing disasters at the tactical, operational and strategic levels of the HSEM enterprise.
- To enable individuals to develop the critical thinking skills, analytical abilities and leadership/management capacity to serve at the executive level within public and private sector organizations.

Career opportunities resulting from the MSDM include:

Promotion, resulting from an advanced degree for those who lead and manage first responders or others who serve in HSEM organizations. These organizations include the fire service, various branches of law enforcement and governmental agencies such as the TSA, FEMA, DHS regional commands, various state and executive agencies including for example, Alaska Dept. of Public Safety, Dept. of Natural Resources. Advanced degrees are not common in these fields and, therefore, there is strong demand for graduates.

Proposed Requirements and Catalog Layout:

Master of Security and Disaster Management

In a post-9/11 environment, the challenges faced by emergency management and homeland security professionals have reached unprecedented levels. As the frequency, complexity and severity of manmade, natural and technological disasters increase, ever-increasing demands have been placed on emergency professionals and the skill sets they require to succeed. Today, more than ever before, the integration of federal, state and local resources has become the norm. Issues of terrorism, critical infrastructure protection/management, risk, business continuity, fire, hazardous materials, law enforcement, public health and safety are no longer domains unto themselves but part of the new fabric of this highly integrated, collaborative and complex environment. Consequently, more is now required of our traditional first responders and of those charged with the leadership and management of these individuals and organizations.

Complete the admission process including:

1. a) Applications will be reviewed on a continuous basis

   b) Applicants must submit a score from the Watson-Glaser Critical Thinking exam

2. Complete the general university requirements

3. Complete the master's degree requirements

4. If a student earns grades of two C's, one D, or one F in courses that are part of his/her HSEM program, the student will no longer be in good standing in the HSEM program even if his/her cumulative GPA remains at or above 3.0. HSEM students who are not in good standing will be subject to review and may be dismissed by the HSEM committee. Students may not use more than two F600-level courses with C grades on their Advancement to Candidacy application. An A or B grade must be earned in F400-level courses.

5. Students without a background in HSEM will be required to take HSEM F301, Principles of Emergency Management & Homeland Security. This course will not count toward the MSDM program. In addition, students without a UAF BEM degree will be required to take HSEM F412 prior to HSEM F605, Community Planning. In this case, F412 may be counted as an elective in the MSDM program.

6. Complete the following HSEM courses:
   HSEM F601 Legal Aspects of Homeland Security & Emergency Mgmt.....3
   HSEM F603 Disaster Management Policy.....3
   HSEM F605 Community Planning in Emergency Management.....3
   HSEM F607 Vulnerability and Protection.....3
   HSEM F609 Human Security.....3
   HSEM F632 Project Management.....3
   HSEM F665 Strategic Collaboration.....3

7. Complete 6 credits from the following:.....6
   HSEM F613 International Disaster Management.....3
   HSEM F692 MSDM Seminar (may be repeated when topic changes).....3
   Any 400-level HSEM course not previously taken as an undergraduate.....3

8. Up to 6 graduate level credits may be transferred from: The National Fire Academy, FBI National Academy or Command and General Staff College or similar approved ACE graduate credit. These may substitute for 6 credits from (7) above.

9. Complete HSEM F690 Security and Disaster Management Capstone 3

10. Total credits for degree.....30

Resources Impact Statement, additional financial information, BOR Program Action Request and Summary are included on the following pages.

RESOURCE COMMITMENT TO THE
Masters in Security and Disaster Management DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty FTE = 1	$92,769	$42,075	0	$116,233
Adjunct Faculty FTE = 1	$38,360	$16,440	0	$54,800
Teaching Assistants (3 starting in FY16)	0	$44,460	0	$44,460
Instructional Facilities: Bunn 222 (seminar room) Bunn 208D (smart classroom)	631 SF	0	0	631 SF
Office Space: Bunn 222B Bunn 218C (will use existing SOM space for new hires)	284 SF	280 SF (approx.)	0	564 SF
Lab Space (Sq. Footage)	0	0	0	0
Computer & Networking (in dollars)	$35,000	0	$40,000	$75,000
Research/ Instructional/ office Equipment (in dollars)	$3,000	0	$10,000	$13,000
Support Staff FT = .5 in FY15 FTE = 1 in FY16	$41,977	$41,977	0	$83,954
Supplies (in dollars)	$5,500	0	0	$5,500
Travel (in dollars)	$16,000	0	0	$16,000

Signature _____ 0-+2-14

Dean of College/School Proposing New Degree Program Date

Budget Support Documentation for Prospectus and Format 3 Proposal

E. Budget:

1. The budget projections (revenue and expenditures) for each of the first three years of operation:

MSDM Projected Revenues:			
	FY16	FY17	FY18
Unrestricted:	Year 1	Year 2	Year 3
General Fund (includes $145k strategic reallocation and $145k match from SOM)	$290,000	$290,000	$290,000
Student Tuition*	$105,975	$247,275	$209,115
Indirect Cost Recovery	$0	$0	$0
TVEP or Other	$0	$0	$0
Total Unrestricted Revenue	$395,975	$537,275	$499,115
Restricted:			
Federal Receipts	$0	$0	$0
Corporate Donation	$20,000	$10,000	$0
Total Restricted Revenue	$20,000	$10,000	$0
Total Annual Revenues	$415,975	$547,275	$499,115

MSDM Projected Expenses:			
	FY16	FY17	FY18
	Year 1	Year 2	Year 3
Salaries and Benefits:			
MSDM Director .4 FTE	$72,516	$73,966	$75,446
MSDM Term Faculty .2 FTE	$22,109	$22,551	$23,002
MSDM New Term Faculty .2 FTE	$21,675	$22,109	$22,551
MSDM New Tenure-Track Faculty .2 FTE	$0	$21,675	$22,109
MSDM Adjunct Faculty 1 FTE	$54,800	$55,896	$57,014
Graduate Teaching Assistants 1.5 FTE	$44,460	$45,349	$46,256
Support Staff 1 FTE	$83,954	$85,633	$87,346
Relocation Allowance for new hire	$5,000	$5,000	$0
Total Salaries and Benefits	$304,513	$332,179	$333,722
Computers and Online Technology	$75,000	$35,000	$35,000
Office and Classroom furniture	$13,000	$3,000	$3,000
Supplies/Services	$5,500	$5,500	$5,500
Travel (recruiting/elearn training/etc	$16,000	$16,000	$16,000
Total Other Expenses	$109,500	$59,500	$59,500
Total Annual Expenditures	$414,013	$391,679	$393,222

Student Tuition Projections*	Year 1	Year 2	Year 3*
Number of students	15	35	45
Number of credit hrs per student per year	15	15	15
Total # of credit hours generated	225	525	675
Graduate Tuition (FY15 rate)	$403	$403	$403
Total Tuition	$90,675	$211,575	$272,025
Percent of Tuition accruing to SOM	100%	100%	60%
UAF Central Tuition	$0	$0	$108,810
SOM Tuition	$90,675	$211,575	$163,215
SOM Tuition Surcharge (100% to SOM)	$15,300	$35,700	$45,900
Total SOM Tuition + Surcharge	$105,975	$247,275	$209,115
In year 3 the total amount of tuition accruing to SOM for the HSEM will go back down to 60%.			

2. **Revenue and expenditures associated with the change itself:**

MSDM Projected Revenues:	
	FY15
Unrestricted:	
General Fund (includes $75k strategic reallocation and $75k match from SOM)	$150,000
Student Tuition (no tuition in FY15)	$0
Indirect Cost Recovery	$0
TVEP or Other	$0
Total Unrestricted Revenue	$150,000
Restricted:	
Federal Receipts	$0
Corporate Donation	$20,000
Total Restricted Revenue	$20,000
Total FY15 Revenue	$170,000

MSDM Projected Expenses:	
	FY15
Salaries and Benefits:	
MSDM Director .4 FTE	$71,094
MSDM Term Faculty .2 FTE	$21,675
MSDM Adjunct Faculty .7 FTE	$38,360
Support Staff .5 FTE	$41,977
Total Salaries and Benefits	$173,106
Computers and Online Technology	$35,000
Office and Classroom furniture	$3,000
Supplies/Services	$5,500
Travel (recruiting/elearn training/etc	$16,000
Total Other Expenses	$59,500
Total FY15 Expenditures	$232,606

Note: Strategic Reallocation provides $75,000 in FY15 and an additional $70,000 in FY16.

Note: FY15 salaries include program coordination and online course development.

3. **Institutional financial support to be reallocated to accommodate the change:**

The School of Management received a permanent Strategic Reallocation of $75,000 in FY15 and an additional $70,000 in FY16 (for a total of $145,000) for the online MSDM program. The SOM will match the reallocation with existing resources and increased tuition revenue. No additional resources outside of the SOM will be required.

4. **The budgetary and financial implication of the change for the entire institution:**

Initial costs are covered by student tuition. There is negative budgetary or financial implication for the entire institution.

UNIVERSITY of ALASKA
Many Traditions One Alaska

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. UA University (choose one) UAF	1b. School or College School of Management	1c. Department or Program Masters in Security and Disaster Management

2. Complete Program Title

3. Type of Program

☐ Undergraduate Certificate ☐ Associate ☐ Baccalaureate ☐ Post-Baccalaureate Certificate
☒ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action
☒ Add ☐ Change ☐ Delete

5. Implementation date (semester, year)
☒ Fall ☐ Spring ☐ Summer Year 2015

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY 18		Projected Annual Expenditures in FY 18	
Unrestricted		Salaries & benefits (faculty and staff)	$334,474
General Fund	$290,000	Other (commodities, services, etc.)	$ 59,500
Student Tuition & Fees	$163,215	TOTAL EXPENDITURES	$393,974
Indirect Cost Recovery	$0	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$0	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$0	Year 2	$
TVEP or Other (specify): Corporate donation	$ 0	Year 3	$
TOTAL REVENUES	$453,215	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$0	$0
b. Additional appropriation required	$0	$0
c. Funded through new internal MAU redistribution	$290,000	$0
d. Funds already committed to the program by the MAU[1]	$0	$27,718
e. Funded all or in part by external funds, expiration date	$0	$0
f. Other funding source Specify Type:	$0	$0

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes ☒ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

[1]Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 15	Year 2: 35	Year 3: 45	Year 4: 50

Page number of attached summary where demand for this program is discussed:

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	1.5 FTE (3@ .5FTE)
Adjunct	1 FTE (10@ .1 FTE)
Term	1 FTE
Tenure track	1 FTE

11. Number* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect

Page number of attached summary where effects on other programs are discussed:

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':

14. Aligns with University or campus mission, goals, core themes, and objectives (list):

Page in attached summary where alignment is discussed:

15. Aligns with Shaping Alaska's Future themes:

Page in attached summary where alignment is discussed:

16. Aligns with Academic Master Plan goals:

Page in attached summary where alignment is discussed:

17. State needs met by this program (list):

Page in the attached summary where the state needs to be met are discussed:

18. Program is initially planned to be: (check all that apply)

☐ Available to students attending classes at campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

Submitted by the (choose one above) with the concurrence of its Faculty Senate.

_____/_____ _____/_____
Provost Date Chancellor Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

Revised: 07/10/2014

MSDM Program Summary for Board of Regents

1. Program goals and evaluation

- To develop individuals to serve in leadership and management roles....encourage....understanding of policy and implementation...
  - Evaluated through HSEM and HSEM F601 Legal Aspects of HS and EM

- To expose individuals to the best practices for integrating community planning, security and aspects of prevention and mitigation .....
  - Evaluated through HSEM F605, Community Planning in Emergency Management

- To ..... manage an "All Hazards" approach to preparing for and managing disasters ....
  - Evaluated through HSEM F611, Security and Disaster Management Capstone. HSEM F607, Vulnerability and Protection and HSEM F609 Human Security....

- To ... develop the critical thinking skills, analytical abilities and leadership/management capacity ...
  - All courses are focused on thinking critically and analytically about situations, policy etc. This will be assessed at the time of admission and again in HSEM F611 to assess the growth in critical thinking skills as a result of the program.

2. Faculty

Cameron Carlson, HSEM program Director, C-SSHRP Director, Instructor
Duties include oversight of C-SSHRP (make the connection here), oversight of undergraduate Bachelor of Emergency Management program, teaching various courses within the BEM program. CV included in proposal packet.

Sean McGee, Instructor, HSEM Outreach Coordinator
Duties include teaching various courses within the BEM program, teaching courses for TSA contracts, HSEM program outreach and recruiting. Resume included in proposal packet.

Various adjuncts who are leaders and managers in the field of Homeland Security and Emergency Management

3. Enrollment information
   a) Projected:

Current enrollment: Bachelor of Emergency Management: 139. 30% are projected to move on to the graduate level. Interest has been received from outside of the BEM graduates. We project enrollment to be: years 1 (15 students), 2 (20 students), 3, (25 students) 4, (25

students) and 5 (25 students)

b) Minimum enrollment to sustain the program: years 1 (15 students), 2 (15 students), 3, (15 students) 4, (15 students) and 5 (15 students)

c) Maximum enrollment: up to 25 students per semester for a total of 50 incoming students annually

4. Need for Program

Most BEM students are currently employed in Emergency Management fields. This program will draw those similarly employed. The program provides promotional opportunities in agencies where there is little alternative as no other program like this exists.

In addition, the emergency management field is growing and projections are that growth will continue.

The career outlook for emergency management directors is expected to remain stable, growing at a moderate pace. The BLS projects that positions among these professionals will grow by 13 percent between 2010 and 2020.

http://www.schools.com/news/emergency-management-directors-salary-career-outlook.html

US New and World Report (Money) Emergency Management Specialist "As one of the 50 Best jobs of 2011, should have strong growth over the decade."

http://money.usnews.com/money/careers/articles/2010/12/06/best-jobs-2011-emergency-management-specialist

5. Resource Impact

See the Resource Commitment Form, included.

The UAF Faculty Senate passed the following at Meeting #203 on December 1, 2014:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Forest Management, housed in the School of Natural Resources and Extension.

Effective: Fall 2015

Rationale: This new minor will effectively prepare students for careers in forestry. See the program proposal #80-UNP on file in the Governance Office, 312B Signers' Hall.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Overview:

The Natural Resources Management degree was restructured and three concentrations were lost, including one in forestry which was accredited by the Society of American Foresters (SAF). Providing the accredited degree had allowed our students to obtain forestry positions in state government and with private companies that require a bachelor's degree from an accredited institution. To enable future students to learn the essentials of forestry in our new degree structure (the elimination of the three concentration areas) and be eligible for professional certification by SAF, we propose a new minor in Forest Management. The minor will be available to students in any major that have satisfied course prerequisites. In combination with the NRM major, the Forest Management minor will prepare students for application for professional certification by SAF. This credential identifies individuals with the training and knowledge required to manage the state's forest resources.

This minor will allow our students to apply to take the SAF accreditation exam. The accreditation exam is a key hurdle in the professional development of a Forestry Professional throughout the country. The potential for a Natural Resources Management major to take the exam will allow them of obtain jobs that do require a Forestry Degree. It will have a minor effect on Faculty resulting from

potentially larger class sizes or the need to restructure a class as independent study for potentially smaller class sizes. In one case (NRM F453) an adjunct faculty will have to be located when the course is offered, but this need will exist even in the absence of the minor. There are no anticipated changes in the school's budget or facilities/space requirements as a result of development of this minor degree program.

In addition this Forestry Minor will give us the opportunity to gauge the interest in developing a Forestry Major in the future.

Proposed Minor Requirements:

Forest Management Minor*

1. Students must complete the following courses (cannot count toward major): **
   NRM F375-Natural Resource Ecology-3 credits,
   or BIOL F371-Principles of Ecology-3 credits
   NRM F240-Natural Resources Measurement and Inventory-3 credits
   NRM F251-Silvics and Dendrology-4 credits
2. Complete at least 6 credits from the following (cannot count toward major):**
   NRM F370-lntroduction to Watershed Management-3 credits
   NRM F440-Silviculture-3 credits
   NRM F450-Forest Management-3 credits
   NRM F452-Forest Health and Protection-3 credits
   NRM F453-Harvesting and Utilization of Forest Products-3 credits
3. A student must complete at least 16 credits dedicated to the minor. If the student has taken courses from group 1 in order to complete major requirements, the credits must be made up from additional courses in group 2. **

* *Potential accreditation as a Certified Forester by the Society of American Forests will require completion of the following Natural Resources Management courses: F251, F440, F450, F452, and F453 in combination with the Natural Resource Management BS degree. Prerequisites required for the courses listed are part of the Natural Resources Degree Program but students from other programs will be required to complete the prerequisites specified for individual classes. NRM F452 also requires the completion of either BIOL F239 or NRM F211 as a prerequisite. These two courses are not required for the general Natural Resources Management program. The prerequisites will not apply to the number of credits for the Forest Management Minor.*

** *Student must earn a* C *grade or better in each course.*

Relationship to Purposes of the University:

State Division of Forestry, USFS, native corporations, etc. will all need trained forestry professionals to fill the need for vital forest management tied to various resource uses (e.g. fuelwood, lumber, biomass, wildlife management, park management, etc.).

This minor will help to support the NRM program by attracting students that are interested in the forestry profession. The minor will help to prepare NRM students for the certification exam that is conducted by the Society of American Foresters.

The minor will fill an important existing gap in our ability to meet the employment needs of the state.

The UAF Faculty Senate passed the following at Meeting #202 on November 3, 2014:

MOTION:

The UAF Faculty Senate agrees to the discontinuation of the Bachelor of Arts and Sciences degree program (housed in the School of Education).

EFFECTIVE: Fall 2015

RATIONALE: The need for the BAS degree decreased significantly after the BOR approval of the BA in Elementary Education in the early 2000s. The BAS was kept on a trial basis thereafter. With the availability of the Interdisciplinary General Studies degree options, need and demand for the BAS has further decreased and elimination of the program is now timely.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Background and Information:

The original reason for developing the degree no longer exists. The BAS was designed to serve as the undergraduate degree appropriate for students who planned to be elementary teachers but no longer had the option to pursue this degree as an undergraduate student — only through a post-baccalaureate "5th year" option when the UA Board of Regents made the decision to eliminate the undergraduate route for seeking a degree and license in elementary education in 1999. This decision was reversed by the Regents the following year. Many students were caught in the middle of the B.Ed. or BAS degree when the changes occurred. We kept the degree option open primarily for a very few number of student athletes who knew they wanted to be elementary teachers but who could not do this as an undergraduate because of their athletic

training and travel schedules. They planned to complete their licensure requirements as a post-baccalaureate student- but usually at another institution.

There is no discernable or consequential effect of the program deletion. Students who are interested in becoming elementary teachers, but who are not able to complete the internship year requirements because of participation in a varsity level sport, are now able to complete all of the same content courses, along with an education minor, as a student in the General Studies Interdisciplinary degree. No one will be disadvantaged because of the deletion of this degree since there is an appropriate substitute degree available.

There were minimal costs associated with offering this degree because of the small number of students in the degree and because only there was only one required course that wasn't offered as a required course for students in other programs (i.e ., there was only one required course that was designed specifically for this degree). No impact to the School of Education budget is expected.

Since there is now a good alternative for students seeking an interdisciplinary degree (i.e., the General Studies Interdisciplinary degree) and since there has been a marked decrease in the numbers of students pursuing this degree, deletion of the program is timely. The two students who are currently declared BAS majors will be able to successfully complete their degree requirements.

A copy of the full proposal is attached.

FORMAT 4
Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fysenat@uaf.edu)

DELETION OF PROGRAM REQUEST
(UA Regulation 10.04.02)

I. Cover Memorandum should include:

A. Name of person preparing report: Carol Barnhardt, Ph.D., Chair of the Department of Elementary Teacher Education

B. Reasons for Requesting deletion of program

- There is another UAF degree option for students who are interested in an interdisciplinary degree. This is the General Studies Interdisciplinary degree
- The numbers of students interested in the BAS degree, since the General Studies Interdisciplinary option became available, has decreased significantly. There are currently only 2 students who have declared the BAS as their major.
- The original reason for developing the degree no longer exists. The BAS was designed to serve as the undergraduate degree appropriate for students who planned to be elementary teachers but no longer had the option to pursue this degree as an undergraduate student — only through a post-baccalaureate "5th year" option when the UA Board of Regents made the decision to eliminate the undergraduate route for seeking a degree and license in elementary education in 1999 This decision was reversed by the Regents the following year. Many students were caught in the middle of the B.Ed. or BAS degree when the changes occurred. We kept the degree option open primarily for a very few number of student athletes who knew they wanted to be elementary teachers but who could not do this as an undergraduate because of their athletic training and travel schedules. They planned to complete their licensure requirements as a post-baccalaureate student — but usually at another institution.

C. Relation of program to other programs in the local unit and system
Summarize the effects of the program deletion. For example, will deletion of the program cause other programs to have to alter their requirements as they utilize courses offered by the elected program.

- There is no discernable or consequential effect of the program deletion. Students who are interested in becoming elementary teachers, but who are not able to complete the internship year requirements because of participation in a varsity level sport, are now able to complete all of the same content courses, along with an education minor, as a student in the General Studies Interdisciplinary degree. No one will be disadvantaged because of the deletion of this degree since there is an appropriate substitute degree available.
- Students will no longer need to petition to waive the LAS 410W, O/2 "Scientific Research Class. This has not been offered the past few years because there were so few students who needed it.

D. Summarize effects on personnel directly involved

- Only two School of Education people have been directly involved in the BAS degree (i.e., advising students and completing required reports relative to the BAS): Carol Barnhardt in her role as Chair of the Department of Elementary Teacher Education and Jann Laiti in her role as Academic Advisor for students in Elementary Education, including those in the BAS degree.

E. Summarize effects deletion of program will have on budget of department

- There will be no impact on the budget of the School of Education other than to minimally decrease the amount of time that Carol Barnhardt and Jann Laiti spend on working with

the very small number of BAS students and on writing up annual reports on the BAS degree. Since we have not had sufficient numbers of students to justify offering the LAS

F. Provide information on current student enrollment in program or courses
If the program currently has declared majors, supply provisions for phasing out program. Provide information on transfer possibilities within the system, if any.

II. Background Information

A copy of the original instructional program request, if available, or equivalent information should be submitted.

If no formal presentation of program approval was made, the following information should be submitted:

1. Identification of Program: Should include a brief description of the program and its goals

The Bachelor of Art and Sciences (BAS) degree program was designed to provide instruction to future elementary teachers in the subject areas encompassed in Alaska teacher content and performance standards: English/language arts, mathematics, science, geography, government and citizenship, history, skills for a healthy life, arts, world languages and technology.

The BAS degree is a broad-based major, concentrating on key principles and content knowledge in mathematics and science, the social sciences, humanities and fine arts.
Students in the BAS degree are advised by the School of Education. BAS majors may choose any approved minor. Students who are interested in being teachers are encouraged to choose the education minor

FROM: Documentation Submitted to Provost Reichardt and UA Board of Regents by Dr. Carol Barnhardt, Spring 2006

PROGRESS REPORT AND RECOMMENDATION FOR CONTINUATION OF BAS DEGREE

MAU: **University of Alaska Fairbanks**
Program Title: **Bachelor of Arts and Sciences (B.A.S.)**

B.A.S. Degree
Minimum Requirements for Degree: 120 credits
The B.A.S. program, housed in the School of Education, is a broad-based, interdisciplinary major, concentrating on key principles and content knowledge in social sciences, mathematics, humanities, and sciences. The degree provides opportunities for students to examine issues related to the ten Alaska student content areas: English/language arts, mathematics, science, geography, government and citizenship, history, skills for a healthy life, arts, world languages, and technology. It serves two purposes: a broad-based "liberal arts" degree, and content area preparation for prospective elementary level teachers who plan to achieve certification or licensure through a post-baccalaureate program. B.A.S. majors may choose any approved minor, but students who are interested in being teachers are encouraged to choose the education minor.

Recommendation
The following actions, relative to the BAS degree requirements, have been taken since the last report was prepared for the Board of Regents.

1. A capstone course, LAS 410W,O/2 "Scientific Research" has been developed and is currently being offered (Spring of 2006). Frequency of offering of the course will be determined by the number of BAS majors. The course requires that students complete a capstone project. (See attached LAS 4120W,O/2 syllabus for Spring 2006).

2. A formal request will be submitted to the Curriculum Review committee of the UAF Faculty Senate to require all BAS majors to enroll in JRN/ED 486 "Media Literacy." This course will replace the previous requirement that BAS majors complete either LAS 420W,O/2 "Social Science Inquiry and Research" or LAS 430W,O/2 "Language Arts and the Humanities: Creative Activities and Research." A request will be made to remove these two LAS courses from UAF course offerings (see attached forms for these program changes). BAS majors enrolled in JRN/ED 486 will be required to choose the "BAS Capstone Project" in order to successfully complete the course (this is one of three final project options available for students enrolled in this course). Effective January 2007.

3. Students will be required to demonstrate technology competence by successfully challenging each of the four ED 237 modules (.5 credit each) or by enrolling in those modules that they are not able to successfully challenge. The four modules include: (a) Operating systems of MAC OS and Windows: (b) Microsoft Word; (c) PowerPoint and Inspiration; and (d) Excel. (See attached forms). Effective January, 2007.

4. BAS students will be required to have Alaska passing scores on the Praxis I and the Praxis II exams. These are two national exams prepared by Educational Testing Services/ETC. Praxis I assesses reading, writing and math. Praxis II "Standardized Content Knowledge" assesses broad knowledge and background in English/Language Arts, Math, Science and Social Sciences.

Background

The Bachelor of Arts and Sciences degree was designed in 1999 to respond to the need for an undergraduate degree that would provide the content area necessary for students who wanted to become elementary teachers. Preparation of a new interdisciplinary degree was necessary because the University of Alaska Board of Regents made the decision to suspend admission to the Bachelor of Education Degree. This decision became effective in 1999. This action resulted in the elimination of the option for students to pursue an elementary teaching license through an undergraduate degree program.

Since there was no existing degree that would prepare teachers for elementary classrooms, a faculty committee was appointed and charged with the task of developing an interdisciplinary arts and science degree for students who would then pursue elementary certification by completing a fifth-year/post-baccalaureate elementary teaching license. The committee used the Alaska Student Content, Performance and Cultural Standards as a guide to determining what coursework would best prepare students with the background necessary to be a competent elementary teacher. The program was originally housed in the College of Liberal Arts but in Spring 2003 was transferred to the School of Education in recognition of its value as preparation for elementary level teachers.

Following approval of the new BAS degree by the UA Board of Regents, the School of Education worked closely with its elementary students to help them understand the new "route" to becoming a licensed elementary teacher (i.e., receive an undergraduate degree and then return for a one-year licensure program provided by the School of Education). During the next several months nearly 100 students chose, or changed, their major to a BAS (76 BAS majors in Fall 2000 and 92 majors in Fall 2001).

However, during the next year, the Board of Regents made the decision to once again allow students to pursue an elementary teaching license through an undergraduate program and a new degree, the BA in Elementary Education, was approved for UAA, UAF and UAS. Upon the

approval of this degree, the large majority of the BAS majors changed their major to the BA in Elementary Education.

Although the numbers of BAS majors dropped significantly after the BA in Elementary Education became available, a decision was made to keep the BAS degree, on a trial basis, to determine whether or not it was useful for other groups of students. With the exception of three capstone courses designed specifically for the BAS degree (LAS 410W, O/2, LAS 420W, O/2 and LAS 430W, O/2), all other degree requirements have been available on an on-going basis at UAF. With the development and offering of the capstone LAS410 course in the spring of 2006, along with the requested deletion of the LAS 420 and LAS 430 courses (to be replaced with JRN/ED 486 in the fall of 2006), all course requirements for the BAS are now available.

Students who are pursuing this degree can be categorized into three primary groups.

(1) Students who intend to be elementary teachers but who are not able to complete all of the teacher licensing requirements as an undergraduate (e.g., military personnel and spouses whose military commitments, travel schedules and relocations do not allow them to complete the BAE requirements; athletes who have scheduling conflicts that do not allow them to do a year-long internship during their senior year).

    These students all intend to pursue their elementary teaching license as part of a 5th year, post-baccalaureate program, but at a time and location that fits with their particular needs.

(2) Students who are interested in an interdisciplinary arts and sciences degree. Since UAF does not have a general liberal arts degree, the BAS provides them with an option for this type of degree.

(3) Students in the BA in Elementary Education degree program who discover that the teaching profession is not the appropriate place for them. Many of the content area requirements are the same for the BAS and the BA in Elementary Education so students are able to utilize the coursework that they have already completed.

Enrollment (past & projected)

UAF BAS Degree Majors by Fiscal Year since program inception				
Fiscal Year	Degree	Major		Count
2000	BAS	ARSC	Arts and Sciences	28
2001	BAS	ARSC	Arts and Sciences	104
2002	BAS	ARSC	Arts and Sciences	100
2003	BAS	ARSC	Arts and Sciences	40
2004	BAS	ARSC	Arts and Sciences	31
2005	BAS	ARSC	Arts and Sciences	18
2006	BAS	ARSC	Arts and Sciences	28

UAF BAS Degree Majors by Fall Term since program inception				
Fall Term	Degree	Major		Count
1999	BAS	ARSC	Arts and Sciences	0
2000	BAS	ARSC	Arts and Sciences	73
2001	BAS	ARSC	Arts and Sciences	87
2002	BAS	ARSC	Arts and Sciences	29
2003	BAS	ARSC	Arts and Sciences	25
2004	BAS	ARSC	Arts and Sciences	13
2005	BAS	ARSC	Arts and Sciences	27

2. **Enrollment Information: Past and present enrollment statistics should be included**

Since this document was submitted to the Board of Regents in 2006, the number of students declared as BAS majors has continued to decrease significantly as is evidenced in the next table.

Fall Term	Degree	Major		Number of Majors
2006	BAS	ARSC	Arts & Sciences	30
2007	BAS	ARSC	Arts & Sciences	34
2008	BAS	ARSC	Arts & Sciences	40
2009	BAS	ARSC	Arts & Sciences	25
2010	BAS	ARSC	Arts & Sciences	13
2011	BAS	ARSC	Arts & Sciences	11
2012	BAS	ARSC	Arts & Sciences	10
2013	BAS	ARSC	Arts & Sciences	3
2014	BAS	ARSC	Arts & Sciences	2

BAS Degrees Awarded

In 2006, when this report was submitted to the Regents, 27 students had graduated from UAF with BAS degrees, and we predicted that three or four degrees might be awarded each year for the foreseeable future.

The actual number of BAS degrees awarded since 2005 is 28.

2006 = 4
2007 = 5
2008 = 10
2009 = 3
2010 = 3
2011 = 2
2012 = 0

2013 = 1
2014 = no graduates expected

3. Resource Requirements of Program: Should include personnel costs as well as support service costs and space requirements
There were minimal costs associated with offering this degree because of the small number of students in the degree and because only there was only one required course that wasn't offered as a required course for students in other programs (i.e., there was only one required course that was designed specifically for this degree).

III. Approval Signature Blocks provided for:

Elementary Department Head: Carol Barnhardt, Ph.D.
Carol Barnhardt 9/30/14

School of Education Curriculum Council Chair: Gary Jacobson, Ph.D.
Gary Jacobson 10/1/14

Dean: Allan Morotti, Ph.D.
Allan Morotti 10/2/2014

President, UAF Faculty Senate: Cecile Lardon, Ph.D.
Cecile Lardon

Chancellor: Brian Rogers

President: Patrick Gambell

III. Provide an executive summary of about one page for inclusion in the Board of Regents' committee agenda.

Background
The Bachelor of Arts and Sciences degree was designed in 1999 to respond to the need for an undergraduate degree that would provide the content area necessary for students who wanted to become elementary teachers. Preparation of a new interdisciplinary degree was necessary because the University of Alaska Board of Regents made the decision to suspend admission to the Bachelor of Education Degree at all three UA institutions. This decision became effective in 1999. This action resulted in the elimination of the option for students to pursue an elementary teaching license through an undergraduate degree program.

Since there was no existing degree that would prepare teachers for elementary classrooms, a faculty committee was appointed and charged with the task of developing an interdisciplinary arts and science degree for students who would then pursue elementary certification by completing a fifth-year/post-baccalaureate elementary teaching license. UAF faculty, from several departments, design the new degree using the Alaska Student Content, Performance and Cultural Standards as a guide to determining what coursework would best prepare students with the background necessary to be a competent elementary teacher. The degree was originally housed in the College of Liberal Arts but in Spring 2003 it was transferred to the School of Education in recognition of its alignment with the Alaska Student Content Standards as good preparation for students who expected to later seek certification as elementary level teachers.

Following approval of the new BAS degree by the UA Board of Regents, the School of Education worked closely with its elementary students to help them understand the new "route" to becoming a licensed elementary teacher (i.e., receive an undergraduate degree and then return for a one-year post-baccalaureate licensure program provided by the School of Education). During the next several months nearly 100 students chose, or changed, their major to a BAS (76 BAS majors in Fall 2000 and 92 majors in Fall 2001).

However, during the next year, the UA Board of Regents made the decision to once again allow students to pursue an elementary teaching license through an undergraduate program and a new degree, the BA in Elementary Education, was approved for UAA, UAF and UAS. Upon the approval of this degree, the large majority of the BAS majors changed their major to the BA in Elementary Education.

Although the numbers of BAS majors dropped significantly after the BA in Elementary Education became available, a decision was made to keep the BAS degree, on a trial basis, to determine whether or not it was useful for other groups of students. With the exception of three capstone courses designed specifically for the BAS degree (LAS 410W, O/2, LAS 420W, O/2 and LAS 430W, O/2), all other degree requirements have been available on an on-going basis at UAF. With the development and offering of the capstone LAS410 course in the spring of 2006, along with the requested deletion of the LAS 420 and LAS 430 courses (to be replaced with JRN/ED 486 in the fall of 2006), all course requirements for the BAS were available until three years ago when the demand for the LAS410 became too small to allow any department to offer it. The few remaining BAS students have petitioned the LAS410 course with a substitute course or they have petitioned to waive the requirement for this course.

Students who have pursued this degree can be categorized into three primary groups.

(1) Students who intend to be elementary teachers but who were not able to complete all of the teacher licensing requirements as an undergraduate (e.g., military personnel and spouses whose military commitments, travel schedules and relocations did not allow them to complete the BAE requirements; athletes who have scheduling conflicts that did not allow them to do a year-long internship during their senior year).

    These students intended to pursue their elementary teaching license as part of a 5th year, post-baccalaureate program, but at a time and, at an institution that fit with where they were currently living.

(2) Students who were interested in an interdisciplinary arts and sciences degree. Since UAF did not have a general liberal arts degree, the BAS provided them with an option for this type of degree.

(3) Students in the BA in Elementary Education degree program who discovered that the teaching profession was not the appropriate profession for them. Many of the content area requirements are the same for the BAS and the BA in Elementary Education so students are able to utilize the coursework that they have already completed.

Since there is now a good alternative for students seeking an interdisciplinary degree (i.e., the General Studies Interdisciplinary degree), since there has been a marked decrease in the numbers of students pursuing this degree, we are proposing that this degree be deleted and that admission to the BAS degree be suspended. The two students who are currently declared BAS majors will be able to successfully complete their degree requirements.

The UAF Faculty Senate passed the following at Meeting #202 on November 3, 2014:

MOTION:

The UAF Faculty Senate moves to change the UAF baccalaureate requirements so that each student must complete a capstone experience in the student's major or program, as broadly described below. It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience. Each Dean's office will have a copy of the capstone requirements for all programs in the College/School on file.

RATIONALE: This change is proposed in support of satisfying UAF's Learning outcome #4: *"Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."*

Many UAF Departments and Programs currently have baccalaureate capstone experience requirements; the purpose of this change is to create a UAF-wide requirement. We envision this proposed change as not adding a significant burden to most UAF faculty and students.

EFFECTIVE: Fall 2016 (AY2016-17)

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Cécile Lardon
President, UAF Faculty Senate

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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General Suggestions for Capstone Experience

The Capstone experience should demonstrate students' ability to integrate a wide range of learning. Students should make connections among ideas, skills, and bodies of knowledge, and will synthesize and transfer their learning to new, complex areas of inquiry, products, or situations within or beyond conventional coursework. Specifically,

the Capstone should:

- Require that students demonstrate the appropriate skill levels in communication and (as appropriate) quantitative and (or) qualitative analysis.
- Integrate learning from major requirements.
- Guide students through a project or experience relevant to their educational goals.
- Provide a basis for evaluating student performance.
- Be suitable as a potential means for assessing the major requirements.

Suggested General Instructional Objectives

- The student should integrate and apply learning from multiple disciplines and skill sets.
- The student should demonstrate an ability to contribute to existing knowledge, work in professional settings, and (or) create products relevant to the student's further educational, career and life goals.
- The experience should demonstrate the student possesses intellectual and practical capabilities at a level expected of one receiving a baccalaureate degree from a major university.
- The student should complete the experience or work as a culmination of the student's baccalaureate education.

Course examples:

NORS 484 W/O Seminar in Northern Studies: An interdisciplinary seminar focusing on topics relating to the North with emphasis on the physical sciences, the peoples, and the socioeconomic and political aspects of the area. Specialists in the various fields will assign readings and conduct discussions. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; junior standing; or permission of instructor. (3+0)

PS F499 W Senior Thesis: Thesis will draw from the literature in at least two sub-fields of political science (U.S. government/politics, political theory, public law, comparative politics, international relations) in its analysis. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; PS F101; PS F222; senior standing; permission of instructor. (1.5+0+7.5)

Non-course examples:

- Portfolio
- Internship
- Performance / Exhibition
- Participation in competition
- Professional publication
- Student teaching

The UAF Faculty Senate passed the following (as amended) at Meeting #202 on November 3, 2014:

RESOLUTION:

The UAF Faculty Senate agrees with most of the concerns expressed in Staff Council Resolution 2014- 254-1 and offers the following additional suggestions:

WHEREAS
Smoking has been proven to be addictive both mentally and physically; therefore, it will take time for habitual smokers and users to change their habits;

WHEREAS
Rates of tobacco use in the form of smoking vary widely across society, and are higher in some groups the university is seeking to serve;

WHEREAS
The existing policy of limiting smoking to at least 50 feet away from building entrances and fresh air intakes helps considerably in keeping the populated areas of the campus free of toxins;

AND WHEREAS
Under a complete ban we expect illicit smoking would harm indoor air quality and present a fire danger;

THEREFORE BE IT RESOLVED
The UAF Faculty Senate holds that campuses should maintain the ability to designate outdoor areas in which smokers can have safe access to ashtrays and to offer tobacco cessation resources.

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Cécile Lardon

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #201, October 6, 2014:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Department of Mathematics and Statistics.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Department of Mathematics and Statistics. With minor revisions, the unit criteria were found to be consistent with UAF guidelines.

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Cécile Lardon
President, UAF Faculty Senate

APPROVAL: _____ DATE: 10/7/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND *DEPARTMENT OF MATHEMATICS AND STATISTICS* UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE ***DEPARTMENT OF MATHEMATICS AND STATISTICS (DMS).*** ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS. ***THE DOCUMENT GOVERNS EVALUATION OF ALL UAF FACULTY WITH A PRIMARY LOCUS OF RESPONSIBILITIES IN DMS. IT IS NOTED THAT THESE CRITERIA MAY DIFFER FROM THOSE FOUND IN THE NATURAL SCIENCES UNIT CRITERIA. REGULATIONS IN THE NATURAL SCIENCES UNIT CRITERIA DO NOT APPLY TO DMS.***

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.
The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, **AND DMS UNIT CRITERIA, STANDARDS AND INDICES** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. **THE DMS RECOGNIZES THE VALUE OF ACADEMIC AND SCHOLASTIC DIVERSITY. AS SUCH, THE UNIT DOES NOT REQUIRE EACH CANDIDATE DEMONSTRATE EQUAL STRENGTH IN EACH AREA OF TRIPARTITE RESPONSIBILITY. CANDIDATES WILL BE RANKED IN EACH AREA BY THE DMS PEER REVIEW COMMITTEE (PRC). THE**

PRC CONSISTS OF ALL TENURED MEMBERS OF THE DMS. MEMBERS OF THE PRC WHO ARE ON SABBATICAL OR OFF CAMPUS FOR EXTENDED PERIODS HAVE THE OPTION OF PARTICIPATING, BUT THIS IS NOT REQUIRED. MEMBERS OF THE COMMITTEE MAY ABSTAIN FROM VOTING, BUT ONLY IN ACCORDANCE WITH DMS OPERATING PROCEDURES. CANDIDATES WILL BE RANKED IN EACH CATEGORY OF RESPONSIBILITY ACCORDING TO THE FOLLOWING SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE.

THESE CORRELATE WITH CATEGORIES SOMETIMES USED BY THE UNIVERSITY WIDE COMMITTEE AS OUTLINED BELOW.

DMS		UNIVERSITY WIDE
OUTSTANDING	=	EXCELLENT
SUPERIOR	=	VERY GOOD
SATISFACTORY	=	GOOD
NEEDS	=	SATISFACTORY
UNACCEPTABLE	=	UNSATISFACTORY

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

1. **TENURE. A CANDIDATE FOR TENURE WILL BE JUDGED ON THE BASIS OF PERFORMANCE AND INDICATIONS OF POTENTIAL IN ALL APPLICABLE AREAS OF RESPONSIBILITY, WITH EMPHASIS PLACED ON THE INTERVAL SINCE THE LAST PROMOTION OR HIRE, WHICHEVER IS MOST RECENT. A CANDIDATE NEED NOT DEMONSTRATE EQUAL PERFORMANCE IN ALL THREE AREAS. IN ORDER TO QUALIFY FOR TENURE, A FACULTY MEMBER SHOULD HAVE DEMONSTRATED A SUSTAINED PERFORMANCE IN ALL THEIR AREAS OF RESPONSIBILITY. WHILE THERE IS NO OBJECTIVE DEFINITION OF "SUSTAINED" NOR IS THERE ANY REQUIREMENT FOR ANY LENGTH OF TIME AT ANY PARTICULAR RANK, A TYPICAL CANDIDATE FOR TENURE SHOULD NORMALLY HAVE SERVED AT LEAST FIVE YEARS AT THE RANK OF ASSISTANT PROFESSOR AT UAF OR ELSEWHERE. UNTENURED FACULTY SHOULD REFER TO THEIR COLLECTIVE BARGAINING AGREEMENT AND INITIAL APPOINTMENT LETTER REGARDING MANDATORY YEAR OF TENURE REVIEW. A SUCCESSFUL CANDIDATE SHOULD ATTAIN AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND SERVICE AND AT LEAST SUPERIOR IN TEACHING OR RESEARCH IN THE VOTE BY THE PRC AT THE TIME OF APPLICATION FOR TENURE.**

2. **ASSISTANT PROFESSOR. A FACULTY MEMBER AT THE ASSISTANT PROFESSOR LEVEL MUST HAVE AN EARNED DOCTORATE OR DEMONSTRATED EQUIVALENT. DEMONSTRATED EQUIVALENCE WILL BE DECIDED ON AN AD HOC BASIS BY THE**

PRC. THOSE WORKING AT THE RANK OF ASSISTANT PROFESSOR SHOULD DEMONSTRATE A COMMITMENT TO TEACHING, RESEARCH AND SERVICE.

3. **ASSOCIATE PROFESSOR. IN ORDER TO QUALIFY FOR THIS RANK, A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THOSE WORKING AT THIS RANK ARE EXPECTED TO DEMONSTRATE A CONTINUING DEDICATION TO RESEARCH, TEACHING AND SERVICE.**

4. **PROFESSOR. THIS IS THE GREATEST SINGLE HONOR THAT THE UNIVERSITY CAN BESTOW UPON A MEMBER OF ITS FACULTY. THE HONOR MUST THEREFOR BE MADE UPON CAREFUL CONSIDERATION OF THE CANDIDATE'S TOTAL DEMONSTRATED CONTRIBUTION TO THE UNIVERSITY AND THE MATHEMATICAL SCIENCES. THE HONOR IS RESERVED FOR THOSE WHO HAVE DEMONSTRATED OUTSTANDING PERFORMANCE IN THEIR FIELDS, WHICH IS SUSTAINED OVER A SIGNIFICANT INTERVAL OF TIME. SPECIFICALLY, IN THE YEAR THE CANDIDATE APPLIES FOR PROMOTION TO PROFESSOR, A VOTE WILL BE TAKEN BY THE PRC. A SUCCESSFUL CANDIDATE FOR PROFESSOR SHOULD ATTAIN AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND SERVICE IN THE VOTE OF THE PRC. IF ONE OF TEACHING OR RESEARCH IS RANKED SATISFACTORY, THE OTHER MUST BE OUTSTANDING.**

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. **THE DISSEMINATION OF IDEAS OUTSIDE THE CLASSROOM INCLUDES, BUT IS NOT RESTRICTED TO, STATISTICAL AND COMPUTING CONSULTING FOR STUDENTS; ASSISTING**

STUDENTS IN THE DESIGN OF EXPERIMENTS; DIRECTING UNDERGRADUATE AND GRADUATE RESEARCH. FURTHER, IT INCLUDES PUBLICATION OF TEXTBOOKS THAT ARE PRINCIPALLY INTENDED FOR CLASSROOM USE.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

H. DEMAND HIGH PEDAGOGIC STANDARDS ESSENTIAL TO THE DEPARTMENT'S MISSION.

I. DEVELOP A TEXTBOOK THAT IS USED EXTERNAL TO UAF.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s). **THIS IS REQUIRED FOR UNTENURED**

FACULTY AND RECOMMENDED FOR FACULTY APPLYING FOR PROMOTION. THEY WILL BE REVIEWED BY THE PRC (THAT INCLUDES THE DEPARTMENT CHAIR). THIS COMMITTEE WILL SEND REPRESENTATIVES TO REVIEW CLASSROOM PERFORMANCE AS WELL AS SYLLABI AND SAMPLES OF GRADED MATERIAL. REPRESENTATIVES WILL WRITE A REPORT THAT INCLUDES A NARRATIVE PORTION AS WELL AS AN OVERALL RANKING OF TEACHING THAT USES THE SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE. WHEN A FACULTY MEMBER STANDS FOR TENURE, REPORTS FROM AT LEAST TWO YEARS SHOULD BE INCLUDED IN THE FILE, PROVIDED THE FACULTY MEMBER HAS BEEN EMPLOYED AT LEAST THREE YEARS AT THE TIME OF APPLICATION FOR TENURE. IF THE CANDIDATE HAS BEEN EMPLOYED FOR AT LEAST ONE YEAR AT THE TIME OF APPLICATION FOR TENURE, THEN AT LEAST ONE REPORT FROM THE PRC SHOULD BE INCLUDED IN THE FILE. IN THE CASE OF DISAGREEMENT BETWEEN PEER OPINIONS AND STUDENT OPINIONS, THE FORMER WILL BE CONSIDERED TO BE MORE ACCURATE.

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. **CANDIDATES AT ALL LEVELS MUST DEMONSTRATE ACHIEVEMENT CONDUCTING RESEARCH IN AN INDEPENDENT AND CREATIVE FASHION. WORK WILL BE JUDGED FOR IMPORTANCE, ORIGINALITY AND QUALITY. CONSIDERATION WILL INCLUDE, BUT NOT BE RESTRICTED TO, THE CANDIDATE'S PAPERS PUBLISHED IN REFEREED JOURNALS AND REFEREED CONFERENCE PROCEEDINGS; PAPERS, LECTURES AND PRESENTATIONS DELIVERED; OTHER PAPERS AND TECHNICAL REPORTS; BOOKS, BOOK CHAPTERS, RESEARCH PROPOSALS, SOFTWARE DEVELOPED AND RESEARCH DONE THROUGH CONSULTING. THE WORK MUST BE PRESENTED IN A PUBLIC FORUM WHERE ITS CONTRIBUTION CAN BE JUDGED BY PEERS EXTERNAL TO UAF. AS SUCH, LITTLE CONSIDERATION WILL BE GIVEN TO RESEARCH THAT APPEARS IN NON-REFEREED PREPRINTS. NOR WILL WORK THAT IS DONE BY PRIVATE CONTRACTING BE CONSIDERED IF IT APPEARS ONLY IN INTERNAL COMPANY REPORTS. THE RESEARCH CONTRIBUTIONS FOUND IN A BOOK WILL BE BASED ON THE EXPOSITION OF NEW IDEAS. BOOKS THAT ONLY GATHER MATERIAL FOUND IN OTHER LOCATIONS WILL BE CONSIDERED TO BE EXPOSITORY AND NOT RESEARCH DOCUMENTS.**

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

M. RESEARCH RESULTS SHOULD BE MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY. THE DEPARTMENT EXPECTS FACULTY WITH A 30% RESEARCH LOAD TO BE PUBLISHING AT A RATE OF APPROXIMATELY ONE PAPER PER YEAR. AT A 50% LEVEL OR ABOVE THERE SHOULD BE APPROXIMATELY TWO. HOWEVER, IT SHOULD BE EMPHASIZED THAT THIS IS ONLY AN APPROXIMATE GOAL. THE MORE IMPORTANT GOAL IS QUALITY RESEARCH. HIGH QUALITY RESEARCH CAN BE PRODUCED AND DISSEMINATED IN SPECIAL CIRCUMSTANCES AT A LOWER RATE. ACCORDINGLY, CANDIDATES SHOULD NOT TRY TO MEET A RESEARCH TARGET IN TERMS OF NUMBER OF PAPERS PUBLISHED. FURTHER, HEAVY PRODUCTION RATES OF LOW QUALITY PUBLICATIONS IS DISCOURAGED.

N. A CANDIDATE'S PUBLICATION AND FUNDING RECORD SHOULD BE COMPARED WITH INDIVIDUALS IN THE SAME OR RELATED DISCIPLINES. THE PRACTICE OF LISTING COAUTHORS WHO HAVE CONTRIBUTED LITTLE TO A PUBLICATION IS UNCOMMON IN THE MATHEMATICAL SCIENCES. EXCEPT IN UNUSUAL CIRCUMSTANCES, EACH COAUTHOR WILL HAVE MADE A SIGNIFICANT CONTRIBUTION. COAUTHORS ARE OFTEN LISTED ALPHABETICALLY.

O. FOR DMS FACULTY CONDUCTING RESEARCH IN MATHEMATICS EDUCATION, APPROPRIATE RESEARCH PRODUCTS, IN ADDITION TO THOSE NOTED ABOVE, MAY ALSO INCLUDE DEVELOPMENT OF MATHEMATICAL CURRICULA THAT ARE INNOVATIVE AND BASED ON ORIGINAL RESEARCH. IN ADDITION TO JOURNALS INTENDED FOR THE RESEARCH COMMUNITY, DMS WILL ALSO VALUE PEER-REVIEWED JOURNALS INTENDED FOR THE BROADER EDUCATION RESEARCH COMMUNITY. THIS INCLUDES JOURNALS DEVOTED TO TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT AS WELL AS A READING AUDIENCE OF EDUCATION POLICYMAKERS, TEACHERS AND ADMINISTRATORS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring **OF FACULTY.**

j. Prizes and awards for excellence in university service.

K. SERVICE AS OUTSIDE REVIEWER ON UAF THESIS COMMITTEES.

L. PREPARATION OF UNIVERSITY REPORTS.

M. CONSULTING WITH UAF FACULTY IN AND OUTSIDE DMS IN DISCIPLINE SPECIFIC ACTIVITIES THAT ARE NOT COUNTED AS RESEARCH (E.G. THAT DO NOT LEAD TO A COAUTHORED PUBLICATION).

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

PROFESSIONAL SERVICE INCLUDES, BUT IS NOT LIMITED TO, JOURNAL WORK, SERVICE TO NATIONAL PROFESSIONAL ORGANIZATIONS, WORKING

WITH TESTING ORGANIZATIONS TO DEVELOP STANDARDIZED EXAMS, EDITING FOR TEXTBOOK AND SCIENTIFIC PUBLISHERS, ORGANIZING CONFERENCES, DEVELOPING, ORGANIZING OR PRESENTING IN-SERVICE TRAINING PROGRAMS, GIVING COLLOQUIUM LECTURES, REVIEWING PROPOSALS AND BOOKS. IT INCLUDES PRESENTATION OF EXPOSITORY MATERIAL INCLUDING EXPOSITORY TEXTS, WHICH ARE NOT PRIMARILY MEANT FOR CLASSROOM USE. OUTREACH TO EDUCATORS (E.G. OFFERING INSERVICE WORKSHOPS OR INSTITUTES FOR K-12 MATHEMATICS TEACHERS) IS ALSO APPROPRIATE PROFESSIONAL SERVICE FOR DMS FACULTY.

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

RATIONALIZATION AND COMMENTARY

THE ABOVE PORTION OF THIS DOCUMENT IS MEANT TO OUTLINE THE PROCESS AND INDICES OF EVALUATION. WHAT FOLLOWS BELOW ARE A FEW REMARKS MEANT TO GIVE SOME EXPLANATION TO THIS SCHEMATIC.

FOR PROMOTION TO THE LEVEL OF ASSOCIATE PROFESSOR A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THE DMS RECOGNIZES THAT AT THE LEVEL OF ASSISTANT PROFESSOR, SERVICE IS SECONDARY TO TEACHING AND RESEARCH. THIS DOES NOT IMPLY SERVICE AT THIS LEVEL IS UNIMPORTANT. FACULTY NEW TO THE PROFESSION CAN PROFITABLY SPEND THEIR TIME ESTABLISHING A RESEARCH RECORD AND PERFECTING TEACHING TECHNIQUE.

DMS TAKES EXCEPTION WITH IDEAS FOUND IN CERTAIN QUARTERS ON SPECIFIC AND OBJECTIVE MEASURES OF IMPACT FACTORS. TO QUOTE FROM THE OCTOBER 2006 NOTICES OF THE AMERICAN MATHEMATICAL SOCIETY,

> **"PEOPLE MISUSE THE IMPACT FACTOR BECASE THERE ARE NO EXPLICIT PRINCIPLES GOVERNING ITS INTERPRETATION. THE IMPACT FACTOR IS USED TO MEASURE THE VALUE OF THINGS FOR WHICH IT WAS NEVER INTENDED (ARTICLES AND AUTHORS, FOR EXAMPLE), AND IT IS USED TO MAKE FAULTY COMPARISONS BETWEEN UNLIKE OBJECTS, INCLUDING JOURNALS THEMSELVES...FOR DECADES, SCHOLARS HAVE COMPLAINED ABOUT THE MISUSE OF THE IMPACT FACTOR, AND THERE IS EXTENSIVE**

LITERATURE OF SUCH COMPLAINTS AND ADMONITIONS. BUT IN A WORLD GONE MAD WITH AN OBSESSION TO EVALUATE EVERYTHING 'OBJECTIVELY', IT IS NOT SURPRISING THAT DESPERATE AND SOMETIMES INCOMPETENT EVALUATORS USE A POORLY UNDERSTOOD, BUT EASILY CALCULATED, NUMBER TO COMFORT THEM."

DMS STRONGLY MAINTAINS THAT IN ADDITION TO ANY QUANTIFIED METRICS WE MUST ADD PERSONAL JUDGEMENT BY PRC AND OUTSIDE EVALUATORS. SCHOLARLY PEERS, SUBJECTIVE THOUGH THEY MAY BE, ARE THE BEST JUDGES OF QUALITY. MAKING SUCH DECISIONS IS HARD WORK BUT A NECESSARY RESPONSIBILITY OF EACH MEMBER OF THE PRC.

TO FURTHER UNDERSCORE THE ABOVE POINTS, WE QUOTE FROM A 2006 WHITE PAPER RELEASED BY THE AMERICAN MATHEMATICAL SOCIETY.

"MATHEMATICS IS OFTEN CONSIDERED AS PART OF THE PHYSICAL AND NATURAL SCIENCES, BUT ITS PUBLICATION PRACTICES DIFFER FROM THESE OTHER DISCIPLINES IN SEVERAL FUNDAMENTAL WAYS.

MATHEMATICIANS TEND TO PUBLISH AT RATES THAT ARE MODEST COMPARED TO SOME OTHER SCIENCES. THE MAJORITY OF MATHEMATICAL RESEARCH IS PUBLISHED IN REFEREED RESEARCH JOURNALS RATHER THAN CONFERENCE PROCEEDINGS OR BOOKS. THE MATHEMATICAL LITERATURE IS SPREAD AMONG A WIDER COLLECTION OF JOURNALS THAN IN MOST RELATED FIELDS. AND, SINCE AN ARTICLE TYPICALLY REPRESENTS A MATURE TREATISE ON A MATHEMATICAL QUESTION, AND SINCE MATHEMATICS RESEARCH IS NOT CONSIDERED TIME-SENSITIVE, DELAYS IN PUBLICATION ARE COMMON.

EVEN SOME OF THE BEST YOUNG MATHEMATICIANS PUBLISH RELATIVELY FEW PAPERS. A STUDY OF THE 40 MATHEMATICIANS WINNING SLOAN FELLOWSHIPS IN 2005-2006 SHOWS THAT 70% PUBLISH AN AVERAGE OF TWO OR FEWER ARTICLES PER YEAR IN THE FIVE YEARS PRECEDING THEIR AWARD. THESE TWO GROUPS REPRESENT AN EXCEPTIONAL GROUP OF HIGHLY PRODUCTIVE MATHEMATICIANS.

OF THE 274 PUBLICATIONS BY THESE GUGGENHEIM FELLOWS, 75% WERE IN REFEREED JOURNALS. ONLY THREE PUBLICATIONS WERE BOOKS. IN FACT, OF ALL ITEMS COVERED BY MATHEMATICAL REVIEWS IN THE YEARS 2001-2005, FULLY 80% WERE FROM REFEREED JOURNALS.

WHEN JUDGING THE WORK OF MOST MATHEMATICIANS, THE KEY MEASURE OF VALUE FOR A RESEARCH PROGRAM IS THE QUALITY OF PUBLICATIONS RATHER THAN RATE. THE INFORMATION ABOVE ABOUT THOSE WHO HAVE WON PRESTIGIOUS AWARDS STRONGLY SUPPORTS THIS VIEW."

CERTAIN DISCIPLINES FOUND IN MATHEMATICAL SCIENCES HAVE LITTLE OPPORTUNITY IN THE WAY OF EXTERNAL FUNDING. ACCORDINGLY, THE ABILITY TO FIND FUNDING SPEAKS WELL FOR A CANDIDATE AT ANY LEVEL. HOWEVER, ABSENCE OF FUNDING MAY NOT NECESSARILY SPEAK AGAINST THE CANDIDATE. DMS DOES NOT CONSIDER THE FUNDING OF GRANT PROPOSALS TO BE THE GOAL OF ANY RESEARCH PROJECT. RATHER, WE FOCUS ON WHAT IS ACHIEVED WITH OR WITHOUT RESEARCH FUNDING.

TO SUMMARIZE, THE PRIMARY RESEARCH METRIC IS NOT NUMBER OF PUBLICATIONS, NOR NUMBER OF CITATIONS, NOR QUANTITY OF GRANT MONEY. IT IS RESEARCH RESULTS AS MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY.

FURTHER INFORMATION ON THE CULTURE OF MATHEMATICS AND DISTINCTIONS FROM OTHER ACADEMIC DISCIPLINES CAN BE FOUND AT:

http://www.ams.org/profession/leaders/culture/culture

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #201, October 6, 2014:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Marine Advisory Program.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Marine Advisory Program. The unit criteria were found to be consistent with UAF guidelines.

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Cécile Lardon
President, UAF Faculty Senate

APPROVAL: _____ DATE: 10/7/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UAF Regulations for the Appointment and Evaluations of Faculty And *Marine Advisory Program* Unit Criteria, Standards, and Indices

The following is an adaptation of UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the Marine Advisory Program (MAP). Items in boldface italics are those specifically added or emphasized because of their relevance to the department's/s' faculty, and because they are additions to UAF regulations.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

Chapter II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

In accordance with the BOR policy on promotion and tenure, MAP agents and specialists typically have bipartite appointments. Bipartite responsibilities are to be clearly stated at the time of hire and can be any combination of two of the three tripartite missions, i.e., teaching, research, or service. A MAP faculty member can request a tripartite appointment in their employment contract if such a status is consistent with the goals of the Marine Advisory Program.

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

MAP faculty members are designated at the time of hiring as either agents or specialists. An agent is a generalist that does not require concentration of their workload to a specific academic, research, or service discipline. Specialists concentrate their workload toward a specific academic, research, or service discipline as designated in their letter of appointment (examples are: Business Specialist and Fisheries Specialist). Workloads and evaluations are to be based on which of those two assignments the individual holds. A MAP faculty member may be granted a change of assignment based on his/her request and the needs of the program.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV ***and MAP unit criteria, standards and indices***, evaluators may consider, but shall not be limited to, whichever

of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

The dean or director of the relevant college/school, ***in consultation with the MAP leader,*** shall determine which of the criteria defined above apply to these faculty.

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

MAP faculty may participate in formal teaching when the opportunity arises; however, standard academic teaching is not a common form of informational delivery in the Marine Advisory Program. Instruction often includes contact with clientele through distance delivery methods, workshops, seminars, training, public presentation events, and classroom teaching. A 10% (4 unit) teaching load in MAP is considered 45 to 50 hours of instructional activities.

Development and preparation of instructional materials such as workshop outlines, training syllabuses or lesson plans, handouts, slide presentations, displays, lecture materials etc. are also components of MAP instructional activities. Educational videos and/or other media produced for public education are also included.

Marine Advisory Program agents usually function as generalists by contributing breadth and diversity in their teaching efforts. Rurally located agents usually respond to requests to develop and/or teach discrete sessions, workshops, or short-term courses on subjects not typically available to rural Alaskans.

Specialists have a depth of topical knowledge and primarily focus on teaching technical information in their specialty area to clientele.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers.

   Teaching in the context of a MAP activity is generally defined as proactively planned and delivered instruction. MAP education activities are designed to deliver information relevant to specific clientele and public needs. Clientele may range from kindergarten to adults, and the general public to professionals.

   Effective teachers ***will demonstrate some, but not necessarily all, of the following characteristics in an individual year:***

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students ***and clientele***;

   b. express positive regard for students, ***become familiar with their public***, develop good rapport with students ***and clientele***, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student ***and clientele*** participation for student learning and teacher effectiveness, are sensitive to student ***and clientele*** diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars ***addressing clientele and public needs*** and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching.

2. **Components of Evaluation**
   Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, ***instructional publications***, recruiting and advising, training/guiding students, etc., provided by:

   a. systematic student ratings, i.e. student opinion of instruction summary forms, ***and/or classroom evaluations, post-instruction surveys and/or student or clientele testimonials,***

   and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair/***other professionals*** classroom observation(s),

d. peer/department chair/***other professionals*** evaluation of course materials.

Systematic university approved student evaluations are not usually available or appropriately designed to evaluate MAP teaching activities. In addition, instruction by MAP faculty is often conducted in rural locations where evaluation by peers or department chair is not available. However, a means of evaluation appropriate to the instructional content should be administered by the principal instructor whenever possible.

Additional indices for documenting effective teaching for MAP faculty seeking promotion and/or tenure to <u>Associate Professor</u> may include:

a. Evidence that teaching addresses client-centered needs, as expressed by requests for courses and by client/student participation in those courses;

b. Evidence that the teaching is meeting specific, quantifiable instructional objectives through student evaluations or follow-up surveys;

c. Demonstration of changes in knowledge, skills and/or attitudes/behavior resulting from MAP information transfer through post instructional evaluations, surveys, and testimonials;

d. Clientele evaluations of both the instructional program and the instructor competence and effectiveness;

e. Testimonials and/or repeated invitations to teach;

f. Documentation of contact hours with clientele as an assessment of response effort;

g. Successful application of distance delivery of educational programming;

h. Evidence of successful teaching by development and application of innovative original teaching methods.

i. Successful mentoring of undergraduate and/or graduate students and participation, as member, in graduate student committees;

Additional indices for documenting effective teaching for MAP faculty seeking promotion to the rank of <u>Professor</u> include:

a. Clientele/student reviews and/or evaluations that show continued quality performance as a teacher,

and at least one of the following:

b. Development and/or adaptation of new methods and approaches in the discipline, such as:

i. Creative use of media and/or distance- delivery methods of instruction which extends the bounds of the discipline and improves educational outreach;

ii. New curriculum or program development that improves the information transfer in the faculty member's area of expertise;

c. Regional, statewide, national and/or international recognition as an expert as illustrated through invitations to and presentations at conferences, meetings, workshops, and trainings;

d. Receipt of state or national awards in recognition of outstanding teaching;

e. Recognition through invitational teaching opportunities;

f. Significant contribution in mentoring of undergraduate and/or graduate students and participation, as member, in graduate student committees.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Many MAP faculty have limited opportunities to conduct traditional research and limited or no access to laboratories and graduate students. Additionally, bipartite faculty may or may not have a research obligation. Faculty without research obligation may conduct research in response to public needs, in this case these activities will be evaluated under service.

Marine Advisory faculty with research responsibilities in their bipartite or tripartite appointments are expected to conduct applied research or engage in other scholarly and creative pursuits that help solve issues facing the people of Alaska.

For MAP faculty, research, scholarly, and creative activities may consist of:

a. Applied research designed to address specific client needs;

b. Production of peer reviewed informational media; and

c. Publication of peer reviewed publications.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum, ***with results and impacts disseminated to appropriate academic and community audiences.***

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution ***and be relevant to Alaskan issues.***

2. **Components of Research, Scholarly and Creative Activity**
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by peers, juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

Additional indices for documenting effective research, scholarly and creative activity for MAP faculty seeking promotion and/or tenure to <u>Associate Professor</u> include:

a. If research composed greater than 60% of a faculty members workload, authorship or co-authorship of a minimum of four (4) refereed publications are expected. These

expectations are based on a workload of 60% effort in research and should be interpreted in the context of actual workload and adjusted accordingly,

and at least one of the following:

b. edit or referee articles or proposals for professional journals or organizations and MAP or Sea Grant publications,

c. adapt existing research-based technology or knowledge in order to solve problems relevant to Alaska,

d. participate in extramurally funded research projects.

Additional indices for documenting effective research, scholarly and creative activity for MAP faculty at the rank of Associate Professor and seeking promotion to the rank of Professor include:

a. If research composed greater than 60% of a faculty members workload, authorship or co-authorship of a minimum of eight (8) refereed publications are expected. The candidate must demonstrate sustained performance in research. These expectations are based on a workload of 60% effort in research and should be interpreted in the context of actual workload and adjusted accordingly,

and at least one of the following:

b. authorship, co-authorship, editor or co-editor of a book or major reference in the faculty member's area of scholarly activity,

c. recipient of a regional, national or international research fellowship or award,

d. participate in extramurally funded research projects in a leadership role (e.g. principal investigator or co-principal investigator),

e. introduce new technology, product, or idea which demonstrably improves the quality of life for Alaskans, and is a clear result of a MAP faculty member's activity.

D. Criteria for Public, University, and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

A significant portion of the workload of MAP faculty will consist of service. In general, this will be higher than that found in traditional UAF faculty workloads and reflect the community or specific client needs approach of Marine Advisory Program educational activities.

1. **Public Service**

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or advice to government or public committees.

c. ***Collaborations and partnerships with agencies, regional advisory boards, task forces, focus groups or public special interest groups to identify relevant issues and regional concerns.***

d. ***Active participation in constituency organizations.***

e. Active participation in discipline-oriented service organizations.

f. ***Consulting in the faculty member's area of expertise and the discipline consistent with the obligation for public service.***

g. Prizes and awards, for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating, ***at public fora, group meetings and public events.***

j. Radio and TV programs, newspaper articles and columns, ***MAP*** publications, newsletters, films, computer applications, teleconferences and other educational media ***including website designed and/or managed by faculty.***

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***Participation in K-12 educational programs.***

m. ***Assessing and/or responding to research needs of clientele and communicating those needs to the research community.***

n. ***Conducting research in response to public needs.***

o. ***Developing and managing effective community and agency partnerships, which extend MAP resources and/ or develop leadership skills.***

p. ***Representing and answering questions at public events.***

q. ***Site visits for problem solving and consultation.***

r. ***Rapidly responding to urgent client needs in a timely, flexible, and appropriate manner.***

s. ***Other service activities consistent with the School of Fisheries and Oceans Sciences to contribute to Alaska's coastal economy.***

2. **University Service**
University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as ***program leader or director***, department chair or term-limited and part-time assignment as assistant/associate dean in a college/school, ***or program.***

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prize and awards for excellence in university service.

k. Representing the University and/or MAP at public events including education displays, tradeshows, booths and exhibits.

l. ***Act as an outreach consultant on research projects conducted by other University faculty.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on ***regional, statewide,*** national or international review panel or committee.

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

Additional indices for documenting effective service activity for MAP faculty seeking promotion and/or tenure to <u>Associate Professor</u> includes:

a. ***If service composed greater than 60% of a faculty members workload, creation or co-creation of at least twelve (12) individual service activities, including outreach publications, workshops, conferences, trainings, website development or other service activities. These expectations are based on a workload of 60% effort in service and should be interpreted in the context of actual workload and adjusted accordingly,***

and at least two of the following:

b. Presentation of applied research results to user groups such as public agencies, governmental bodies, private businesses, constituent groups, and lay public, both in published and oral forms.

c. Quality and distribution of media presentations and public interviews, e.g., TV, radio, film, newspapers and videotapes.

d. Evidence of response to new knowledge and developments in the discipline by rapidly raising public understanding and awareness through available educational media and methods.

e. Results of individual consultations.

f. Role and effort involved in the development and planning of conferences and workshops.

g. Writing and distribution of MAP, School of Fisheries and Ocean Sciences, and Sea Grant publications.

h. Documentation of service activities conducted on a continuing basis.

i. Testimonials and letters demonstrating outcomes and/or effectiveness of service activities or other documentation which demonstrates the impacts of MAP faculty service activities.

j. Documentation of public needs and response.

k. Appropriateness of the response effort toward urgent clientele issues.

l. Development and maintenance of partnership relationships.

m. Appointments to public, university, and professional committees and any leadership role in committee assignments.

n. Evidence of support provided to university faculty in their teaching, research, and/or service activities.

o. Evidence of application of ~~applied research or~~ project results by the public.

Additional indices for documenting effective service activity for MAP faculty at the rank of Associate Professor and seeking promotion to the rank of Professor includes:

a. If service composed greater than 60% of a faculty members workload, creation or co-creation of at least twenty-four (24) individual service activities, including outreach publications, workshops, conferences, trainings, website development or other service activities. The candidate must demonstrate sustained performance in service. These expectations are based on a workload of 60% effort in service and should be interpreted in the context of actual workload and adjusted accordingly,

and at least two of the following:

b. Invitation to serve on national or international boards, review committees, award commissions or scholarship commissions.

c. Appointment or election to a leadership position on local, state, national, and international public service committees or organizations.

d. Engaged in profession and scholarly service activities on statewide, national or international level.

e. National leadership in a professional organization.

f. Recognition through invitational speaking engagements on topics that constitute public service.

g. Evidence of effective application of professional expertise to professional or public processes and organizations.

h. Service as committee chair. Session organizer, or officer of professional

organizations.

i. ***Evidence of important contributions to the development of school, departmental, and/or university programs.***

j. ***Recognition through receipt of public service awards, or awards for service to the university.***

k. ***Receipt of a national association, government, or professional society service award.***

l. ***Participation in a voluntary mentoring relationship with junior faculty to facilitate their progress toward promotion and tenure.***

Revised April 10, 2014

The UAF Faculty Senate passed the following at Meeting #201, October 6, 2014:

RESOLUTION:

The UAF Faculty Senate endorses UAF Staff Council's Resolution 2014-252-1 in support of the FY16 UAF capital budget request to expand the Early Childhood Program (Bunnell House).

Cécile Lardon

President, UAF Faculty Senate

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SC 252 - Approved

Resolution 2014-252-1

University of Alaska Fairbanks
Staff Council
Resolution 2014-252-1

The University of Alaska Fairbanks Staff Council unanimously approved the following resolution at Staff Council Meeting #252, on August 20, 2014.

Resolution 2014-252-1 : Resolution Supporting the University of Alaska Fairbanks FY16 Capital Budget Request Titled "Expanding the Early Childhood Program (Bunnell House)"

WHEREAS in recognition of the summary finding of feedback received during the recent Staff Council "Better Place to Work" Survey: Expand on-site childcare, now;

THEREFORE BE IT RESOLVED, that UAF Staff Council supports the University of Alaska Fairbanks FY 16 capital budget request titled "Expanding the Early Childhood Program (Bunnell House)" for $850 thousand in State Appropriations.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #200 on September 8, 2014:

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, Meeting #184 in September 2012, and Meeting #192 in September 2013. For academic year 2014-2015, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #200 on September 8, 2014.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2014-15 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

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President, UAF Faculty Senate

The UAF Faculty Senate tabled the following at Meeting #199, May 5, 2014:

MOTION:

The Curricular Affairs Committee moves that the Faculty Senate submit the following changes to the UAF baccalaureate requirements for a faculty vote of approval:

Each student must complete a capstone course or experiential learning opportunity (e.g. internship) in student's major or program (0 – 3 credits). It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience.

Effective: Upon approval by faculty vote

Rationale: This change is proposed in support of satisfying UAF's Learning outcome #4: "Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."

Many UAF Departments and Programs currently have baccalaureate capstone experience requirements; the purpose of this change is to create a UAF-wide requirement. We envision this proposed change as not adding a significant burden to UAF faculty and students.

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The UAF Faculty Senate passed the following at Meeting #199, May 5, 2014:

MOTION:

The UAF Faculty Senate moves to amend the Group B Administrator Guidelines for the Evaluation Process for Administrators, as follows.

EFFECTIVE: Immediately

RATIONALE: In some years, the Faculty Senate Administrator Review Committee may not be constituted because Group A reviews are behind or none occur. Group B review oversight only calls for an independent verification that proper procedures were followed. This provides a mechanism to accomplish oversight in the event that the Faculty Senate Administrator Review Committee does not exist.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/6/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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BOLD CAPS = Addition
[[ ]] = Deletion

GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

Group B Administrators:

In addition to be reviewed annually by his/her immediate Supervisor, "Group B" administrators are to undergo a 3-year comprehensive review. At a time designated by the Supervisor during the fall semester of the academic year of comprehensive review, the "Group B" administrator will submit a self-evaluation report to his/her Supervisor. The self-evaluation shall include: (1) comments on the annual performance evaluations; (2) a summary of his/her notable activities/accomplishments in the previous years; and (3) a statement of relevant goals/objectives relative to assigned or planned administrative duties for the upcoming years. The Supervisor's evaluation shall include faculty and/or staff opportunities for comment on the "Group B" administrator's performance. Comments received shall be referenced in anonymous and aggregate summary in the written evaluation provided to the "Group B" administrator. The Supervisor will include, as part of the written evaluation, an appended workload assignment and/or statement of performance expectations for the "Group B" administrator for the subsequent review period. A summary statement of the process used to assure faculty/staff input into the evaluation will be forwarded to the Faculty Senate Office by March 15 of the academic year the "Group B" administrator is scheduled for review. **IF CONSTITUTED, [[T]]**the Faculty Senate Faculty Administrator Review Committee shall review the evaluation process in order to perform their oversight function in the administrator review. **OTHERWISE, THE FACULTY SENATE PRESIDENT AND PRESIDENT-ELECT WILL REVIEW THE PROCESS, SUBJECT TO THE APPROVAL OF THE FACULTY SENATE ADMINISTRATIVE COMMITTEE.**

The following criteria will be used to determine which administrators are placed on or removed from the "Group B" list. As vacancies and appointments occur, changes to the list shall be determined annually by the Provost in consultation with the Faculty Senate President.

- "Group B" administrator responsibilities must administrative in nature.
  ("Group B" administrators must not be Union members, UNAC or ACCFT).
- "Group B" administrators report to "Group A" administrators.
  (Group A" administrators report to the Chancellor, Provost, or Vice Chancellor.)
- "Group B" administrators supervise faculty and are involved in faculty performance reviews.

The UAF Faculty Senate passed the following at Meeting #199 on May 5, 2014:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Computer Science.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Department of Computer Science. With minor revisions, the unit criteria were found to be consistent with UAF guidelines.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/6/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND COMPUTER SCIENCE UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE COMPUTER SCIENCE DEPARTMENT OF THE COLLEGE OF ENGINEERING AND MINES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. ***THE LEVEL OF PRODUCTIVITY EXPECTED OF A FACULTY MEMBER IN EACH AREA (TEACHING, RESEARCH, AND SERVICE) WILL BE COMMENSURATE WITH THE PERCENTAGE OF HIS OR HER WORKLOAD DEDICATED TO SUCH ACTIVITY.***

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers ***WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:***

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***INCLUDING THE DEVELOPMENT OF DISTILLED KNOWLEDGE (BOOKS, SOFTWARE, DOCUMENTATION) FOR STUDENT USE;***

g. may receive prizes and awards for excellence in teaching*;*

h. ***DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER ENGINEERING ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANEL;***

i. ***INVOLVE STUDENTS, ESPECIALLY GRADUATE STUDENTS, IN QUALITY RESEARCH ACTIVITIES;***

SPECIFIC CS CRITERIA FOR TEACHING PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: ***EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY TEACHING PROGRAM MUST BE PROVIDED, AS WELL AS EVIDENCE OF AN EFFORT TOWARD CONTINUAL IMPROVEMENT.***

II. ASSOCIATE PROFESSOR: ***THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS CONTEMPORARY AND RELEVANT, AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT IS NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE GUIDING AND MENTORING OF STUDENTS, AND EFFECTIVE CLASSROOM TEACHING PERFORMANCE. THERE MUST BE EVIDENCE OF SUCCESSFUL COMPLETION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR COSUPERVISOR).***

III. PROFESSOR: ***SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO, CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL FACILITIES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS. THERE SHOULD BE A RECORD OF CONTINUING SUCCESSFUL MENTORHSIP OF GRADUATE STUDENTS AS EXEMPLIFIED BY JOINT AUTHORSHIP OF PUBLICATIONS, INVOLVEMENT OF GRADUATE STUDENTS IN RESEARCH PROJECTS, AND COMPLETION OF GRADUATE DEGREES UNDER HIS/HER SUPERVISION SINCE THE PREVIOUS PROMOTION. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.***

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

a. systematic student ratings, i.e. student opinion of instruction summary forms, **and** at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art ***AND ENGINEERING*** work, ***SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS*** at galleries, ***CONFERENCES AND MUSEUMS, WHERE*** selection for these exhibitions ***IS*** being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art ***AND ENGINEERING*** works, ***SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS,*** and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CS CRITERIA FOR RESEARCH PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: EVIDENCE OF RESEARCH ABILITY AND A COMMITMENT TO ESTABLISH A VIABLE RESEARCH PROGRAM.

II. ASSOCIATE PROFESSOR: THE FACULTY MEMBER MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM THAT PRODUCES A SATISFACTORY NUMBER OF PEER-REVIEWED PUBLICATIONS AND PRESENTED RESEARCH RESULTS AT PROFESSIONAL MEETINGS. THE SUBMISSION OF RESEARCH PROPOSALS AND ACQUISITION OF EXTERNAL RESEARCH FUNDING, AND THE COMPLETION OF CONTRACT RESEARCH REPORTS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. SUSTAINED PRODUCTIVITY MUST BE SHOWN WITH ADEQUATE EVIDENCE OF RESEARCH ACTIVITIES AND PUBLICATIONS SINCE INITIAL APPOINTMENT, WITH THE CANDIDATE TAKING A LEADING ROLE IN RESEARCH AND PUBLICATIONS. THE FACULTY MEMBER MUST ALSO SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS RESULTING IN PUBLICATIONS THAT INVOLVE STUDENTS.

III. PROFESSOR: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT NUMBER OF PEER-REVIEWED PUBLICATIONS. TO INDICATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM, THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUANTITY

AFTER THE PREVIOUS TENURE/PROMOTION/APPOINTMENT, WITH DOCUMENTED EVIDENCE OF HIGH QUALITY AND SHOULD DEMONSTRATE STUDENT INVOLVEMENT. A NATIONAL OR INTERNATIONAL REPUTATION OF THE CANDIDATE (E.G., AS DEMONSTRATED BY A HIGH NUMBER OF ARTICLE CITATIONS, PROFESSIONAL ACTIVITIES, PRESENTATIONS AT MEETINGS, AND DOCUMENTED OPINIONS OF OTHER ENGINEERS AND SCIENTISTS IN THE FIELD) IS EXPECTED.

THE DISCIPLINE OF COMPUTER SCIENCE DOES NOT PREFER JOURNAL OVER CONFERENCE PUBLICATION, AND A SELECTIVE CONFERENCE (E.G., SIGGRAPH) IS MORE PRESTIGIOUS THAN AN AVERAGE JOURNAL. THUS FACULTY EVALUATION MUST INCLUDE <u>ALL</u> PEER-REVIEWED PUBLICATIONS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY.***

j. Prizes and awards for excellence in university service.

k. ***SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.***

l. ***PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

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

SPECIFIC CS CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: EVIDENCE OF A COMMITMENT TO CONTRIBUTE TO THE SERVICE MISSION OF THE COLLEGE.

II. ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.

III. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS INCLUDING COMMITTEE LEADERSHIP OR UAF FACULTY SENATE SERVICE AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS ENGINEERING SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.

EXAMPLES OF SERVICE ACTIVITIES APPROPRIATE FOR FACULTY INCLUDE (BUT ARE NOT LIMITED TO):

a. K-12 AND/OR INFORMAL ENGINEERING EDUCATION;

b. PRESENTATION OF ENGINEERING TO THE PUBLIC.

MEASURES OF EFFECTIVENESS OF PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

a. ACCOMPLISHMENTS GAINED THROUGH SERVICE TO ORGANIZATIONS;

b. OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.

The UAF Faculty Senate passed the following at Meeting #199, May 5, 2014: [as modified below]

MOTION:

The UAF Faculty Senate moves to endorse the following set of common Student Learning Outcomes as recommended by the General Education Learning Outcomes sub-committee of the UA Faculty Alliance. These replace the learning outcomes enumerated in the "Objectives and Student Learning Outcomes" adopted by the UAF Faculty Senate at meeting #175 (as amended at meeting #179).

Effective: ~~Immediately~~ Upon approval by UAA and UAS Faculty Senates.

Rationale: The UA Board of Regents has directed the Universities of Alaska to align their general education requirements. As a first step toward alignment, the General Education Learning Outcomes sub-committee of the UA Faculty Alliance developed these learning outcomes based largely on the objectives and student learning outcomes adopted at meeting #175 of the UAF Faculty Senate, as amended in meeting #179. This is directed explicitly at baccalaureate programs, and therefore implicitly at AA and AS degree programs. The means of demonstrating achievement in these areas (the "bullet points" on the existing UAF student learning outcomes) will be addressed in the future.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/6/14

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

****

All baccalaureate graduates in the University of Alaska system shall achieve the following student learning objectives:

- **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, [[technologies,]] mathematics, humanities, [[histories, languages,]] and the arts.
- **Develop Intellectual and Practical Skills across the curriculum**, including inquiry and analysis, **QUANTITATIVE LITERACY**, critical and creative thinking, problem solving, written and oral communication, information literacy, [[technological competence,]] and collaborative learning.

- **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning and intercultural competence, [[and knowledge of Alaska and Alaskan issues]] **WITH PARTICULAR EMPHASIS ON ALASKA AND THE CIRCUMPOLAR NORTH.**
- **Integrate and Apply Learning,** including [[synthesis and advanced accomplishment]] **ABILITY TO SYNTHESIZE KNOWLEDGE AND SKILLS** across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

The UAF Faculty Senate passed the following at Meeting #199, May 5, 2014:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/6/14

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

Outstanding Senator of the Year Award
Academic Year 2014

WHEREAS, Franz Meyer has served the University in the UAF Faculty Senate for three years at UAF; and

WHEREAS, Franz Meyer has served as Senator to the UAF Faculty Senate from 2011 through 2014; and

WHEREAS, Franz Meyer has served on the Faculty Development, Assessment and Improvement Committee from 2011 to the present year, and

WHEREAS, Franz Meyer has served as chair of the Faculty Development, Assessment and Improvement Committee from 2012 to the present year, and

WHEREAS, under Franz Meyer's leadership, the FDAI Committee has actively worked to fulfill its mission to UAF faculty, and

WHEREAS, Franz Meyer engaged actively in examining comprehensive options for replacing hand-written course evaluations with an electronic system and provided valuable and thoughtful leadership in assessing those options during 2012-13, and

WHEREAS, Franz Meyer worked systematically and tirelessly with the Faculty Development, Assessment and Improvement Committee and the Electronic Course Evaluation Workgroup through a second round of electronic system evaluations during 2013-14, and

WHEREAS, Franz Meyer worked diligently to involve the UAF community in active discussion and all phases of the evaluation process for potential electronic course evaluation systems, and

WHEREAS, Franz Meyer provided thoughtful and rational leadership to the workgroup to help create vital recommendations for an electronic course evaluation system which the UAF Faculty Senate have unanimously endorsed, and

WHEREAS, Franz Meyer has consistently and actively contributed to the Faculty Senate Administrative Committee, providing valuable assistance to Senate leadership in handling matters both routine and extraordinary, and

WHEREAS, Franz Meyer consistently is well prepared, takes a thoughtful and well-reasoned approach to issues under discussion, and maintains an open mind to new information, and

WHEREAS, Franz Meyer consistently sets an outstanding example of a committed senator,

THEREFORE, BE IT RESOLVED THAT the UAF Faculty Senate recognizes Franz Meyer as Outstanding Senator of the Year for Academic Year 2013-2014.

_____

President, UAF Faculty Senate
May 5, 2014

RECOGNITION OF SERVICE BY DAVID VALENTINE

WHEREAS, David Valentine has served the University in the UAF Faculty Senate for five years at UAF; and

WHEREAS, David Valentine has served as Alternate to the UAF Faculty Senate from 2009 through 2010; and

WHEREAS, David Valentine has served as Senator to the UAF Faculty Senate from 2010 through 2012; and

WHEREAS, David Valentine served on the Curricular Affairs Committee from 2010 to 2012 and as the first chair of the General Education Revitalization Committee (GERC) in 2010-2011; and

WHEREAS, David Valentine served as President-Elect of the UAF Faculty Senate in 2012-2013; and

WHEREAS, David Valentine has served as President of the UAF Faculty Senate during the current academic year where he has demonstrated sharp insight and made valuable contributions to the issues that directly affect faculty, students and university programs; and

WHEREAS, David Valentine has represented the interests of the UAF Faculty Senate at the Faculty Alliance while also working effectively with our colleagues from UAA and UAS to advocate for faculty and program interests across the UA system; and

WHEREAS, David Valentine has continued his strong commitment to strengthening general education at UAF by serving on the General Education and Learning Outcomes (GELO) Committee during the current academic year – and being a major contributor to a set of **joint** learning outcomes for the UA system; and

WHEREAS, David Valentine has made thoughtful and constructive contributions to the Planning and Budget Committee (for two years) and the Chancellor's Budget Options Group (in the spring of 2014) in order to provide a strong faculty perspective in addressing the serious budget shortfalls UAF is currently faced with; and

WHEREAS, David Valentine has distinguished himself as a strong and engaged leader of the UAF Faculty Senate who can successfully balance the sometimes conflicting needs of "getting it done" and "doing it right"; and

WHEREAS, David Valentine respects and encourages the open debate of issues from diverse perspectives; and

WHEREAS, David Valentine never lost his optimism about the Faculty Senate's ability to have a real and lasting positive impact on faculty and students at UAF; and

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of David Valentine and expresses its appreciation for his exemplary service.

Resolution of Appreciation for Mike Davis

Whereas Mike Davis has been a member of the UAF Faculty Senate for 12 years: 2000-2002, 2003-2007, 2008-2014; and

Whereas Mike Davis has been a member of the Faculty Affairs Committee for eight years: 2000-2002, 2006-2007, 2008-2013; and

Whereas Mike Davis has been a member of the Faculty Development, Assessment & Improvement Committee for four years: 2003-2006, 2013-2014; and

Whereas Mike Davis has been an Associate Professor, Assistant Professor and Instructor, Department of Alaska Native Studies and Rural Development, UAF Bristol Bay Campus: 1996-2014; and

Whereas Mike Davis has coordinated government and leadership student seminars in Juneau, Barrow, Bethel, Dillingham and Unalaska including the Alaska State Legislative Process, Traditional Knowledge, and Environmental Change and Development in the Arctic; and

Whereas Mike Davis has been an Exchange Faculty with Magadan Pedagogical Institute, Russia: 1992; and

Whereas Mike Davis has been a member, United Academics Representative Assembly: 2009-2014; and

Whereas Mike Davis has been a member, House of Representatives, Alaska State Legislature representing Fairbanks District 19: 1982-1990; and

Whereas Mike Davis has used his creativity and knowledge, his dedication to teaching and advising students in rural Alaska, and the latest interactive teaching methods to reach his DANSRD graduate and undergraduate students; and

Whereas Mike Davis has exceeded his academic responsibilities; enhanced the reputation of the Bristol Bay Campus and the entire University of Alaska Fairbanks; and expanded the community's knowledge of government and politics; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Mike Davis to the University of Alaska Fairbanks and wishes him all the best in his retirement and future endeavors.

President, UAF Faculty Senate
May 5, 2014

The UAF Faculty Senate passed the following at Meeting #199, May 5, 2014:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2014-2015 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

****

President, UAF Faculty Senate

UAF Faculty Senate Meetings

Location is the Wood Center Carol Brown Ballroom, unless otherwise noted in the meeting agenda.
http://www.uaf.edu/uafgov/faculty-senate/meetings/

Fall 2014 Semester				
Meeting #:	**Date**	**Day**	**Time**	**Type**
200	Sept. 8, 2014	Monday	1-3 PM	Audio Conference
201	Oct. 6, 2014	Monday	1-3 PM	Face to Face
202	Nov. 3, 2014	Monday	1-3 PM	Audio Conference
203	Dec. 1, 2014	Monday	1-3 PM	Audio Conference
Spring 2015 Semester				
204	Feb. 2, 2015	Monday	1-3 PM	Face to Face
205	Mar. 2 2015	Monday	1-3 PM	Video/Audio Conference
206	Apr. 6, 2015	Monday	1-3 PM	Audio Conference
207	May 4, 2015	Monday	1-3 PM	Face to Face

The UAF Faculty Senate passed the following at Meeting #199, May 5, 2014:

MOTION:

The UAF Faculty Senate moves to endorse the 2014-2015 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

Carla Cox 5/5/14

President, UAF Faculty Senate Date

****

2014-2015 Faculty Senate Committees

Standing Committees

Curricular Affairs Committee
Ken Abramowicz, SOM (16)
Brian Cook, CLA (16)
Rob Duke, CLA (15)
Joan Hornig, SOE (16)
Cathy Hanks, CNSM (16)
Dennis Moser, LIB (16)
Rainer Newberry, CNSM (15) - Convener
Todd Radenbaugh, CRCD (15)
Cindy Hardy, SADAC Chair - ex officio

Faculty Affairs Committee
Elizabeth Allman, CNSM (16)
Chris Fallen, IARC (15)
Galen Johnson, UAF CTC (15)
Julie Joly, SNRAS (15) - Convener
Leslie McCartney, LIB (15)
David Valentine, SNRAS (16)
Walter Skya, CLA (16)

Unit Criteria Committee
Chris Coffman, CLA (15) – Convener
David Maxwell, CNSM (16)
Sarah Hardy, SFOS (15)
Chris Hartman, CEM (16)
Ping Lan, SOM (16)
Sunny Rice, SFOS (16)
Cathy Winfree, UAF CTC (15)

Permanent Committees

Faculty Development, Assessment and Improvement Committee
Bill Barnes, UAF CTC (15)
Diana DiStefano, CLA
Brian Himelbloom, SFOS (16, Alternate)
Franz Meyer, GI (15) – Convener
Leslie Shallcross, CES (15)

Graduate Academic and Advisory Committee
Donie Bret-Harte, CNSM (15) – Convener
Michael Daku, CLA
Lara Horstmann, SFOS (15)
Amy Lovecraft, CLA (15)
Elisabeth Nadin, CNSM
John Yarie, SNRAS (16, Alternate)

Research Advisory Committee
Jon Dehn, GI (15)
Anna Berge, CLA (15)
Georgina Gibson, IARC (16)
Joanne Healy, SoED (15)
Kris Hundertmark, IAB
Orion Lawlor, CEM (16) - Convener
Andrew Mahoney, GI (16)
Andrew McDonnell, SFOS (16)
Jessie Cable Young, IARC (15)

continued next page

Information Technology Committee
Julie Cascio, CES (16)
Barbara Blake, CRCD (16)
Rorik Peterson, CEM (16) - Convener
OIT member (to be named) - ex-officio
eLearning member (to be named) - ex-officio
Other faculty members (to be named)

Committee on the Status of Women
Elected membership
Diana DiStefano, CLA (16)
Mary Ehrlander, CLA (16)
Jenny Liu, CEM (15)
Ellen Lopez, CANHR (15)
Erin Pettit, CNSM (16)
Shawn Russell, CRCD (16)
Derek Sikes, CNSM (15)
Kayt Sunwood, Women's Center
Jane Weber, CRCD (16) – Convener

Core Review Committee
CLA:
Yelena Matusevich, Humanities (16)
Kevin Sager, Communication (16)
Jennifer Schell, English (15) - Convener
Brian Kassof, Social Sciences (16)
LIB:
Tyson Rinio, Library (15)
CNSM:
Larry Duffy, Science (16)
Leah Berman, Math (16)
At-Large Representative:
Andrew Seitz, SFOS
College Reps:
Tony Rickard, CNSM
Kevin Berry, SOM

Student Academic Development & Achievement Committee
Cindy Hardy, CRCD/DevEd – Convener
Joe Mason, CRCD Northwest Campus
VACANT, CLA – English (16)
Curt Szuberla, CNSM – Science (15)
Gordon Williams, CNSM – Math (15)
Sandra Wildfeuer, CRCD Interior Aleutians
Representatives from Rural Student Services, Student Support Services, Academic Advising Center.

The UAF Faculty Senate passed the following at Meeting #199 on May 5, 2014:

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2014. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 5, 2014

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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Cécile Lardon

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #198 on April 7, 2014:

MOTION:

The Faculty Senate moves to approve the main recommendation formulated in Sections 3.1 – 3.3 of the report on "Assessment of Electronic Course Evaluation Technology and its Applicability to the University of Alaska Fairbanks – Stage 2: AY 14," submitted to the Faculty Senate in March 2014 jointly by the Faculty Development, Assessment and Improvement (FDAI) Committee and the Electronic Course Evaluation Workgroup.

EFFECTIVE: Spring 2014

RATIONALE: In late summer 2012, Provost Henrichs asked Eric Madsen to facilitate a campus-wide discussion about electronic course evaluation systems. In response to this request and in cooperation with the FDAI committee, an Electronic Course Evaluation Workgroup was formed in fall 2012 that has since been analyzing electronic course evaluation technology specifically in light of its applicability to UAF. In careful and intensive evaluation of all involved factors, the workgroup has formulated a three-part recommendation that was presented to and discussed by the Faculty Senate during its meeting in March 2014. With this motion we ask the Faculty Senate to formally approve this recommendation (listed below) in order to allow the process to move forward to the next step.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4-10-14

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

****

RECOMMENDATION REGARDING ELECTRONIC COURSE EVALUATION SYSTEMS

as stated in in Sections 3.1 – 3.3 of the report on "Assessment of Electronic Course Evaluation Technology and its Applicability to the University of Alaska Fairbanks – Stage 2: AY 14":

Part 1: The electronic-Course Evaluation Workgroup recommends that UAF should move to an electronic course evaluation system

Paper-based course evaluation systems are costly to deploy, retrieve, and store; they demand large amounts of personnel time; data-analysis is inefficient; refining questions to make them more meaningful is difficult; and security is problematic. In viewing the system demonstrations and questioning the presenters, the workgroup was mindful that electronic course evaluation systems present their own versions of some of these same challenges and introduce others. Throughout the process, we considered as separate questions: Should UAF move to an electronic course evaluation system? Is there an electronic course evaluation system that adequately addresses concerns and offers enough advantages to make a transition worthwhile?

After analyzing the capabilities of state-of-the-art electronic course evaluation technology and assessing the pros and cons of electronic means of course evaluation, the workgroup recommends that UAF should move to an electronic course evaluation system.

Part 2: The Electronic-Course Evaluation Workgroup recommends eXplorance/Blue Course Evaluations

Based on an initial analysis of 12 e-course evaluation systems and a consecutive more detailed assessment of 4 finalist systems, the workgroup determined that the eXplorance/Blue system met all of the electronic course evaluation features important to UAF and addressed more of those considerations or addressed them more adequately than the other systems considered.

Part 3: A workgroup should be formed by the Provost and Faculty Senate Leadership to help design, oversee, and evaluate a pilot of eXplorance/Blue that is appropriate for UAF

To capture all relevant input, this workgroup shall include representation from faculty, staff (incl. the Office of Information Technology), and administration. The Faculty Senate shall be represented through at least one representative of the FDAI committee. To preserve the expertise collected throughout the course of this study, the membership of this new workgroup should show some overlap with the membership of the outgoing Electronic Course Evaluation team.

The UAF Faculty Senate passed the following at Meeting #198 on April 7, 2014:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the UAF Faculty Senate, Section 3, Article V: Committees, subsection E., Permanent Committees, to create a new Information Technology Committee.

EFFECTIVE: AY2014-15

RATIONALE: The creation of this new committee supports the need for UAF Faculty Senate to be able to address information technology issues and needs affecting all aspects of faculty work at this university. The Office of Information Technology has also expressed its willingness to work with such a committee in addressing needs and issues (e.g., criteria and strategies for addressing standards for a UA course management system).

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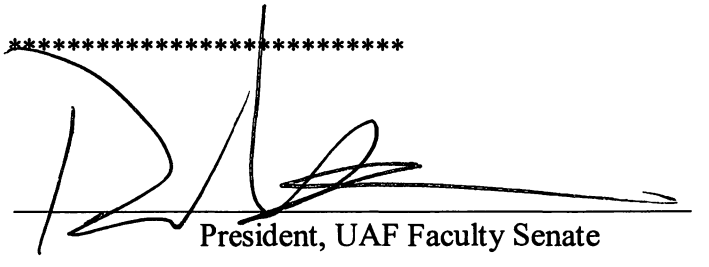

President, UAF Faculty Senate

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BOLD CAPS = Addition
[[ ]] = Deletion

UAF Faculty Senate Bylaws, Section 3, Article V: Committees, subsection E.:

E. The standing and permanent committees of the Senate are:

...

PERMANENT

9. THE INFORMATION TECHNOLOGY COMMITTEE WILL ADDRESS INFORMATION TECHNOLOGY ISSUES AND NEEDS AFFECTING ASPECTS OF WORK FACULTY ENGAGE IN. THEY WILL ALSO BE THE RECOGNIZED COMMITTEE TO WORK WITH REQUESTS SUBMITTED FOR CONSIDERATION BY THE OFFICE OF INFORMATION TECHNOLOGY (OIT).

MEMBERS SHALL BE APPOINTED BY THE FACULTY SENATE PRESIDENT. TO HELP ENSURE THAT PERSPECTIVES FROM ACROSS UAF ARE REPRESENTED, MEMBERSHIP WILL CONSIST OF AT LEAST FIVE REPRESENTATIVES, WITH NOT MORE THAN ONE FROM EACH OF THE SCHOOLS, COLLEGES, INSTITUTES OR LIBRARIES. REPRESENTATIVES FROM OIT AND E-LEARNING SHALL BE EX OFFICIO MEMBERS OF THE COMMITTEE. THE COMMITTEE CHAIR MUST BE AN ELECTED REPRESENTATIVE FROM FACULTY SENATE.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #198 on April 7, 2014:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Department of Foreign Languages and Literatures.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Department of Foreign Languages and Literatures. The unit criteria were found to be consistent with UAF guidelines.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 4-10-14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF Regulations for the Appointment and Evaluations of Faculty and Department of Foreign Languages& Literatures Unit Criteria, Standards, and Indices

The following is an adaptation of UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the Foreign Languages & Literatures Department. Items in boldface italics are those specifically added or emphasized because of their relevance to the department's faculty, and because they are additions to UAF regulations.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND DEPARTMENT OF FOREIGN LANGUAGES UNIT CRITERIA, STANDARDS AND INDICES,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

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

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.
Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

FACULTY IN FOREIGN LANGUAGES ARE REQUIRED TO TEACH ALL LEVELS OF THEIR LANGUAGE, AND OFTEN HAVE UNUSUALLY HIGH TEACHING LOADS. THUS, EXCELLENCE IN TEACHING IS THE DEPARTMENT'S HIGHEST PRIORITY. EXCELLENCE IN RESEARCH AND SERVICE CANNOT COMPENSATE FOR AN INSUFFICIENT TEACHING RECORD.

UNTENURED FACULTY MEMBERS WILL HAVE A YEARLY PEER TEACHING OBSERVATIONS, EITHER BY THE DEPARTMENT CHAIR OR ANOTHER FACULTY MEMBER. STUDENT OPINIONS OF INSTRUCTION WILL ALSO BE CONSIDERED WHEN ASSESSING A CANDIDATE'S TEACHING RECORD. THE CANDIDATE MUST ADDRESS CONSISTENTLY LOW STUDENT OPINIONS OF INSTRUCTION IN HIS OR HER SELF-NARRATIVE.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

ALL PEER-REVIEWED PUBLICATIONS SHALL BE CONSIDERED SIGNIFICANT. THIS INCLUDES NOT ONLY THE WRITING OF JOURNAL ARTICLES AND BOOK CHAPTERS BUT ALSO ANY PEER-REVIEWED TRANSLATION OF ARTICLES, BOOKS OR JOURNAL VOLUMES, AS WELL AS CONTRIBUTIONS TO TEXTBOOKS AND OTHER PEDAGOGICAL RESOURCES.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

PRESENTATIONS AT CONFERENCES ARE ENCOURAGED AND SHOULD BE CONSIDERED VALID PROFESSIONAL RESEARCH ACTIVITY. HOWEVER, TRAVEL FUNDING EITHER FROM THE UNIVERSITY OR OUTSIDE SOURCES IS OFTEN UNAVAILABLE. THE CANDIDATE SHOULD ADDRESS THE FREQUENCY OF CONFERENCE PRESENTATION AND AVAILABILITY OF FUNDING IN HER/HIS NARRATIVE STATEMENT.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. PUBLICATIONS IN FOREIGN JOURNALS ARE STANDARD IN THE DISCIPLINE. CANDIDATES WILL SUPPLY A TRANSLATION OF THE TITLE OF ANY WORK IN A LANGUAGE OTHER THAN ENGLISH AND ARE ENCOURAGED TO PROVIDE AN ABSTRACT IN ENGLISH AS WELL AS A DESCRIPTION OF THE JOURNAL.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. TRANSLATION OF DOCUMENTS FOR THE PUBLIC

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY.***

j. Prizes and awards for excellence in university service.

k. OUTSIDE REVIEWER ON THESIS COMMITTEES.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

The UAF Faculty Senate passed the following at Meeting #198 on April 7, 2014:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Franz Meyer for the 2013-2014 Outstanding Senator of the Year Award.

EFFECTIVE: Immediately

RATIONALE: The selection committee has carefully reviewed the nominations according to the award criteria, and forwards the nomination of Franz Meyer as Outstanding Senator of the Year for confirmation by the Faculty Senate. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

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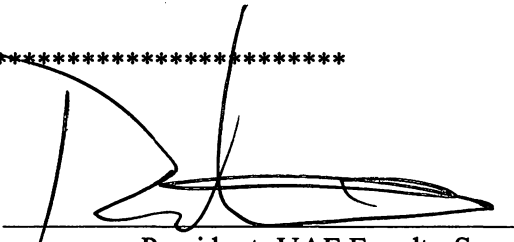


President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #198 on April 7, 2014:

RESOLUTION:

Be it resolved, that the UAF Faculty Senate ratifies the election of President-Elect for 2014-15 on the basis of the following ballot:

****

Please vote for one individual to serve as the President-Elect of the UAF Faculty Senate for 2014-15:

___ Donie Bret-Harte, Associate Professor, Biology and Wildlife, CNSM / IAB

_X_ Debu Misra, Professor, Geological Engineering, CEM

****

President, UAF Faculty Senate

4/7/2014
Date

The UAF Faculty Senate passed the following at Meeting #198 on April 7, 2014:

RESOLUTION:

Whereas the State of Alaska in 2008, contracted the McDowell Group to do an extensive study on the cost of living for state employees that live in urban and rural communities across the state; and

Whereas the Alaska Department of Administration used the McDowell study to address pay equity and implemented the recommendations regarding salary differentials for state employees; and

Whereas University of Alaska has not updated its own salary differential for the faculty and staff in many years; and

Whereas the University of Alaska Fairbanks has many employees that live in areas of the state where costs have increased significantly; and

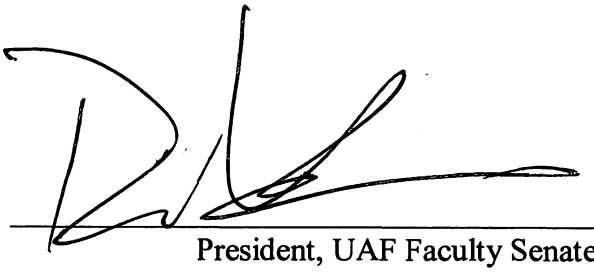
Whereas the current pay differential in place by the University does not reflect the true costs of living for the employees that work for the University in a number of communities in Alaska; and

Whereas the effects of this disparity in pay equity has made it difficult for UAF to recruit and retain employees in many of our communities; and

Whereas the Board of Regents Policy states in P04.05.060:
Geographic differentials may be established by University regulations and be based on the most recent state of Alaska geographic differential study; and

Whereas the UA Regulation states in R04.05.060:
Geographic salary differentials in the university are based on the most current State of Alaska geographic differentials study...The president will adjust the listings as necessary,

Therefore be it resolved, that the UAF Faculty Senate goes on record urging the UA President to adopt the salary differential recently implemented for state employees (from the McDowell 2008 study) for the staff and faculty of the University.



President, UAF Faculty Senate

4/7/2014
Date

The UAF Faculty Senate passed the following at Meeting #197 on March 3, 2014:

MOTION:

The UAF Faculty Senate moves to amend the academic policy regarding undergraduate probation.

EFFECTIVE: Fall 2014

RATIONALE: While an academic plan is an important tool for students on probation, the current policy is neither being followed nor enforced. The dean and advisor may still impose additional conditions on probation students, including the preparation of an academic plan, but the requirement that one be filed before a student is allowed to register is confusing and difficult to enforce. A comprehensive review of probation policies is currently underway.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/3/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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CAPS = Additions
[[ ]] = Deletions

Proposed *UAF Catalog* policy language (page 51):

PROBATION
Undergraduate students -- Students whose semester and/or cumulative GPA falls below 2.0 after each fall and spring semester will be put on academic probation. Students on probation may not enroll in more than 13 credits a semester, unless an exception is granted by the appropriate dean. Probation may include additional conditions, as determined by the dean of the college or school in which the student's major is located. Students on probation will be referred for developmental advising/education and/or to an advising or support counseling center. The student **[[will]] SHOULD** work with an academic advisor to prepare an academic plan for achieving a higher GPA. **[[**; the advisor is responsible for forwarding this plan to the appropriate dean. A student on probation will not be allowed to register unless the academic plan is on file. **]]** Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0.

The UAF Faculty Senate passed the following at Meeting #197 on March 3, 2014:

MOTION:

The UAF Faculty Senate moves to allow the UA Regulation definition of general education requirements (R10.04.040) to be applied when determining which transfer courses may be used to meet UAF's Perspectives on the Human Condition (PHC) core requirements.

Effective: Fall 2014

Rationale: Students transferring to UAF who do not have an AA, AS, or a bachelor's degree from a regionally accredited institution outside the University of Alaska system do not receive core waivers and their transfer courses are evaluated on a course-by-course basis using the Non-UA Table of Substitutions (page 37 of the 2013-2014 UAF catalog). This results in many transfer students receiving very little UAF PHC credit for transfer courses they have taken to meet general education requirements.. These courses transfer as elective credit. This motion seeks to make it possible for transfer students, who have taken general education classes in good faith at other institutions, to receive a more liberal review of these transfer courses and receive more credits which will meet UAF PHC requirements, based on the BOR definition of general education requirements. We further note (a) these proposed transfer regulations are fully in line with the proposed changes in UAF's General Education requirements, (b) the changes in UAF's General Education requirements will not take place until (at earliest) school year 2015-2016, (c) based on numbers of transfer students with typical transfer courses (approximately 1327 students per academic year) at least 500 students would benefit from this proposed change, and (d) the Registrar, the Provost, and the Dean of General Studies strongly support this proposal.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/3/14

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

****

Proposed Revision to Perspectives on the Human Condition section of the Non-UA Table of Substitutions:

Perspectives on the Human Condition	**Transfer Courses**
HIST F100X--Modern World History ECON/PS F100X--Political Economy ANTH/SOC F100X—Individual, Society and Culture	introductory courses in different social sciences
ENGL/FL F200X--World Literatures	an introductory course in the humanities
ART/MUS/THR F200X, HUMS F201X, ANS F202X--Aesthetic Appreciation	an introductory course in the arts which does not stress skills acquisition
BA F323X, COMM F300X, JUST F300X, NRM F303X, PHIL F322X, PS F300X--Ethics (Values and Choices)	an upper-division course in ethics, or, with approval of the philosophy department, a lower-division course in ethics

The UAF Faculty Senate passed the following at Meeting #197 on March 3, 2014:

MOTION:

The UAF Faculty Senate moves to amend the UAF Regulation for Emeritus Status as follows:

EFFECTIVE: Immediately

RATIONALE: These changes provide clearer instructions for routing nominations in order to facilitate their handling and delivery to the review committee.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/3/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

CAPS = Additions
[[ ]] = Deletions

A. A full-time faculty member who has already attained the rank of full professor and who has retired after a minimum of ten years at the University of Alaska immediately prior to retirement may be honored through appointment as professor emeritus. Nominations for conferring emeritus status originate with the appropriate dean in consultation with the faculty, or with the faculty. If the nomination originates with the faculty, it shall be the appropriate peer review committee. Recommendations [[are]] **WILL BE** forwarded to the campus promotion committee **BY THE PROVOST'S OFFICE** to be evaluated on the basis of the criteria for promotion to the rank of full professor with the added caveat that the position of professor emeritus is the highest honor that is bestowed upon a retiring faculty member. The committee's recommendations will be made to the Provost who will then forward his/her recommendations to the Chancellor whose decision is final and non-reviewable.

...

Note: the full UAF regulation is published online at:
http://www.uaf.edu/provost/classes/emeriti-nomination-proces/

The UAF Faculty Senate passed the following at Meeting #197 on March 3, 2014:

MOTION:

The UAF Faculty Senate moves to approve as revised the Unit Criteria for the Department of Music.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Department of Music. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/3/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF Regulations for the Appointment and Evaluations of Faculty And Music Unit Criteria, Standards, and Indices

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE __MUSIC___ DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

Chapter II

Initial Appointment of Faculty

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

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

C. Process for Appointment of Faculty with Academic Rank
Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty

position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

TEACHING COMPONENTS OF MUSIC PERFORMANCE FACULTY MAY INCLUDE STUDIO TEACHING, CHAMBER MUSIC COACHING, LARGE ENSEMBLE DIRECTING, AND CLASSROOM COURSES.

Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. INVITATIONS TO GIVE LECTURES OR MASTER CLASSES AT OTHER INSTITUTIONS OF HIGHER EDUCATION.

Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

MUSIC FACULTY ARE EXPECTED TO CONSISTENTLY PERFORM IN THEIR AREAS OF EXPERTISE. THE STATURE OF THE PERFORMANCE VENUE OR THE LEVEL OF REVIEW IN ATTAINING THE PERFORMANCE WILL BE CONSIDERED.

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals, ***COMPETITIONS, CONFERENCES,*** or productions, selection for these performances being based on stringent auditions and approval by appropriate judges ***OR INVITATIONS. SOLO, CHAMBER, OR LARGE ENSEMBLE PERFORMANCES ARE ALL ACCEPTABLE RESEARCH COMPONENTS.***

f. Scholarly reviews of publications, art works and performance of the candidate. ***THE LACK OF FORMAL PRESS REVIEWS SHOULD NOT REFLECT NEGATIVELY ON THE RECORD OF THE FACULTY CANDIDATE.***

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship ***OR CREATIVE ARTISTRY.***

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

RESEARCH CRITERIA FOR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR WILL INCLUDE SIGNIFICANT PERFORMANCES/CREATIVE ACTIVITIES AT THE STATE OR NATIONAL LEVEL.

RESEARCH CRITERIA FOR PROMOTION TO THE RANK OF FULL PROFESSOR WILL INCLUDE SIGNIFICANT PERFORMANCES/CREATIVE ACTIVITIES AT THE NATIONAL OR INTERNATIONAL LEVEL.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the

faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth, ***INCLUDING OUTREACH WITH LOCAL SCHOOLS, SCHOOL PERFORMANCES, PARTICIPATION IN UAF OUTREACH EVENTS, AND MASTER CLASSES FOR PRE-COLLEGE STUDENTS.***

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

g. ADJUDICATIONS AT MUSIC CONTESTS OR FESTIVALS AT LOCAL, STATE, NATIONAL, OR INTERNATIONAL.

4. Evaluation of Service

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

The UAF Faculty Senate passed the following at Meeting #197 on March 3, 2014:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Graduate Program in Marine Science and Limnology.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the Graduate Program in Marine Science and Limnology. Minor revisions were agreed upon by the program representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/3/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE AND GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY, INSTITUTE OF MARINE SCIENCE, GLOBAL UNDERSEA RESEARCH UNIT STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY WHO TEACH PRIMARILY IN THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL), AND ARE APPOINTED WITHIN THE SCHOOL OF FISHERIES AND OCEAN SCIENCES (SFOS) TO THE INSTITUTE OF MARINE SCIENCE (IMS) UNIT. ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO GPMSL FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience, and performance requirements are set forth in "UAF Faculty Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval

prior to a final selection decision.

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria
Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND GPMSL UNIT CRITERIA, STANDARDS AND INDICES,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

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

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

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

B. Criteria for Instruction
A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory
experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

TEACHING IS AN IMPORTANT MISSION OF ALL SFOS TENURE-TRACK FACULTY; TEACHING IN SFOS IS NORMALLY CONDUCTED THROUGH EITHER THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL), THE UNDERGRADUATE MINOR IN MARINE SCIENCE, OR THE FISHERIES PROGRAM. THE MAJOR TEACHING ACTIVITIES OF MOST GPMSL FACULTY ARE CLASSROOM/LABORATORY/FIELD INSTRUCTION AT THE GRADUATE AND UNDERGRADUATE LEVEL. IT ALSO INCLUDES ADVISING GRADUATE STUDENTS ON THEIR THESIS AND DISSERTATION RESEARCH. GRADUATE CLASSROOM INSTRUCTION OFTEN REQUIRES EFFORT DISPROPORTIONATE TO THE NUMBER OF STUDENTS SERVED. THE NORMAL EXPECTATION FOR FULL-TIME (9 MONTH) TENURE-TRACK FACULTY IS 6 CREDITS PER YEAR. FACULTY CAN REDUCE CLASSROOM TEACHING TO A MINIMUM OF 3 CREDITS PER YEAR WITH EXTERNAL FUNDING BUY-OUT. FOR FACULTY WITH DIFFERENT WORKLOADS, THE EXPECTATION FOR FORMAL TEACHING IS TO BE ADJUSTED PROPORTIONATELY IN ACCORDANCE WITH ANNUAL WORK LOAD STATEMENTS.

1. Effectiveness in Teaching
Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student and clientele diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

a. systematic student ratings i.e. student opinion of instruction summary forms, **and** at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

PERFORMANCE AS MAJOR ADVISOR IS EVALUATED BASED ON DEGREES COMPLETED UNDER THE FACULTY MEMBER'S SUPERVISION, SINCE EACH REPRESENTS A MAJOR INVESTMENT OF FACULTY TIME.

HOWEVER, IT IS RECOGNIZED THAT DEMAND FOR GRADUATE DEGREES IS NOT UNIFORM ACROSS DISCIPLINES, AND LIMITED AVAILABILITY OF STUDENTS MAY LIMIT A FACULTY MEMBER'S ACTIVITY IN GRADUATE ADVISING.

PROMOTION TO ASSOCIATE PROFESSOR REQUIRES THAT AT LEAST ONE M.S. GRADUATE DEGREE HAS BEEN COMPLETED, OR ONE Ph.D. STUDENT HAS MADE SUBSTANTIAL PROGRESS TOWARDS COMPLETION UNDER THE FACULTY MEMBER'S SUPERVISION AS MAJOR ADVISOR IF THE FACULTY MEMBER'S WORKLOAD INCLUDES TEACHING. PROMOTION TO PROFESSOR REQUIRES THAT AT LEAST TWO GRADUATE DEGREES (M.S. OR PH.D.) HAVE BEEN COMPLETED UNDER THE FACULTY MEMBER'S SUPERVISION AS MAJOR ADVISOR IF THE FACULTY MEMBER'S WORKLOAD INCLUDES TEACHING. ADDITIONAL EVIDENCE OF PERFORMANCE QUALITY INCLUDES PUBLICATION OF PEER- REVIEWED JOURNAL ARTICLES OR

BOOK CHAPTERS BASED ON THE ADVISED STUDENT'S THESIS OR DISSERTATION RESEARCH; STUDENT PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS; AWARDS TO STUDENTS; AND STUDENT SUCCESS IN INITIAL EMPLOYMENT AFTER GRADUATION.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/ space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate the mission of their unit, and equally important, results
of their work must be disseminated through media appropriate to their discipline.
Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

THE PRIMARY EVIDENCE OF HIGH RESEARCH QUALITY IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED, NATIONAL OR INTERNATIONAL, PEER-REVIEWED JOURNALS OR PEER-REVIEWED BOOKS OR BOOK CHAPTERS. IN EVALUATING SUCH PUBLICATIONS, QUALITY, AS JUDGED BY GPMSL/SFOS FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY.

SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE PUBLICATIONS THAT ARE NOT PEER-REVIEWED, SUCH AS FINAL CONTRACT REPORTS, DATA REPORTS, AND WEBSITES.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE

EXTERNAL FUNDING FROM SOURCES KNOWN FOR RIGOROUS PEER OR ORGANIZATIONAL REVIEW OF PROPOSALS.

IN ADDITION TO OBTAINING EXTERNAL FUNDING, SUPPORT AND TRAINING OF RESEARCH PERSONNELS, SUCH AS POST-DOCTORAL SCHOLARS AND TECHNICIANS THROUGH EXTERNAL GRANTS IS HIGHLY VALUED.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by peers, juries, recognized artists, or critics.

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. ***Editing or refereeing articles or proposals for professional journals or organizations.***

FACULTY APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF HIGH-QUALITY CONTRIBUTIONS IN RESEARCH. FOR A FULL-TIME (9-MONTH) WORKLOAD, THE MINIMUM EXPECTATION FOR AWARD OF TENURE AND PROMOTION TO ASSOCIATE PROFESSOR IS A SUSTAINED PUBLICATION RECORD AVERAGING ONE PER YEAR, WITH A MINIMUM OF SIX. THE MINIMUM EXPECTATION OF PEER-REVIEWED PUBLICATIONS FOR PROMOTION TO PROFESSOR IS A SUSTAINED PUBLICATION RECORD AVERAGING ONE PER YEAR, WITH A MINIMUM OF TWELVE. TYPICALLY, AT LEAST HALF OF THE PUBLICATIONS AT EACH PROMOTION LEVEL WILL BE FIRST-AUTHORED BY THE CANDIDATE OR BY A GRADUATE STUDENT, UNDERGRADUATE STUDENT, POST-DOCTORAL SCHOLAR, OR TECHNICIAN UNDER THE CANDIDATE'S DIRECT SUPERVISION. IT IS THE CANDIDATE'S TOTAL PUBLICATION RECORD, REGARDLESS OF AFFILIATION, THAT IS CONSIDERED IN DETERMINING THESE COUNTS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

TO BE CONSIDERED IN PERFORMANCE EVALUATIONS, PUBLIC SERVICE ACTIVITIES MUST BE RELATED TO THE FACULTY MEMBER'S UNIVERSITY POSITION. SOME GPMSL FACULTY HAVE PART-TIME ADMINISTRATIVE POSITIONS THAT PROVIDE SERVICE TO A NATIONAL SCIENTIFIC COMMUNITY AND SIGNIFICANTLY INCREASE THE SERVICE PORTION OF THEIR WORKLOAD. THE PROPORTION OF WORKLOAD ASSIGNED TO FORMAL ADMINISTRATIVE DUTIES AND TO UNIVERSITY, PROFESSIONAL AND PUBLIC SERVICE IS OUTLINED IN THE ANNUAL WORKLOAD STATEMENT.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities that extend the faculty member's professional, academic, or leadership
competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline,
or other activities in furtherance the goals and mission of the university and its units.
Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. ***VOLUNTARY*** consulting ***IN THE FACULTY MEMBER'S AREA OF EXPERTISE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.***

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, ***OR PROGRAM.***

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***JUNIOR FACULTY***

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

FOR GPMSL FACULTY, EVIDENCE OF HIGH-QUALITY PERFORMANCE MAY INCLUDE (1) EVALUATION LETTERS FROM PEERS, ADMINISTRATORS, OR OTHERS WITH DIRECT KNOWLEDGE, (2) SPECIFIC ACCOMPLISHMENTS AS REPORTED IN THE SELF-EVALUATION AND/OR ACTIVITY REPORTS, AND (3) EVIDENCE OF REPEATED REQUESTS FOR THE FACULTY MEMBER TO PERFORM NEW OR EXPANDED SERVICE ACTIVITIES. SUCH REQUESTS ARE STRONG EVIDENCE FOR QUALITY PERFORMANCE.

FACULTY APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF QUALITY SERVICE CONTRIBUTIONS. FOR PROMOTION TO ASSOCIATE PROFESSOR AND TENURE, SERVICE IN AT LEAST TWO OF THE THREE CLASSES OF SERVICE (PUBLIC, UNIVERSITY, PROFESSIONAL) IS NORMALLY EXPECTED. FOR PROMOTION TO PROFESSOR, FACULTY SHOULD DEMONSTRATE AN EXPANDED SERVICE CONTRIBUTION, NORMALLY INCLUDING SERVICE AT THE NATIONAL OR INTERNATIONAL LEVEL.

The UAF Faculty Senate passed the following at Meeting #197 on March 3, 2014:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the School of Management.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the School of Management. Minor revisions were agreed upon by the SOM faculty representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 3/3/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT, PROMOTION, AND TENURE AND SCHOOL OF MANAGEMENT UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE SCHOOL OF MANAGEMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE SCHOOL'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I. PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II. INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III.
EVALUATION OF FACULTY FOR TENURE/PROMOTION

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND SOM UNIT CRITERIA, STANDARDS AND INDICES***, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:**

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

H. DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER MANAGEMENT ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANELS;

I. MENTOR STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN QUALITY RESEARCH ACTIVITIES;

J. ENGAGE IN ADVISING STUDENTS.

2. Components of Evaluation

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

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

And at least TWO of:

b. narrative self-evaluation, ***WHICH PROVIDES*** **A CLEAR STATEMENT OF TEACHING OBJECTIVES AND A SELF ASSESSMENT OF HOW THOSE OBJECTIVES ARE MET. EXAMPLES MAY INCLUDE STUDENT PROGRESS, REPRESENTED BY IMPROVEMENTS IN EARLY AND LATE SEMESTER PROJECTS, OR OTHER MECHANISMS THAT CAN DOCUMENT IMPROVEMENT, AND AN INVENTORY OF SKILLS LEARNED SELECTED FROM INDIVIDUAL STUDENTS' WORK.**

c. peer/department chair classroom observation(s).

d. peer/department chair evaluation of course materials.

e. A CLASS PRE TEST AT THE BEGINNING OF THE SEMESTER OF NO MORE THAN TEN QUESTIONS FOLLOWED BY A POST TEST OF SIMILAR FORMAT AT THE END OF THE SEMESTER TO ASSESS STUDENT LEARNING.

f. DOCUMENTATION OF SCORES FROM ANY NATIONALLY NORMED COURSE-SPECIFIC EXAM.

C. Criteria for Research, Scholarly, and Creative Activity Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC SOM CRITERIA FOR RESEARCH PERFORMANCE:

FOR PROMOTION TO ASSOCIATE OR FULL PROFESSOR, IT MAY BE SUFFICIENT FOR A FACULTY MEMBER TO DEMONSTRATE RESEARCH PRODUCTIVITY SINCE THE TIME OF LAST PROMOTION OF AT LEAST SIX JOURNAL ARTICLES THAT ARE EITHER SINGLE OR DOUBLE BLIND REFEREED, OR PUBLISHED IN AN EDITORIALLY REVIEWED JOURNAL OF RECOGNIZED QUALITY. ALTERNATELY, A FACULTY MEMBER MAY PUBLISH FIVE SUCH JOURNAL ARTICLES AND TWO PAPERS PUBLISHED IN LESSER FORMAT, SUCH AS PAPERS AND PROCEEDINGS. HOWEVER, A FACULTY MEMBER MAY NOT RECEIVE CREDIT MORE THAN ONCE FOR A PAPER THAT IS ESSENTIALLY THE SAME CONTENT. THOSE THAT PERFORM SIGNIFICANT PROFESSIONAL ACTIVITY AND ATTAINMENT OF PROFESSIONAL CERTIFICATION AS A CONDITION OF ACCREDITATION MAY CONSIDER A DETAILED PROFESSIONAL/INDUSTRY WORK REPORT OR DOCUMENTATION OF SUCCESSFUL COMPLETION OF A PROFESSIONAL EXAMINATION, SUCH AS C.P.A., C.F.A., OR SIMILAR ACCREDITATION.

ALL FACULTY MEMBERS MUST DEMONSTRATE AN INDEPENDENT AND COHERENT RESEARCH AGENDA. EVIDENCE OF THIS CAN INCLUDE SOLE AUTHORED PAPERS OR A CONVINCING RECORD OF INITIATION OF INDEPENDENT RESEARCH. TO DEMONSTRATE A CONSISTENT FLOW OF RESEARCH, A FACULTY MEMBER WHO HAS COMPLETED WORK BEFORE ARRIVING AT THIS UNIVERSITY CAN COUNT NO MORE THAN THREE PAPERS TOWARD PROMOTION IF THOSE PAPERS WERE PUBLISHED WITHIN SIX YEARS OF THE DATE THE CANDIDATE PETITIONS FOR PROMOTION.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring of faculty.

j. Prizes and awards for excellence in university service.

K. PARTICIPATION IN STUDENT RECRUITING.

***3.* Professional Service**

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

SPECIFIC MANAGING CRITERIA FOR SERVICE

A. ASSOCIATE PROFESSOR; POSITIVE CONTRIBUTIONS TO SCHOOL AND OR UNIVERSITY MATTERS, EFFECTIVE PROFESIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.

B. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF SCHOOL AND/OR UNIVERSITY PROGRAMS SUCH AS COMMITTEE LEADERSHIP OF UAF FACULTY SENATE SERVICE, A UNION COMMITTEE, OR ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS BUSINESS SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.

4/30/07.
1/29/2014

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #196, February 3, 2014:

MOTION

The UAF Faculty Senate moves to amend walk-through requirements for graduate students as shown below.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The Graduate School requested that the Graduate Academic and Advisory Committee review the current policy along with a new form.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/3/14
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

CAPS - Addition
[[ ]] - Deletion

Graduation "Walk-Through" Policy

To meet the definition of having "essentially completed all degree requirements" (current policy) to "walk through" graduation ceremonies, a student must have met the following requirements:

a. successfully completed all required tests, course work and thesis/project defense **BY THE MONDAY PRECEDING COMMENCEMENT**; and

b. submitted to the Graduate School by the date set for filing a thesis/dissertation in Spring Semester, [[a memorandum]] **THE REQUEST FOR COMMENCEMENT WALK-**

THROUGH FORM signed by the student, [[and]] the major advisor, **ALL COMMITTEE MEMBERS, DEPARTMENT HEAD AND DEAN**, [[certifying]] agreeing that any required revisions to the project/thesis/dissertation can be completed by [[July 31]] **AUGUST 1** of the same year. For a thesis/dissertation, the student must submit the final copy to the Graduate School by **AUGUST 1** of the same year **TO BE ELIGIBLE FOR SUMMER GRADUATION.** If the student is a Ph.D. candidate, the major advisor or designated committee member must also agree to participate in the graduation ceremonies; and

c. for Ph.D. candidates, filed a ≤50 word abstract of the dissertation research along with the signed [[memorandum]] **REQUEST FOR COMMENCEMENT WALK-THROUGH FORM.**

NOTE: Individuals who "walk through" graduation ceremonies will NOT be listed in the graduation program. These students' names, and if Ph.D. recipients, descriptions of dissertation research, will appear in the program of the academic year in which the degree is formally granted.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #196, February 3, 2014:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Leadership (housed in the School of Management).

Effective: Fall 2014

Rationale: There is high student interest and strong support across programs for this new minor which will be housed in the School of Management. See the program proposal #1-UNP on file in the Governance Office, 312B Signers' Hall.

****

President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/3/14

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

****

Overview:

The purpose of the Leadership minor is to strengthen the abilities of UAF graduates to lead and contribute effectively in both the public and private spheres, especially in the Alaska business community. The minor consists of a choice of two out of three LEAD/BA courses and an additional three courses from among a choice of electives across multiple disciplines.

Proposed Minor Requirements:
Leadership
School of Management
Northern Leadership Center
907-474-5401
www.uaf.edu/som/programs

The minor in leadership and management is administered by the Northern Leadership Center. Its purpose is to strengthen the abilities of UAF graduates to lead and contribute effectively in both the public and private spheres, especially in the Alaskan economy.

Minor

1. Complete 2 of the following: (6-credit hours)
   *LEAD/BA 470 –Leadership Theory and Development--3 credits
   *LEAD/BA 472 —Leading Change--3 credits
   *HSEM/LEAD 456 – Leadership and Influence During Crisis

2. Complete 9-credit hours from one of the following "tracks" OR with the written approval of the Director of the Northern Leadership Center, any three 3-credit hour courses from any combination of tracks.

   Business Administration
   - BA F280 – Sports Leadership
   - BA F307 – Introductory Human Resource Management
   - BA F460O – International Business

   Military Science
   - MILS 101 – Foundations of Officership
   - MILS 102 – Basic Leadership
   - MILS 201 – Individual Leadership Studies
   - MILS 202 – Leadership and Teamwork

   Political Science
   - PS 212 - Introduction to Public Administration
   - *PS 301 – American Presidency
   - *PS/PHIL 412W – Modern Political Theory
   - *PS 437 - United States Foreign Policy

   Communication
   - COMM 330 – Intercultural Communication
   - COMM 331O – Advanced Group Communication
   - COMM 335O – Organizational Communication
   - *COMM 475 – Applied Communication in Training and Development

   Outdoor Leadership
   - NRM 161 – Introduction to Wilderness Leadership (required for this track)
   - *NRM 361 – Advanced Wilderness Leadership (required for this track)

   Select from the following skills courses for the remaining required credits
   - RECR F140H Beginning Rock Climbing
   - RECR F140K Advanced Rock Climbing
   - RECR F170G Intro to Ski Mountaineering
   - RECR F170N Intro to Winter Camping
   - RECR F140L Technical Climbing
   - RECR F140Y Kayaking
   - EMS F150 Wilderness Emergency Care

3. Minimum credits required--15 credits

*These courses have prerequisites that need to be taken into consideration. Consult with the Leadership Minor coordinator.

UAF
UNIVERSITY OF ALASKA FAIRBANKS

UAF Faculty Senate

312B Signers' Hall, University of Alaska Fairbanks, P.O. Box 757500, Fairbanks, AK 99775-7500 • (907) 474-7964 • Fax (907) 474-5213
www.uaf.edu/uafgov/faculty-senate

MEMORANDUM

FEBRUARY 3, 2014

TO: DEPARTMENT OF MATHEMATICS AND STATISTICS

FROM: David Valentine, President
Cecile Lardon, President-Elect
UAF Faculty Senate

SUBJECT: Annual report to the senate concerning revitalization of the PhD program in mathematics

The Faculty Senate Administrative Committee has received and reviewed your "Report to the Faculty Senate and Provost: Revitalizing the Mathematics Ph.D.", submitted in December 2013 pursuant to a motion passed by the Faculty Senate at its May 6 2013 meeting (reference http://www.uaf.edu/files/uafgov/12-13_FS-191-Motion-supporting-continuation-of-PhD-Math-and-revitalization-plan_signed.pdf). The report identifies several areas of progress toward revitalizing the Mathematics Ph.D., and the Administrative Committee unanimously accepted it as demonstrating adequate progress to this point toward a sustainable program. Of course, it is too early to gauge how your efforts will translate into increased numbers of students in the program. We therefore request an update later this spring—before April 23, if possible--to the Faculty Senate and Provost of how many students have committed to matriculation in the Mathematics Ph.D. Program.

Thank you for your work and responsiveness in this matter.

cc: Brian Rogers, UAF Chancellor
Susan Henrichs, UAF Provost

UAF is an affirmative action/equal opportunity employer and educational institution

The UAF Faculty Senate passed the following at Meeting #195, December 2, 2013:

MOTION

The Faculty Senate moves to adopt the following changes to the 2014-15 Catalog that update the Writing placement sections and clarify catalog language on placement and prerequisites.

Effective: Fall 2014

Rationale: This motion amends the current (2013-14) catalog to incorporate changes that result from Statewide alignment of English111X and DEVE placement (see placement table below). It further addresses reading placement, making reading classes a co-requirement with DEVE placement at the DEVE 060 and DEVE 104 level.

The motion also reflects changes in the Placement section amending language in the recently passed Math placement motion (but not amending the Math placement portion of that motion), changes in language that have accumulated in the catalog over time, and language changes that clarify current practice in student placement.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 12-3-13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

CAPS and **Bolded** - Addition
[[ ]] – Deletion

Page 34 of current 13-14 Catalog:

PLACEMENT REQUIREMENTS

Many UAF courses require placement. All students planning to take courses with specific placement requirements must meet those requirements prior to registering for those courses. [[Students who meet basic skills standards in reading, writing and mathematics should enroll in the appropriate 100-level or above courses. Those whose scores place below these standards must enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100-level courses.]] Specific writing, reading, and math placement requirements are listed in the section**S** below. [[However, many courses have additional prerequisite requirements that are listed in the catalog course description.]]

COURSE PREREQUISITES

Course prerequisites indicate what previous preparation is needed to enroll in a course. An instructor has the right to drop any student from the course if he or she does not meet the prerequisite or has not received a grade of C- or better in all prerequisite courses. An instructor also has the right to waive a course prerequisite if the instructor [[has documentation]] **DOCUMENTS** that the student possesses **SUFFICIENT** background [[required]] to succeed in the class. **STUDENTS WHO TAKE A COURSE AT A HIGHER LEVEL THAN A CORRESPONDING PREREQUISITE COURSE REQUIRED FOR A DEGREE PROGRAM ARE NOT EXEMPT FROM TAKING THAT REQUIRED COURSE.** [[Students need English placement at ENGL F111X or above (including reading) in order to enroll in perspectives on the human condition core courses.]] Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement [[(including reading),]] to register for **CORE** science courses.

[[Reading and w]] **W**riting placement exams must be taken within two calendar years prior to the start of a course; mathematics placement exams must be taken within one calendar year prior. Students enrolling in developmental or lower division core courses must have completed any prerequisite courses within two calendar years of their enrollment. [[Academic advisors will assist with proper course placement for incoming and continuing students.]]

Students who enroll in [[a developmental or core]] **ANY** course without meeting placement or prerequisite requirements may be **DROPPED OR** withdrawn from the course through the faculty-initiated withdrawal process.

[[READING AND]] WRITING

Placement into writing [[and reading]] courses requires **EITHER PREREQUISITE COURSE CREDIT OR A STANDARDIZED PLACEMENT TEST WHICH MEASURES ACADEMIC SKILLS SUCH AS CRITICAL THINKING AND READING. THE SCORE FROM ANY OF THE TESTS (SEE TABLE) PLACES THE STUDENT IN THE APPROPRIATE WRITING CLASS. A WRITING SAMPLE, GIVEN ON THE FIRST DAY OF CLASS, MAY MODIFY THIS PLACEMENT. DEGREE OR CERTIFICATE SEEKING STUDENTS PLACED INTO DEVELOPMENTAL WRITING OR READING COURSES SHOULD REGISTER FOR THEM DURING THEIR FIRST SEMESTER. THESE COURSES ARE DESIGNED TO HELP STUDENTS GAIN COMPETENCIES NECESSARY TO SUCCEED IN COLLEGE-LEVEL COURSES.** [[a scored writing sample: SAT, ACT Writing, ASSET, COMPASS, ACCUPLACER, or a UAF –generated writing sample. Minimum scores for placement into English and Developmental English courses are listed in table 3 and table 4. A student will be placed in English F111X if the

student's ACT writing test score is 7 or above, the ACT English score is 18 or above, or the ACT reading score is 22 or above (or the student's SAT writing score is 430 and SAT critical reading score is 510 or above, or your score on another university-approved placement test is equivalent).]] If the student's standardized test scores are below the[[se]] minimums **IN THE PLACEMENT TABLE BELOW** and if the **STUDENT'S** high school cumulative GPA is 3.0 or higher, the student may **BE GIVEN PERMISSION TO** enroll in English F111X [[with permission of]] **BY** the Director of Composition or rural campus English/Arts and Letters faculty.

[[On the basis of test scores, students may be required to take Developmental English or Developmental Studies (Reading) courses. These courses are designed to help students gain competencies necessary to succeed in college-level courses. Students who earn a C- or higher in DEVE F070 place into English 111X automatically and do not have to re-test]]

MATHEMATICS

Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (see the degree program requirements for more detail.) The UAF mathematics placement test used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

Students who have limited access or limited experience with the internet should contact the department of mathematics and statistics or the department of developmental education for assistance.

Page 44 of the 2013-14 Catalog:

PLACEMENT TESTS

Test results are required for first-time degree or certificate students, transfer students with fewer than 30 [[acceptable]] **TRANSFER** credits, or students planning to take 100-level English, reading, mathematics, natural sciences [[core]] and [[perspectives on the human condition core]] **GENERAL EDUCATION** courses. UAF mathematics placement test results must be on file with the office of admissions and the registrar or the local regional campus registration office before you can register for DEVM, Math, or [[core]] **GENERAL EDUCATION** science classes. Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. Your ability to register may be blocked if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than one year old.

Note: Registrar's Office will also need to update applicable sections including (for example): "Applying for Admission: Certificate or Associate Degree Programs"; "Applying for Admission: Bachelor's Degree Programs."

The UAF Faculty Senate passed the following at Meeting #195, December 2, 2013:

RESOLUTION:

WHEREAS, The University of Alaska System is nearing completion of a major strategic planning effort, now called "Shaping Alaska's Future" (SAF) and described in draft form in a document of that name, and

WHEREAS, The performance and effectiveness of UAF will be measured against the goals and effect statements identified in SAF, and

WHEREAS, The stated goal has been to finalize the SAF document for consideration at the February meeting of the University of Alaska Board of Regents, and

WHEREAS, The University of Alaska Faculty Alliance has offered a number of general criticisms and suggestions for revision of the draft SAF, including much greater faculty input, and

WHEREAS, The UAF Chancellor's Cabinet has offered a fundamental re-casting of the draft SAF document that addresses many of the concerns raised by UAF faculty to the draft SAF document, and

WHEREAS, Very little time remains for faculty to have meaningful input on the SAF document,

THEREFORE, BE IT RESOLVED THAT, The UAF Faculty Senate recommends the following:

1. A revised draft SAF for comment be circulated prior to March 15; and
2. Faculty of every UA institution be given meaningful opportunity to review and provide feedback to the draft SAF documents; and
3. The target date for completion of SAF be delayed until the June 2014 meeting of the UA Board of Regents.

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President, UAF Faculty Senate

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor

320 Signers' Hall, P.O. Box 757500, Fairbanks, Alaska 99775-7500

Brian Rogers, Chancellor
(907) 474-7112
(907) 474-6725 fax
uaf.chancellor@alaska.edu
www.uaf.edu/chancellor/

November 25, 2013

To: Faculty Senate

From: Brian Rogers, Chancellor

Re: Mathematics and Developmental Mathematics Placement Policy

I am signing the motion passed at Meeting #194 on November, 4, 2013, but want to make you aware of a policy change that the Board of Regents will soon consider.

The motion states "The Faculty Senate moves to amend the 2014-15 Catalog to reflect a new Mathematics and Developmental Mathematics placement policy, as indicated below."

The President's Cabinet has discussed the value of a single mathematics and developmental mathematics placement policy throughout the University of Alaska system. I expect the President and the Board of Regents to take action on a uniform policy to be effective by 2016. This will require the UAF Faculty Senate to work with your counterparts to determine the best placement process.

I am fully supportive of the direction you are taking, and subject to seeing results at UAF consistent with those at other institutions, will push for systemwide adoption of ALEKS PPL. If the Board, however, establishes a policy of a single set of systemwide placement steps and cut scores, all three universities will need to comply. That may require UAF faculty to accommodate differing viewpoints of the UAA and UAS faculty.

BDR:jp

The UAF Faculty Senate passed the following at Meeting #194, November 4, 2013:
Note: Corrections were made by SADAC Chair on the Senate floor. They are underlined in the paragraph under "Course Prerequisites."

MOTION

The Faculty Senate moves to amend the 2014-15 Catalog to reflect a new Mathematics and Developmental Mathematics placement policy, as indicated below:

EFFECTIVE: Fall 2014

RATIONALE:

This motion is brought to the Senate by the Department of Mathematics, the Department of Developmental Education, the Student Academic Development and Achievement Committee, and the Curricular Affairs Committee.

The Mathematics and Developmental Education Departments are moving to a new UAF Math Placement Test administered by ALEKS PPL (Assessment & Learning in Knowledge Spaces--Preparation, Placement, & Learning) for placement into all core Math and DEVM classes. In order for students to be placed into a DEVM or core MATH course, students who do not meet the prerequisite (either by having taken a prerequisite course at UAF or as a transfer course, or by having AP credit) will be required to take the UAF Math Placement Test, regardless of their SAT/ACT scores. That is, this new UAF Math Placement Test will replace ACT/SAT/ACCUPLACER/COMPASS for placement into Math or DEVM courses. With ALEKS PPL, a student's initial assessment can be done via the internet. Students who are dissatisfied with their initial placement or who want to review material in preparation for their course will have access to a six-week learning module that can be used to study and improve the test score. An additional four re-tests are available to the student at no extra charge, and the total cost of the five placement attempts and the six weeks of targeted individual study is $25.

The Math and Developmental Math faculty believe that the new placement test system provides a clear mechanism for students to challenge a placement and provides a means for students to refresh their memory of prerequisite material in order to place into a higher level math course than they might with a one-time, high-stakes test. ALEKS PPL is specifically designed to address placement into mathematics courses and is a low stakes test. This is in marked contrast to the current assessments: SAT and ACT are both high stakes tests and not designed for placement purposes; ACCUPLACER, while a low stakes test, is insufficiently refined for our placement needs.

Currently ALEKS is being used by DEVM students as a homework tool that tracks improvement through their DEVM class and beyond, and the Math Bridge Program uses ALEKS modules to help prepare students for core math courses. Integrating a teaching tool into a placement tool will make for more appropriate placement of students and will allow them to begin their math classes at UAF using a tool that will support their learning throughout their math sequence. Even though many rural students have limited internet access, ALEKS is a useful tool. It is more than a placement test, and has the potential to support students by filling in gaps in their content

special cases. Students who have limited access to technology or who have disabilities will be provided with extra support or their instructor can provide alternative placement strategies.

The Mathematics Placement Committee is working with the bursar's office, the registrar's office, and the Provost's office to address mechanisms by which this $25 fee will be paid. Currently it is expected that the cost will be added as a one-time course fee to the student's initial DEVM or Math class. If the new placement policy works as expected, fewer students will repeat courses or be placed in courses that are inappropriate to their skill level, reducing their very real cost in tuition expenses and opportunity cost.

The Mathematics and Developmental Education faculty, SADA, and CAC will arrange meetings with rural and Fairbanks advisors and registrars to inform them of the advantages of ALEKS for students and will work together to plan implementation so that all students can have access to ALEKS for placement.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 26 Nov 2013
Chancellor's Office
See attached letter

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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CAPS and **Bolded** - Addition
[[ ]] – Deletion

Pages 33-34 of current 2013-14 Catalog:

PLACEMENT [[BY TEST]] **REQUIREMENTS**

[[Students need to have UAF-approved placement test scores prior to registering for their first-semester classes. Students place into classes in the following ways: standardized test scores (ACT Plus Writing, SAT, ASSET, or ACCUPLACER), advanced placement credits, transfer credits or prerequisite coursework. Placement tests and are available at every UAF community campus as well as Testing Services, the Academic Advising Center, Community and Technical College, Rural Student Services, e-

Services, the Academic Advising Center, Community and Technical College, Rural Student Services, e-Learning and Distance Education, and Northern Military Programs at Fort Wainwright, Eielson Air Force Base and Delta Career Advancement Center.]]

MANY UAF COURSES REQUIRE PLACEMENT. ALL STUDENTS PLANNING TO TAKE COURSES WITH SPECIFIC PLACEMENT REQUIREMENTS MUST MEET THOSE REQUIREMENTS PRIOR TO REGISTERING FOR THOSE COURSES. Students who meet basic skills standards in reading, writing and mathematics [[may]] **SHOULD** enroll in the appropriate 100-level or above courses. Those whose scores place below these standards [[are required to]] **MUST** enroll in the appropriate developmental education courses. Once these students have satisfactorily met the criteria for these courses, they may register for 100-level courses. **SPECIFIC WRITING, READING, AND MATH PLACEMENT REQUIREMENTS ARE LISTED IN THE SECTION BELOW. HOWEVER, MANY COURSES HAVE ADDITIONAL PREREQUISITE REQUIREMENTS THAT ARE LISTED IN THE CATALOG COURSE DESCRIPTION.**

COURSE PREREQUISITES

COURSE PREREQUISITES INDICATE WHAT PREVIOUS PREPARATION IS NEEDED TO ENROLL IN A COURSE. AN INSTRUCTOR HAS THE RIGHT TO DROP ANY STUDENT FROM THE COURSE IF HE OR SHE DOES NOT MEET THE PREREQUISITE OR HAS NOT RECEIVED A GRADE OF C- OR BETTER IN ALL PREREQUISITE COURSES. AN INSTRUCTOR ALSO HAS THE RIGHT TO WAIVE A COURSE PREREQUISITE IF THE INSTRUCTOR ~~PROVIDES~~ HAS DOCUMENTATION THAT THE STUDENT POSSESSES THE BACKGROUND REQUIRED TO SUCCEED IN THE CLASS.

Students need English placement at ENGL F111X or above (including reading) in order to enroll in Perspectives on the Human Condition core courses. Students need mathematics placement at DEVM F105 or above, and ENGL F111X placement (including reading), to register for science courses.

READING AND WRITING placement exams must be taken within two calendar years prior to the start of a course; mathematics placement exams must be taken within one calendar year prior. Students enrolling in developmental or lower division core courses must have completed any prerequisite courses within two calendar years of their enrollment. Academic advisors will assist with proper course placement for incoming and continuing students.

Students who enroll in a developmental or core course without meeting placement or prerequisite requirements may be withdrawn from the course through the faculty-initiated withdrawal process.

[[ENGLISH]] **WRITING/READING**

(We will address changes to English (Writing/Reading) placement in a later motion.)

. . .

MATHEMATICS

Mathematics course placement varies according to the type of degree the student is planning to pursue and the corresponding math course(s) needed. (See the degree program requirements for more detail.)

[[ACT Plus Writing, SAT, ACCUPLACER, ASSET, or COMPASS test scores are]] **THE UAF MATHEMATICS PLACEMENT TEST IS** used to determine math placement. Minimum test scores for placement into math and developmental math courses are listed in Table 2.

STUDENTS WHO HAVE LIMITED ACCESS OR LIMITED EXPERIENCE WITH THE INTERNET SHOULD CONTACT THE DEPARTMENT OF MATHEMATICS AND STATISTICS OR THE DEPARTMENT OF DEVELOPMENTAL EDUCATION FOR ASSISTANCE.

[TABLE 2 TO BE CHANGED TO REFLECT POLICY CHANGE.]

Page 44 of the 2013-14 Catalog:

PLACEMENT TESTS

Test results are required for first-time degree or certificate students, transfer students with fewer than 30 acceptable credits, or students planning to take 100-level English, reading, mathematics, natural sciences core and perspectives on the human condition core courses. **UAF MATHEMATICS PLACEMENT TEST RESULTS MUST BE ON FILE WITH THE OFFICE OF ADMISSIONS AND THE REGISTRAR OR THE LOCAL REGIONAL CAMPUS REGISTRATION OFFICE BEFORE YOU CAN REGISTER FOR DEVM, MATH, STATISTICS, OR CORE SCIENCE CLASSES.** Results from American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) or, for associate degree or certificate students, the ASSET, ACCUPLACER or COMPASS test must be on file with the Office of Admissions and the Registrar before you can register for classes. Your ability to register **MAY BE BLOCKED** if you have not submitted required test scores.

Test results for English and composition must be less than two years old; for math, less than one year old **FROM THE PLACEMENT TEST DATE**.

Note: Registrar's Office will also need to update applicable sections including (for example): "Applying for Admission: Certificate or Associate Degree Programs"; "Applying for Admission: Bachelor's Degree Programs."

The UAF Faculty Senate passed the following at Meeting #194, November 4, 2013:

MOTION:

The UAF Faculty Senate agrees to the discontinuation of the Master of Arts program in Music (housed in the College of Liberal Arts, Music Department).

EFFECTIVE: Fall 2014

RATIONALE: The National Association of Schools of Music (NASM), the accrediting agency for UAF's music programs, noted in its last review (2010) that UAF's current Master of Arts in Music program does not accurately reflect what current graduate students in music at UAF do, nor what an M.A. program should be. The Department of Music does not have the faculty resources necessary to offer an M.A. in Music under current accreditation standards. In addition, most graduate students in Music at UAF are seeking performance-based degrees, and will be better accommodated by the proposed Master of Music in Performance (see accompanying motion). Students who wish to obtain a Master of Arts degree with a focus in music can still apply to the Interdisciplinary Master of Arts program at UAF.

Because the Music Department is restructuring its graduate program to establish a Master's of Music in Performance (M.M.) in place of the M.A. in music, there will be no impact of deleting the M.A. in music program. Existing faculty and resources will offer the M.M. in Performance program, instead of the M.A. in music.

Background and Information:

The UAF Department of Music has proposed restructuring its current graduate degree program as a Master of Music in Performance (M.M.) degree program (Format 3 proposal currently under review). The M.M. degree would replace the current Master of Arts (M.A.) degree. The Department's accrediting agency, the National Association of Schools of Music (NASM), noted in its most recent degree program review (AY2010-2011) that the Department's M.A. degree does not accurately reflect either what an M.A. degree should be or what its graduate music students actually do in their course of study. By implementing the M.M. program, the Department will provide graduate students with the appropriate degree they seek. By replacing the M.A. degree with the M.M. degree, the Department will delete a program for which neither the required curriculum or the required number of faculty positions are in place to properly offer concentrations in Music Theory, Music History, Composition, Conducting, and Music Education.

The UAF Department of Music and its faculty are willing to advise or instruct qualified graduate students enrolling in music classes as part of an M. A. or M. S. in Interdisciplinary Studies program through the Office of the Graduate School.

No faculty or workload displacements will be incurred by deleting the Master of Arts degree program. The proposed Master of Music in Performance degree will require the same faculty and administrative personnel currently involved with the M.A. program.

There are no effects on the Department of Music's budget through deletion of the Master of Arts program, given its replacement with the proposed Master of Music program.

There are currently five students enrolled in the graduate music program. All are in the Music Performance concentration. Two of these students will be graduating in Spring 2014. Another three students are full-time first-year students on track for graduation in Spring 2015. The Department plans to award these students the M.M. degree, subject to its approval and implementation as proposed for AY2014-2015. The Department will provide a teach-out period for one current part-time graduate student who will be allowed to graduate under the current M.A. requirements. With approval of the proposed M.M. degree program, the Department of Music will no longer enroll new students under the current M.A. degree program.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 4 NOV 2013

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #194, November 4, 2013:

MOTION:

The UAF Faculty Senate moves to approve the new Master's of Music in Performance.

EFFECTIVE: Fall 2014, with Board of Regents approval.

RATIONALE: Given the profession-wide shift in the last two decades towards performance based degrees, the proposed Master's of Music in Performance (M.M.) will provide better preparation for students applying to doctoral programs in music than the current Master of Arts in Music (M.A.) program does. It will be more suitable for those students who seek performance-based careers. In addition, it better reflects the training and strength of faculty in the UAF Department of Music. The National Association of Schools of Music (NASM), the accrediting agency for UAF's music programs, noted in its last review (2010) that UAF's current M.A. in Music program does not accurately reflect what current graduate students in music at UAF do, nor what an M.A. program should be. Establishment of the M.M. in Performance will bring UAF into compliance with the NASM accreditation standards, and better enable students applying for graduate school in Music at UAF to meet their goals in music performance. Students who wish to obtain a Master of Arts degree with a focus in music can still apply to the Interdisciplinary Master of Arts program at UAF.

Because the Music Department is restructuring its graduate program to eliminate the M.A. in Music program, no new resources will be required, if the current M.A. program is deleted. The M.M. in Performance program will be offered using existing faculty and current resources.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 4 Nov 2013

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

Brief Statement of Program:

The UAF Department of Music proposes restructuring our graduate degree program from a Master of Arts (M.A.) to a Master's of Music in Performance (M.M.) degree program. The proposed M.M. degree will replace our Master of Arts (M.A.) degree. Whereas the M.A. degree emphasizes broad-based experience in music history, theory, analysis, and literature through concentration in academic courses, the M.M. more specifically addresses specialization in music performance.

Our accrediting agency, the National Association of Schools of Music (NASM), noted in our last review (2010) that our M.A. degree does not accurately reflect either what an M.A. degree should be or what our graduate students do. Largely, our proposal rests on complying with the NASM accreditation request for continued accreditation. By implementing an M.M. program, we are adjusting the focus of the degree to more accurately align with objectives within our current departmental capabilities. Major objectives follow:

At degree completion, students will be able to:

- speak extemporaneously about their performance area;
- demonstrate application and synthesis of knowledge in music history and music theory;
- perform competitively at an industry standard for world-wide audition levels
- communicate professionalism on all levels.

Given the profession-wide shift over the last two decades, as evidenced by our peer institutions and aspirational institutions, the M.M. degree seems better suited for students applying to doctoral programs, and it better reflects and utilizes the strengths and training of the faculty in the UAF Department of Music. Finally, career opportunities aligned with acceptance into doctoral programs increase with the M.M. Additionally, specialization in performance through advanced study at UAF provides networking opportunities, international travel and performances, and exposure needed to secure further work in the industry.

Program Goals:

1. To further develop instrumental and vocal performance skills from the Bachelor of Music level to that of a Master's degree. Students will attain and demonstrate superior skills in instrumental or vocal music performance, knowledge of topics in music history and music theory, and demonstrate effective skills in research methods in both written and oral communications. Students will be evaluated with end of semester juries, pre-recital hearings, and degree recitals. Students will also perform in both large and small ensembles and complete a comprehensive oral examination, and write and defend their research project paper.

2. The University of Alaska Fairbanks is the nation's northernmost Land, Sea and Space Grant university and international research center. It is committed to advancing and disseminating knowledge through teaching, research and public service and promotes academic excellence, student success and lifelong learning. As the flagship university of the State of Alaska, UAF offers the only graduate music degree within the UA System. An M.M. in performance upholds UAF's commitment to teaching, research, and service. Students enrolled in the M.M. program have access to world-class faculty, excellent departmental resources, and performance opportunities locally, statewide, nationally, and internationally.

3. Further to the program requirements for the M.M. in performance, students will achieve a thorough understanding of their craft, gain the ability to plan for continued musical and intellectual development, and ultimately meet professional demands in music teaching and performance. Additionally, the benefit for creation of an M.M. in performance is that this program has higher professional status and recognition than does the M.A. for the same area of specialization. Additionally, this degree program change aligns us more closely with the offerings of our peer and aspirational institutions.

4. In order for students to attain a high level of instrumental and vocal performance expertise, the majority of course work in the M.M. performance degree is focused in performance areas including private lessons, large and small performance ensemble participation, and degree recital preparation. Students are also required to take the Topics in Music History (MUS 625) and Topics in Music Theory (MUS 632) courses to better prepare them for their required oral comprehensive examination. Introduction to Graduate Studies (MUS 601) serves to better prepare students to write and defend their project paper requirement.

Proposed Catalog Layout:

Music- College of Liberal Arts
Department of Music, 907-474-7555
www .uaf.edu/music/

MM Degree

Minimum Requirements for Master of Music in Performance Degree: 36 credits minimum

The academic progression of a student's graduate program is determined by the student in coordination with the student's graduate advisory committee. Each graduate student's program is designed to meet the student's individual professional interests and aspirations, consistent with program requirements. The program of study emphasizes both academic achievement and the development of superior musicianship through music performance. Recitals and concerts provide students with a variety of musical experiences that expand upon the curricular offerings. The UAF Department of Music is accredited in good standing through the National Association of Schools of Music (NASM).

Graduate Program – Master of Music in Performance Degree (M.M.)

1. Complete the following Department admission requirements:
   a. Diagnostic examinations in music theory and music history.*
   b. Performance audition, demonstrating knowledge and ability in solo literature of various historical periods and styles. Auditions may be live performances or by performances recorded and submitted on an unedited video disc (DVD).
2. Complete the general university requirements
3. Complete the master's degree requirements.**
4. MUS F601 Introduction to Graduate Study--2 credits
5. MUS F625 Topics in Music History--3 credits
6. MUS F632 Topics in Music Theory—3 credits
7. No more than 12 credits of MUS F697 allowed.
8. MUS F698: Research (6 credits).

9. Complete at least 22 credits in a primary area of specialization, including large ensembles, small ensembles, and private lessons.
10. Students with specialization in vocal performance must demonstrate proficiency in languages appropriate
    to their area of concentration. Proficiency will be determined by the student's graduate advisory committee in conjunction with the Department of Foreign Languages. Graduate students studying applied
    music and/or presenting recitals are governed by the same regulations concerning recital preparation,
    recital jury pre-hearings, and jury examinations as those which apply to undergraduate students. These regulations are described in the Music Handbook.
11. Successfully complete a comprehensive oral examination in music history and theory.
12. Successfully complete an oral defense of a research project paper.

* This preliminary exam, to help determine the areas of strength and deficiency, will cover the following areas: a) music theory, and b) music history and literature. Applicants will be accepted from any accredited institution; before admission to a degree program, however, all students (including UAF graduates) must take these preliminary examinations.
** After completing about one semester of the program, students will meet with their advisory committee to define precisely the student's major area of specialization and course work. Each student will pass a comprehensive oral examination given by their advisory committee. Each student, with the approval of the advisory committee, shall develop an appropriate final research project, write a project paper and successfully defend that paper under the supervision of their advisory committee. Each student will prepare and satisfactorily perform a graduate recital.

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	1.1 FTE $108,650			1.1 FTE $108,650
Adjunct Faculty (FTE's & dollars)	N/A			N/A
Teaching Assistants (Headcount)	5			5
Instructional Facilities (in dollars and/or sq. footage)	11,358 Sq. ft			11,358 Sq. ft.
Office Space (Sq. footage)	3106 Sq. ft.			3106 Sq. ft.
Lab Space (Sq. Footage)	1369 Sq. ft.			1369 Sq. ft.
Computer & Networking (in dollars)	$3000			$3000
Research/ Instructional/ office Equipment (in dollars)	$6000			$6000
Support Staff (FTE's & dollars)	0.15 $5,755			0.15 $5755
Supplies (in dollars)	$2400			$2400
Travel (in dollars)	$1000			$1000

UNIVERSITY of ALASKA
Many Traditions One Alaska

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAF	1b. School or College CLA	1c. Department MUSIC

2. Complete Program Title: Master of Music in Performance

3. Type of Program

☐ Undergraduate Certificate ☐ AA/AAS ☐ Baccalaureate ☐ Post-Baccalaureate Certificate

X☐ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action

X☐ Add ☐ Change ☐ Delete

5. Implementation date (semester, year)

Fall, 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY 16		Projected Annual Expenditures in FY 16	
Unrestricted		Salaries & benefits (faculty and staff)	$114,405
General Fund	$158,553	Other (commodities, services, etc.) Grad TAships (5 each) Grad TA Tuition Waivers	 $69,264 $40,860 (nine credits/semester, resident tuition, 5 students (includes 5% tuition increase each AY), plus $250/student per semester for private lessons
Student Tuition & Fees	$9,376	TOTAL EXPENDITURES	$227,929
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$	Year 2	$
TVEP or Other (specify):	$	Year 3	$
TOTAL REVENUES	$227,929	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$	$
b. Additional appropriation required	$	$
c. Funded through new internal MAU redistribution	$	$
d. Funds already committed to the program by the MAU[1]	$	$
e. Funded all or in part by external funds, expiration date	$	$
f. Other funding source Specify Type:	$	$

[1]Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes X☐ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 7	Year 2: 9	Year 3: 11	Year 4: 13

Page number of attached summary where demand for this program is discussed:

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	7
Adjunct	0
Term	0
Tenure track	11

Former assignment of any reassigned faculty: 0
For more information see page 8, IVd of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
Master of Arts in Music	No longer offered		

Page number of attached summary where effects on other programs are discussed: Page 9, V

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': **YES – National Association of Schools of Music (NASM)**

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Please see attached Format 3, Section V

Page in attached summary where alignment is discussed: **Page 9**

15. State needs met by this program (list):

Page in the attached summary where the state needs to be met are discussed: **Page 6, II-B-1**

16. Program is initially planned to be: (check all that apply)

X☐ Available to students attending classes at UAF Main campus.
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

_____/_____ Provost Date

_____/_____ Chancellor Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____ UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____ Chair, Academic and Student Affairs Committee Date

☐ Recommend Approval ☐ Recommend Disapproval	_____ UA President	/_____ Date
☐ Approved ☐ Disapproved	_____ Chair, Board of Regents	/_____ Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

The UAF Faculty Senate referred the following motion back to committee at Meeting #194, November 4, 2013:

MOTION:

The UAF Faculty Senate moves to revise the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, subsection E.1, to revise the bylaws for the Graduate Academic and Advisory Committee, a permanent committee of the UAF Faculty Senate.

EFFECTIVE: Immediately

RATIONALE: The Graduate Academic and Advisory Committee (GAAC) has reviewed the bylaws pertaining to GAAC and recommends allowing graduate student representatives to vote; and, deleting tax-related issues from the responsibilities of the committee. The reasons for these changes are as follows:

1. Graduate students who serve on this committee already participate in curriculum review and provide input to other issues discussed by the committee. This motion will allow them to participate fully and acknowledge their contribution.
2. Most members of the committee do not have the expertise to comment on tax-related issues.

****

BOLD CAPS = Addition
[[ ]] = Deletion

Faculty Senate Bylaws, Section 3, Article 5: Committees, subsection E.1:

E. The standing and permanent committees of the Senate are:

. . .

PERMANENT

1. The Graduate Academic **[[**&**]] AND** Advisory Committee will include ten faculty members **AND UP TO TWO GRADUATE STUDENTS**. The Dean of the Graduate School, Director of the Library, **AND** the University Registrar **[[**, and two graduate students**]]** are non-voting ex-officio members. The committee will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related to instruction and mentoring of graduate students. The committee will also have responsibility for oversight, review and approval of all professional degree courses and programs including 500-level courses. The committee will advise the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial **[[**and-tax-related**]]** issues and dealings with other universities.

The UAF Faculty Senate passed the following at Meeting #194, November 4, 2013:

MOTION:

The UAF Faculty Senate moves to reaffirm the Department of Communication Unit Criteria.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted with no changes by the Department of Communication. They were found to still be consistent with UAF guidelines.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 4 Nov 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF COMMUNICATION UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE COMMUNICATION DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods,

laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching.

   h. UTILIZE AND DEMONSTRATE THEIR KNOWLEDGE OF WHAT CONSTITUTES EFFECTIVE ORAL COMMUNICATION IN THEIR TEACHING METHODS.

   i. DEMONSTRATE CONSISTENT ATTENTION TO STUDENTS IN THE ROLE OF AN ADVISOR REGARDING UAF AND DISCIPLINE RELATED MATTERS.

   j. DEVELOP AND REVISE INSTRUCTIONAL MATERIALS FOR USE IN SUPPORT OF THEIR TEACHING.

   k. ACTIVELY PARTICIPATE IN AND CONTRIBUTE TO THE WORK OF THE FACULTY OR THE DISCIPLINE IN CURRICULUM MATTERS.

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

ACHIEVEMENT IN RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY INVOLVES:

1. ***IDENTIFYING AND EXPLORING NEW RESEARCH PROBLEMS IN THE DISCIPLINE, AND/OR CRITICALLY EXAMINING EXISTING RESEARCH PROBLEMS TO PROVIDE NEW INSIGHTS.***

2. ***DEVELOPING NEW METHODS, THEORIES, OR APPROACHES TO RESEARCH PROBLEMS IN THE DISCIPLINE.***

3. ***DEVELOPING AND MAINTAINING A FOCUSED PROGRAM OR PROGRAMS OF RESEARCH.***

4. ***DEMONSTRATING GROWTH IN KNOWLEDGE OF THE DISCIPLINE, OR GROWTH IN EMPIRICAL AND/OR CRITICAL RESEARCH ABILITIES.***

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic

activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

EFFECTIVENESS IN PUBLIC SERVICE INVOLVES:

1. ***ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF PUBLIC AND/OR GOVERNMENTAL BODIES.***

2. ***SUMMARIZING AND PRESENTING KNOWLEDGE IN THE DISCIPLINE FOR THOSE OUTSIDE OF UAF.***

3. ***APPLYING THEORIES OR FINDINGS OF THE DISCIPLINE IN PUBLIC SERVICE.***

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations.

EFFECTIVENESS IN UNIVERSITY SERVICE INCLUDES:

1. ***ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF COLLEGE, UAF, AND STATEWIDE COMMITTEES, PANELS, TASK FORCES, ETC.***

2. ***EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS IN POSITION IN THE DEPARTMENT, COLLEGE, UNIVERSITY OF ALASKA FAIRBANKS, AND STATEWIDE.***

Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations,
OR ORGANIZATIONS CLOSELY RELATED TO THE DISCIPLINE. .

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

The UAF Faculty Senate passed the following at Meeting #194, November 4, 2013:

MOTION:

The UAF Faculty Senate moves to reaffirm the Department of Anthropology Unit Criteria.

EFFECTIVE: Fall 2014
Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted with no changes by the Department of Anthropology. They were found to still be consistent with UAF guidelines.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 4 Nov 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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REGULATIONS FOR THE APPOINTMENT AND EVALUATION OF FACULTY
AND DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT OF ANTHROPOLOGY FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA, STANDARDS AND INDICES,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit.

Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching.

   h. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT OF ANTHROPOLOGY WILL EVALUATE THE CURATOR'S TEACHING RECORD.***

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

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

   and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. ***ALL PEER-REVIEWED PUBLICATIONS SHALL BE CONSIDERED SIGNIFICANT. THIS INCLUDES NOT ONLY THE WRITING OF JOURNAL ARTICLES AND BOOK CHAPTERS BUT THE EDITING OF BOOK AND JOURNAL VOLUMES.***

o. ***MULTIPLE-AUTHORED, PEER-REVIEWED PUBLICATIONS SHALL BE EVALUATED IN TERMS OF THE AUTHOR'S CONTRIBUTION, TO BE DELINEATED IN THE NARRATIVE STATEMENT OF THE PROMOTION AND TENURE FILE.***

p. ***RESEARCH CONTRIBUTIONS AS EDITOR OF VOLUMES OF THE APUA (ANTHROPOLOGY PAPERS OF THE UNIVERSITY OF ALASKA) SHALL BE CONSIDERED COMPARABLE TO RESEARCH CONTRIBUTIONS AS EDITOR OF OTHER PEER REVIEWED BOOKS AND JOURNAL VOLUMES.***

q. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF RESEARCH.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic

activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***APPLIED ANTHROPOLOGICAL WORK WITH COMMUNITIES AND ORGANIZATIONS.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Evaluation of Service

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

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR TIME ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF SERVICE TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UNIVERSITY OF ALASKA MUSEUM COMMITTEE (SEE BELOW).

CURATION

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH AND SERVICE.

1. ***CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:***

    a. ***MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);***

b. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

c. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;

d. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);

e. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

f. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;

g. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE; AND

h. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS.

i. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS THAT PERTAIN TO THE COLLECTION.

2. <u>SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:</u>

<u>ASSISTANT PROFESSOR AND CURATOR</u>

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

a. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA AND THE CIRCUMPOLAR NORTH AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

b. CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

c. CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET

OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

d. *CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.*

e. *CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CAUTION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.*

f. *CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.*

g. *CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.*

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. THEY

MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

3. EVALUATION OF CURATION

A COMMITTEE COMPOSED OF THE TENURED CURATORS AT THE MUSEUM WILL PROVIDE AN EVALUATION TO THE UNIT PEER COMMITTEE. IN FORMULATING CRITERIA, STANDARDS AND INDICES FOR EVALUATION, PROMOTION, AND TENURE, THE MUSEUM SHOULD INCLUDE EXAMPLES OF CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

The UAF Faculty Senate passed the following at Meeting #194, November 4, 2013:

RESOLUTION:

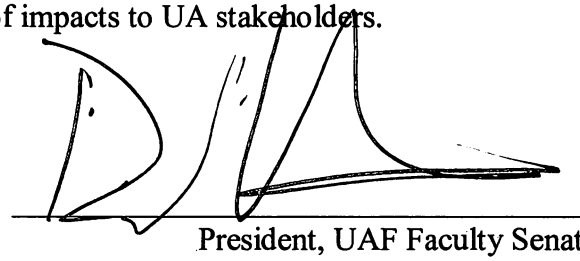
The UAF Faculty Senate affirms its support in principle of efforts to reduce harm from tobacco use, including enforcement of existing policies governing tobacco use. However, the UAF Faculty Senate opposes adoption of a one-size-fits all, zero-tolerance, smoke-free/tobacco-free policy throughout the University of Alaska System.

RATIONALE: At the September 23, 2013 meeting of the UA System Governance Council, one of the discussion items was a potential proposal to ban all use of tobacco on all University of Alaska property across the entire state. The proposal was the initiative of a student group at the University of Alaska Anchorage, who had proposed the ban to the Board of Regents during public comments at a recent meeting.

The adverse effects of tobacco use on the health of users and of health insurance systems are manifold and increasing. Efforts to address these problems are to be commended and encouraged. Nevertheless, a zero-tolerance policy applied across all 3 universities comprising the UA system, including their many branch campuses, should not be undertaken without a careful evaluation of its impacts on the members of the UA community and the public we serve.

We acknowledge that the recent UAF Staff Council survey showed a generally mixed attitude of UAF staff to the proposed tobacco free campus proposal.

We join with the Statewide Administrative Assembly in opposing a zero-tolerance, smoke-free/tobacco-free campuses throughout the UA system, and encouraging the UA System Governance Council to consider ways of reducing the adverse impacts of tobacco use that consider all the dimensions of impacts to UA stakeholders.



President, UAF Faculty Senate

The UAF Faculty Senate passed the following motion at Meeting #193 on Oct. 7, 2013:

MOTION:

The UAF Faculty Senate moves to revise the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 2, Article IV: Officers, to establish an internal process for handling appeals by Faculty Senate members to decisions made by the President and/or President-Elect.

EFFECTIVE: Immediately

RATIONALE: In the event that a senator disagrees with a decision or recommendation of the President or President-elect (e.g., a committee appointment), no process currently exists to enable the senator to appeal it beyond asking the President and President-elect to change it. This lack of recourse can lead to the appearance of politically motivated or arbitrary and capricious decision-making. The proposed addition to the by-laws provides a procedure through which a senator may appeal a decision or recommendation to the Faculty Senate Administrative Committee.

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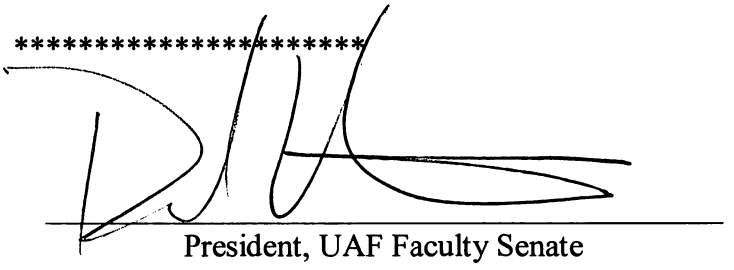

President, UAF Faculty Senate

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BOLD CAPS = Addition
[[ ]] = Deletion

Sect. 2 (ART IV: Officers)

The President of the Senate shall be an ex-officio, non-voting member of all elected and appointed committees of the Senate. The President-Elect of the Senate shall be chairperson of the Administrative Committee of the Senate and shall be an ex-officio, non-voting member of such elected and appointed committees of the Senate as the President of the Senate shall direct.

THE FOLLOWING INTERNAL APPEALS PROCESS WILL BE FOLLOWED TO RESOLVE DISAGREEMENTS BETWEEN MEMBERS AND THE FACULTY SENATE PRESIDENT AND/OR PRESIDENT-ELECT.

1. **APPELLANT MAKES A GOOD-FAITH EFFORT TO RESOLVE THE ISSUE DIRECTLY WITH THE PRESIDENT AND/OR PRESIDENT-ELECT. IF APPELLANT IS NOT SATISFIED WITH THE RESOLUTION, CONTINUE WITH THE FOLLOWING STEPS.**

2. **APPELLANT REQUESTS TIME TO SPEAK TO THE ADMINISTRATIVE COMMITTEE AT ITS NEXT REGULARLY SCHEDULED MEETING. (STANDARD TIME ALLOTMENT WILL BE FIVE MINUTES' SPEAKING TIME.) APPELLANT MAY SUBMIT A BRIEF SUMMARY TO BE DISTRIBUTED AS A WRITTEN HANDOUT TO THE COMMITTEE AT THE MEETING, IF DESIRED, IN ADDITION TO BEING PRESENT AND SPEAKING. THE HANDOUT SHOULD BE SUBMITTED FIVE BUSINESS DAYS BEFORE THE ADMINISTRATIVE COMMITTEE MEETING AND INCLUDE A DESCRIPTION OF THE DECISION BEING APPEALED, THE REASONS FOR THE APPEAL, AND THE PROPOSED RESOLUTION.**

3. **AFTER THE APPELLANT HAS SPOKEN, THE PRESIDENT AND PRESIDENT-ELECT MAY RESPOND. (STANDARD TIME ALLOTMENT WILL BE FIVE MINUTES EACH. ONE OR BOTH MAY SPEAK.) THE PRESIDENT OR PRESIDENT-ELECT MAY ALSO PROVIDE A WRITTEN RESPONSE AS A HANDOUT FOR THE CONSIDERATION OF THE ADMINISTRATIVE COMMITTEE.**

4. **THE APPELLANT WILL LEAVE THE MEETING AND THE ADMINISTRATIVE COMMITTEE WILL CONSIDER TWO OPTIONS: A. NO CHANGE TO THE ORIGINAL DECISION; OR, B. SUSTAIN APPEAL AND COME TO AN ALTERNATE DECISION BASED ON THE COMMITTEE'S DELIBERATION. THE ADMINISTRATIVE COMMITTEE WILL VOTE ON THE MATTER. AN AFFIRMATIVE VOTE BY AN ABSOLUTE MAJORITY OF THE COMMITTEE IS REQUIRED TO SUSTAIN THE APPEAL.**

5. **A BRIEF REPORT IS SHARED AT THE NEXT FACULTY SENATE MEETING BY THE CHAIR OF THE FACULTY AFFAIRS COMMITTEE. THERE IS NO FURTHER DISCUSSION ON THE MATTER AT THE SENATE MEETING.**

The UAF Faculty Senate passed the following motion at Meeting #193 on Oct. 7, 2013:

MOTION:

The UAF Faculty Senate moves to amend the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, subsection B, concerning appointments to Faculty Senate Committees.

EFFECTIVE: Immediately

RATIONALE: It has long been recognized that the committee appointment process is too unwieldy for a committee to undertake. The proposed change to the by-laws codifies existing practice wherein the President and President-elect make the recommendations which are then approved by the Administrative Committee.

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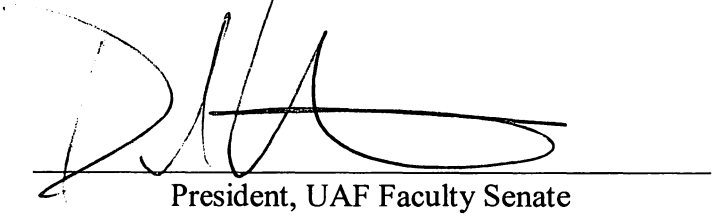

President, UAF Faculty Senate

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BOLD CAPS = Addition
[[ ]] = Deletion

Sect. 3 (ART V: Committees)

...

B. Membership on standing and permanent committees will be for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is [[made]] **RECOMMENDED** by the [[Administrative Committee]] **PRESIDENT AND PRESIDENT-ELECT** or as specified in the definition of a Permanent Committee, **APPROVED BY THE ADMINISTRATIVE COMMITTEE,** and confirmed by the full Senate. Senators are limited to serving on a maximum of one standing committee at any one time. To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

The UAF Faculty Senate passed the following motion at Meeting #193 on Oct. 7, 2013:

MOTION:

The UAF Faculty Senate moves to endorse the 2013-2014 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges. Now that questions of representation and availability have been resolved, the committee membership may be formally endorsed.

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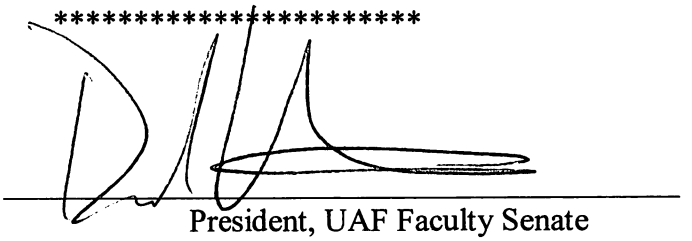

President, UAF Faculty Senate

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STANDING COMMITTEES
(Faculty Senate members only)

Curricular Affairs
- Rob Duke, CLA (15)
- Karen Gustafson, CLA (14)
- Cindy Hardy, Chair of SADAC
- Sarah Hardy, SFOS (15)
- Diane McEachern, CRCD (Kuskokwim) (15)
- Dennis Moser, LIB (14)
- Rainer Newberry, CNSM (14) – Chair
- Todd Radenbaugh, CRCD (Bristol Bay) (15)
- Margaret Short, CNSM (15)
- Subcommittee:
- General Education Revitalization Committee

www.uaf.edu/uafgov/faculty-senate/committees

Faculty Affairs
- Chris Fallen, IARC (15)
- Galen Johnson, UAF CTC (15)
- Duff Johnston, CLA (14)
- Julie Joly, SNRAS (15)
- Knut Kielland, CNSM (14) - Convener
- Leslie McCartney, LIB (15)

Unit Criteria
- Leif Albertson (CES (14)
- Torie Baker, SFOS (14)
- Chris Coffman, CLA (15) – Chair
- Mark Conde, CNSM (15)
- Christine Cook, SoEd (14)
- Javier Fochesatto, CNSM (14)
- Debu Misra, CEM (15)
- Cathy Winfree, UAF CTC (15)

PERMANENT COMMITTEES
(appointed by Faculty Senate)

Faculty Development, Assessment & Improvement
- Bill Barnes, UAF CTC (15)
- Mike Davis, CRCD (Bristol Bay) (14)
- Franz Meyer, GI (15) – Chair
- Leslie Shallcross, CES (15)
- Non-Senate Members (to be confirmed):
- Cindy Fabbri; David Fazzino; Andrea Ferrante; Kelly Houlton; Trina Mamoon; Patrick Plattet; Amy Vinlove

Graduate Academic & Advisory Committee
- Donie Bret-Harte, CNSM (15) – Chair
- Vincent Cee, CLA (14)
- Cheng-fu Chen, CEM (14)
- Michael Daku, CLA
- Lara Horstmann, SFOS (15)
- Amy Lovecraft, CLA (15)
- Wayne Marr, SOM (14)
- Franz Mueter, SFOS (Juneau)
- Elizabeth Nadine, CNSM
- John Yarie, SNRAS (14)

Research Advisory Committee
- Jon Dehn, GI (15)
- Anna Berge, CLA (15)
- Georgina Gibson, IARC (14)
- Joanne Healy, SoED (15)
- Kris Hundertmark, IAB
- Orion Lawlor, CEM (14) - *on sabbatical*
- Peter Webley, GI (14) - Convener
- Peter Winsor, SFOS (14)

PERMANENT COMMITTEES
(various methods of selecting members per bylaws)

Committee on the Status of Women *(elected)*
- Amy Barnsley, CRCD
- Diana DiStefano, CLA (14)
- Mary Ehrlander, CLA (14)
- Xiaoqi Han, SOM
- Jenny Liu, CEM (15)
- Ellen Lopez, CANHR (15) – Co-Chair
- Megan McPhee, SFOS (14)
- Shawn Russell, CRCD (14)
- Derek Sikes, CNSM (15)
- Kayt Sunwood, Women's Center
- Jane Weber, CRCD (14) – Chair

Core Review (*appointed*)
- CLA:
- Miho Aoki, CLA - Chair
- Jean Richey, Communication (14)
- Jennifer Schell, English (15)
- Walter Skya, Social Sciences (14)
- LIB:
- Tyson Rinio, Library (15)
- CNSM:
- Vacant, Math (15)
- Xiangdong Zhang, Science (14)
- College Reps:
  - Vacant, CNSM
  - Kevin Berry, SOM
- At-Large Representative:
  - Andrew Seitz, SFOS

Student Academic Development & Achievement Committee *(appointed)*
- John Creed, CRCD Chukchi Campus
- Linda Hapsmith, Academic Advising Center
- Cindy Hardy, CRCD/DevEd – Chair
- Joe Mason, CRCD Northwest Campus
- Sarah Stanley, CLA – English (14)
- Curt Szuberla, CNSM - Science
- Gordon Williams, CNSM - Math
- Sandra Wildfeuer, CRCD Interior Aleutians
- (Open seats for rural campus representatives are still being filled.)
- Representatives from Rural Student Services, Student Support Services, Academic Advising Center

Faculty Administrator Review Committee (*to be appointed*)
- Created Sept. 9, 2013, FS Meeting #192

Curriculum Review Committee *(appointed by units)*
Rainer Newberry, CNSM (14) – Chair

See also Ad hoc Committees listed online at:
www.uaf.edu/uafgov/faculty-senate/committees

The UAF Faculty Senate tabled the following resolution at Meeting #193 on Oct. 7, 2013:

RESOLUTION:

The UAF Faculty Senate **OPPOSES** adoption of a tobacco-free policy across the University of Alaska System.

RATIONALE:

At the September 23, 2013 meeting of the UA System Governance Council, one of the discussion items was a potential proposal to ban all use of tobacco on all University of Alaska property across the entire state. The proposal apparently is being offered by the Union of Students at the University of Alaska Anchorage (USUAA), who intend to bring the proposal to the Board of Regents.

The adverse effects of tobacco use on the health of users and of health insurance systems are manifold and increasing. And the efforts of USUAA to address these problems are to be commended and encouraged. Nevertheless, a zero-tolerance policy applied across all three universities comprising the UA system, including their many branch campuses, should not be undertaken without a careful evaluation of its impacts on the members of the UA community and the public we serve.

The UAF Faculty Senate encourages the UA System Governance Council to consider ways of reducing the adverse impacts of tobacco use that consider all the dimensions of impacts—including extent and mechanisms of enforcement—to UA stakeholders.

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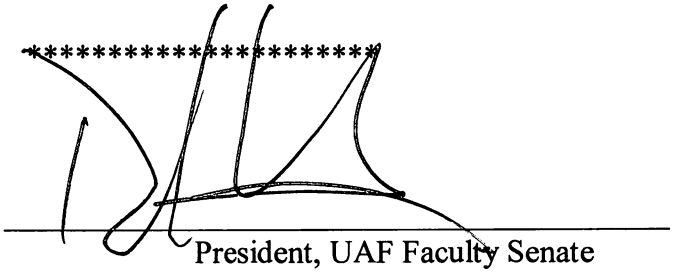
The UAF Faculty Senate passed the following motion at Meeting #192 on Sept. 9, 2013:

MOTION:

The UAF Faculty Senate moves to revise the Faculty Senate Bylaws of the University of Alaska Fairbanks, Section 3, Article V: Committees, subsection E, to establish the Faculty Administrator Review Committee (FARC) as a Permanent Committee of the UAF Faculty Senate.

EFFECTIVE: Immediately

RATIONALE: One of the responsibilities of the discontinued Faculty Appeals and Oversight Committee was to approve the processes used to review Group A and B administrators. Without this committee the responsibility falls to the Administrative Committee. Approximately 5-6 administrator reviews need to be completed per year. The reports are due in March which, of course, is a particularly busy time for the Administrative Committee. The newly formed Faculty Administrator Review Committee would take on that oversight function while also providing some structure and support to the individual Ad Hoc Administrator Review Committee chairs.



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BOLD CAPS = Addition
[[ ]] = Deletion

Faculty Senate Bylaws, Section 3, Article 5: Committees, subsection E:

E. The standing and permanent committees of the Senate are:

. . .

PERMANENT

. . .

8. **THE FACULTY ADMINISTRATOR REVIEW COMMITTEE (FARC) WILL FACILITATE THE PROCESS OF EVALUATION OF ACADEMIC ADMINISTRATORS IN GROUPS A AND B. THIS WILL INCLUDE ENCOURAGING THE TIMELY COMPLETION OF ALL REVIEWS AND RESULTING LETTERS, AS WELL AS PRESENTATION OF THE RESULTS OF EACH REVIEW TO THE PROVOST, CHANCELLOR, VICE-CHANCELLOR**

FOR RESEARCH, OR OTHER SUPERVISOR IN MARCH. THE FARC WILL ALSO APPROVE THE PROCESS WHICH EACH AD-HOC ADMINISTRATOR REVIEW COMMITTEE UTILIZES.

THE FACULTY ADMINISTRATOR REVIEW COMMITTEE SHALL BE COMPOSED OF THE CHAIRS OF ALL INDIVIDUAL AD-HOC ACADEMIC ADMINISTRATOR REVIEW COMMITTEES PLUS ONE FACULTY SENATE REPRESENTATIVE APPOINTED BY THE FACULTY SENATE PRESIDENT WHO SHALL CHAIR THE COMMITTEE. THE AD-HOC ADMINISTATOR REVIEW COMMITTEE CHAIRS MAY, BUT DO NOT HAVE TO BE, MEMBERS OF THE FACULTY SENATE.

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #192 on Sept. 9, 2013:

MOTION:

The UAF Faculty Senate moves to revise the Guidelines for the evaluation process for administrators (Groups A and B) to reflect the establishment of the Faculty Administrator Review Committee as a Permanent Committee (FARC) of the UAF Faculty Senate.

EFFECTIVE: Immediately

RATIONALE: The guidelines need to be formally updated to reflect the establishment of the Faculty Administrator Review Committee.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 9/9/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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BOLD CAPS = Addition
[[ ]] = Deletion

GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS
Group A:

1. Within the first three weeks of the fall semester, the supervisor of the administrator to be reviewed will appoint an Ad Hoc Administrator Review Committee consisting of five members.[[,]] At least three [[of whom]] **MEMBERS** must be faculty, **AND AT LEAST ONE MUST BE ON THE FACULTY SENATE (INCLUDING ALTERNATES).** (It is recommended that staff be included on the ad hoc committee as appropriate.) [[The chair and

one other member of the committee shall be appointed from the Faculty Senate (including alternates).]]

In the case of evaluation of the Dean of the Graduate School, the Provost will appoint an Ad Hoc Committee consisting of two faculty drawn from the UAF Faculty Senate's Graduate Academic & Advisory Committee, one other [[Senate]] **FACULTY** member [[(including alternates)]], one dean/director, and a graduate student representative.

The Ad Hoc Committee will solicit input from all relevant constituencies on- and off-campus, including faculty, staff, and students. This may be accomplished through various instruments, e.g., a standard questionnaire completed anonymously and returned to the committee chair.

2. The administrator to be evaluated will prepare a narrative self-evaluation of activities performed during the three-year period (academic years) prior to the year of evaluation or since the last evaluation. This narrative should include reflections about how adequately s/he has fulfilled responsibilities of leadership consistent with his/her own performance expectations and those of faculty, staff, and students in the unit. Major or otherwise significant accomplishments should be highlighted. Any issues raised in the last evaluation should be referenced with a view to what progress has been made on those items. Finally, the self-evaluation should identify a limited set of reasonable goals for the unit over the next three years, with some discussion about specific strategies that may be undertaken through his/her administrative leadership.

3. The Ad Hoc Committee will interview a select sample of faculty, staff, students and others as relevant for further evaluative comments about the administrator's performance.

4. The Ad Hoc Committee will interview the administrator either in person or by conference call. The interview shall proceed on the basis of a set of questions which reference the administrator's self-evaluation, the results of returned questionnaires, and the interviews of faculty, staff, and students.

5. The Ad Hoc Committee will prepare an evaluative summary, and submit its report to the Provost (in the case of evaluation of deans) or to the Chancellor (in the case of evaluation of the Provost or any other administrator who reports directly to the Chancellor). The Ad Hoc Committee shall work as expeditiously as possible in completing its report and submit it to the Provost or Chancellor as the case may be by March 15 of the spring semester.

   (a) At a date to be set by the Provost, the Provost or administrator's supervisor shall meet in joint conference with the Ad Hoc Committee and the Faculty Senate **FACULTY** Administrator **REVIEW** Committee **(FARC)** for final review, recommendations, and disposition of the Administrator's evaluation. The specifics of the content of the report of the Ad Hoc committee shall not be discussed if the Administrator's supervisor deems that inappropriate under Board of Regents' Policy P04.01.062. and Alaska Statute. In particular, the Administrator must give written consent for the specific content to be discussed. However, the **FARC** [[Administrative Committee]] shall be provided information on the process followed by the ad hoc committee, excluding the names of persons interviewed unless they have waived confidentiality. The supervisor of the administrator will thereafter provide his/her formal evaluation taking into account the Ad Hoc Committee's report.

   (b) At a date to be set by the Chancellor, the Provost (or other administrator reporting directly to

the Chancellor) and the Chancellor shall meet to discuss the Ad Hoc Committee's evaluation of the Provost (or other administrator reporting directly to the Chancellor). During this meeting the Chancellor and Provost (or other administrator reporting directly to the Chancellor) shall identify performance priorities for the next review period. The Chancellor shall meet in joint conference with the Ad Hoc Committee and the UAF Faculty Senate's **FARC [[Administrative Committee]]** to summarize the evaluation process. The specifics of the content of the Ad Hoc Committee evaluation shall not be discussed if the Chancellor deems it inappropriate under Board of Regents' Policy P04.01.062. and Alaska Statute.

The following statement is included with guidelines when distributed to units:

P04.01.062. Confidentiality of Personnel Records.

A. Dates of present and past employment with the university, position title, type of employment, campus, and salary are public information. The university adopts the policy of AS 39.25.080 so that all other personnel records, including but not limited to applications, leave records, home address and telephone number, performance evaluations and disciplinary matters, relating to any past or present employee of the university are not public records and are not accessible by the public. Personnel records will be released only under the following circumstances:

1. upon receipt of written authorization from the employee, former employee, or applicant, as directed in the authorization;

2. to the employee's supervisors and to university supervisors to whom the employee or former employee has applied for promotion, transfer or rehire;

3. to a state agency authorized by statute to review such university documents upon receipt of a subpoena issued by a competent authority and upon execution of an agreement that confidential information will not be made public;

4. upon receipt of an order of a court of competent jurisdiction;

5. for internal university operations, to persons having a need to know as determined by the regional personnel officer or the custodian of the record.

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GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

Group B Administrators:

In addition to being reviewed annually by his/her immediate Supervisor, "Group B" administrators are to undergo a 3-year comprehensive review. At a time designated by the Supervisor during the fall semester of the academic year of comprehensive review, the "Group B" administrator will submit a self-evaluation report to his/her Supervisor. The self-evaluation shall include: (1) comments on the annual performance evaluations; (2) a summary of his/her notable activities/accomplishments in the previous years; and (3) a statement of relevant goals/objectives relative to assigned or planned administrative duties for the upcoming years. The Supervisor's evaluation shall include faculty and/or staff opportunities for comment on the "Group B" administrator's performance. Comments received shall be referenced in anonymous and aggregate summary in the written evaluation provided to the "Group B"

administrator. The Supervisor will include, as part of the written evaluation, an appended workload assignment and/or statement of performance expectations for the "Group B" administrator for the subsequent review period. A summary statement of the process used to assure faculty/staff input into the evaluation will be forwarded to the Faculty Senate Office by March 15 of the academic year the "Group B" administrator is scheduled for review. The Faculty Senate **FACULTY** Administrator **REVIEW** Committee shall review the evaluation process in order to perform their oversight function in administrator review.

The following criteria will be used to determine which administrators are placed on or removed from the "Group B" list. As vacancies and appointments occur, changes to the list shall be determined annually by the Provost in consultation with the Faculty Senate President.

- "Group B" administrator responsibilities must be administrative in nature. ("Group B" administrators must not be Union members, UNAC or ACCFT).
- "Group B" administrators report to "Group A" administrators. ("Group A" administrators report to the Chancellor, Provost, or a Vice Chancellor.)
- "Group B" administrators supervise faculty and are involved in faculty performance reviews.

The UAF Faculty Senate reaffirmed the following resolution at Meeting #192 on Sept. 9, 2013:

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution at Meeting #176 in September 2011, and at Meeting #184 in September 2012. For academic year 2013-2014, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #192 on September 9, 2013.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2013-14 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

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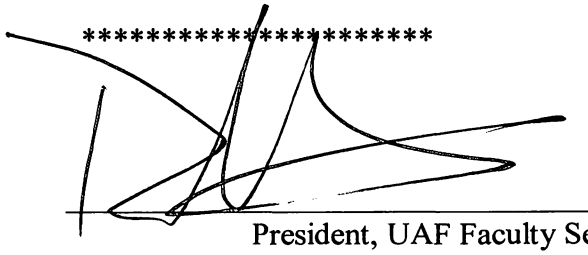

President, UAF Faculty Senate

The UAF Faculty Senate did NOT pass the following motion at Meeting #191 on May 6, 2013:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the PhD Degree in Mathematics.

EFFECTIVE: Fall 2013

RATIONALE: During the 2010-2011 program review process, the Faculty Program Review Committee recommended that the Ph.D. in Mathematics be continued, but stated "DMS should investigate ways to increase this number [of students] or make clear the reasons for the continuation of this program." The Administration Program Review Committee and the Chancellor's Cabinet recommended the Ph.D. in Mathematics program be discontinued. The Mathematics Department (which administers this degree) appealed that recommendation, but the appeal was denied by the Chancellor's Cabinet on the grounds that there was no evidence that enrollment would increase or other compelling reasons for continuation.

Background and Information:

There was total of only two Ph.D. in Mathematics graduates during the period from FY06 to present. Enrollment was 7 in FY06, but since then has ranged between 0 and 3 students. As shown below, there has been zero enrollment for a year. Of the students enrolled in 2009-10, two graduated and the other student is not expected to return.

Program Review Enrollment Data

Degree and major sought:	FY06	FY07	FY08	FY09	FY10
PHD Mathematics	7	2	3	3	2

Enrollment in the Mathematics Ph.D. Program by semester, 2009-present

Program	Su09	Fa09	Sp10	Su10	Fa10	Sp11	Su11	Fa11	Sp12	Su12	Fa12*
PHD	1	2	1	0	3	2	0	1	0	0	0

*As of October 25, 2012.

Additional factors are that the faculty member who has served as major professor for all recent Ph.D. students has left UAF, and that the program has persistently had low enrollment and graduates. During the previous program review period the enrollment had increased from zero (Fall 1999) to six (Fall 2004), but there were no doctoral degrees awarded. So, over the last 13 years there has been a total of only two graduates. The Program Review conducted in 2005-06 concluded in part:

> "We also support continuing the Ph.D. program for the next review period, but it will be subject to a serious re-evaluation in 2010. Several questions that must be addressed at that time are (1) Has a broader group of faculty, especially including some of the recent hires, begun advising Ph.D. students? (2) Has an enrollment of about 5-10 students been sustained? (3) Have a reasonable fraction of the students admitted before 2007 completed their degrees? (4) Have these students had successful outcomes, e.g., employment in their field, publication in peer-reviewed journals, etc.? Negative answers to most of these questions will probably result in termination of the program, or at least, suspension of admissions until a more favorable climate exists."

Discontinuation of this program will have little effect on other programs, personnel, students, or budget. The department will be freed from administrative requirements of student learning outcomes assessment and program review. The vacant faculty position can be refilled to focus on other department needs. There are currently no students enrolled in this program, and admissions have been suspended pending Faculty Senate action. Therefore, the program can be discontinued immediately and does not require a teach out period.

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The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate moves to amend the motion passed at Meeting #189 on March 4, 2013, concerning the application of the grading policy for the grade of C, so that it includes all undergraduate students, and is not limited to baccalaureate students.

Bolded **CAPS** = Additions
[[ ]] = Deletions

The UAF Faculty Senate moves to amend grading policy concerning the grade of C, such that C- (1.7) shall be the minimum acceptable grade that **[[**baccalaureate**]] UNDERGRADUATE** students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

EFFECTIVE: Fall 2013

RATIONALE:

1. Consistency with the past. Before +/- grades, a 'C-' was acceptable because a 'C-' was simply a version of C
2. Consistency with faculty who do not use +/- grades. A student who receives a 'C-' from a faculty member who does not use + is ok because that grade gets recorded as a 'C'. Same course, different teacher, this one does use + and the grade is not acceptable.
3. Consistency with BOR policies. BOR defines a C as an acceptable grade. Clearly a 'C-', which is a version of C, also should be acceptable.
4. Consistency with transfer policies: a course with a grade of C- transfers. However, currently it only transfers as 'credit' for a course in one's major or minor. In order to satisfy the requirement for the major or minor the course would need to be re-taken and a grade of C or higher received.
5. A grade of C- is the minimum acceptable for a 'core' course. This is confusing for students, who recognize that sometimes a C- is good enough, and sometimes not.

Note that the proposed change wouldn't change the fact that a student's overall GPA and GPA in the major must be a minimum of 2.0.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/7/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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Jennifer A. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/7/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Dispute Resolution (housed in the Justice Department of the College of Liberal Arts).

Effective: Fall 2013

Rationale: With high student interest and department support, this new minor is a practical addition to the Justice Program. See the program proposal #194-UNP on file in the Governance Office, 312B Signers' Hall.

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Jennifer A. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/7/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Overview:

The minor in Dispute Resolution will provide students with a theoretical background for and practice of alternative dispute resolution. The curriculum will support the developing restorative justice emphasis of the B.A. of Justice, as well as being applicable to business administration, social work, psychology and counseling contexts. The core of the minor (JUST F201, JUST F302, JUST F403, and JUST F405) introduce students to concepts involved with dispute resolution systems and restorative practices, provide theoretical background, and have students apply the concepts and skills associated with dispute resolution practices. The electives for the

minor (JUST F315 and JUST F401) look at application of the practices to two separate settings: corrections and cross cultural conflict.

Proposed Minor Requirements:

Minor in Dispute Resolution

1. Complete the following requirements:
   JUST F201, Dispute Resolution and Restorative Practices (3 Credits)
   JUST F302, Dispute Systems Design (3 Credits)
   JUST F403, Law and Science of Arbitration (3 Credits)
   JUST F405, Clinic in Mediation, Conferencing and Circle Practices (3 Credits)

2. Complete one of the following:
   JUST F315, Correctional Counseling and Rehabilitation (3 Credits)*
   JUST F401, Cross Cultural Conflict Analysis and Intervention (3 Credits)
   "C-" grade or better is required in Minor courses.
   400 level courses require Junior standing, but this may be waived by the instructor.

*JUST F315 requires JUST F310. For non-Justice Majors, taking JUST F401 avoids this extra course.

Relationship to the Purposes of the University:

In addition to the Justice professions, business organizations, human relations departments are realizing the need for employees possessing the knowledge and skills to resolve disputes arising within and without the organization. The Minor in Dispute Resolution will aid the State in developing a workforce that is able to work efficiently and cohesively. The minor is particularly well suited to supplement the education of Psychology, Social Work and Communication majors. The Justice Department faculty have spoken with faculty from those disciplines and received enthusiastic support for the creation of the minor. The Department also met with a focus group of Justice majors to query them as to the type of courses they would prefer to see created; restorative justice and dispute resolution courses were high on the list. Justice undergraduate courses are generally fully enrolled, and the courses for the proposed minor will also serve as electives for Justice majors. Thus, it is anticipated that the courses for the new minor will experience full enrollments.

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

RESOLUTION:

The UAF Faculty Senate recommends that the process of post-tenure performance review of UNAC-represented faculty be modified to eliminate levels of review above that of the dean in cases where both the unit peer committee and the dean have judged the performance to be satisfactory. Review by a university-wide committee and by the Provost should be required if either the unit peer committee or the dean rates performance as unsatisfactory in two of the three areas (teaching, research, service), or if either rates performance as unsatisfactory in one area if that area is the main part of the faculty member's workload.

RATIONALE: According to the Collective Bargaining Agreement (CBA) between the University of Alaska and United Academics, in effect between January 01, 2011 - December 31, 2013: "The post-tenure review process is generally intended to be a formative rather than a summative process of faculty evaluation, focused on faculty development. It is not intended to be the equivalent of the probationary evaluation of tenure track faculty. At the same time the process should review and encourage progress toward promotion where applicable, ongoing development, scholarship and productivity." The post-tenure reviews also serve to identify faculty whose performance is unsatisfactory. The CBA states that "Unit members who receive an unsatisfactory comprehensive post-tenure review shall be ineligible for market and merit salary adjustments until they receive a satisfactory outcome in a subsequent post-tenure review."

The current system of full university-wide review of post-tenure files by a committee of full professors is costly in terms of effort, yet for several reasons these university-wide reviews are useful in only a small number of cases. First, approximately 35 post-tenure reviews are conducted each year at UAF and typically just 0-3 are rated unsatisfactory overall. This low number is expected in light of the fact that tenured faculty have already undergone rigorous review for tenure and promotion, and nearly all continue a high level of performance after tenure. Second, for the stated purpose of faculty development, the portions of the post-tenure reviews that are most useful to the faculty are the reviews at unit peer and dean levels. Third, the need for a university-wide review committee composed of full professors draws experienced faculty away from the university-wide committees on 4th Year Reviews and Promotion & Tenure, where their advice would be more effective.

To fulfill the purpose of post-tenure review, in most cases review by a unit peer committee and the dean will be sufficient. Review by a university-wide committee and the Provost can be reserved for cases in which the results at those levels indicate a possible unsatisfactory rating overall, without compromising the goal of post-tenure review. Results at the unit peer and dean rankings can be used to identify these files. The recommended trigger of an unsatisfactory rating in two of three areas (teaching,

research, service) or an unsatisfactory rating in the main area of the faculty member's workload, by either the unit peer committee or the dean, is based on UAF experience. Focusing on these files would be a more productive use of university resources and would not compromise the purpose of post-tenure review.

Modification of the post-tenure review process will require a change in the CBA because the current CBA requires that comprehensive post-tenure review must include review by MAU Peer Review Committees (at UAF, the university-wide review committees).

The Faculty Senate resolution will be forwarded to the UAF administration and to United Academics. We will request that Labor Relations negotiate an MOA to permit this change under the current CBA, and also request that the change be incorporated into the next CBA.

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Jennifer A. Reynolds

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2013-2014 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

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President, UAF Faculty Senate

UAF Faculty Senate Meetings

Location is the Wood Center Carol Brown Ballroom, unless otherwise noted in the meeting agenda.
http://www.uaf.edu/uafgov/faculty-senate/meetings/

Fall 2013 Semester				
Meeting #:	**Date**	**Day**	**Time**	**Type**
192	Sept. 9, 2013	Monday	1-3 PM	Audio Conference
193	Oct. 7, 2013	Monday	1-3 PM	Face to Face
194	Nov. 4, 2013	Monday	1-3 PM	Audio Conference
195	Dec. 2, 2013	Monday	1-3 PM	Audio Conference
Spring 2014 Semester				
196	Feb. 3, 2014	Monday	1-3 PM	Face to Face
197	Mar. 3, 2014	Monday	1-3 PM	Video/Audio Conference
198	Apr. 7, 2014	Monday	1-3 PM	Audio Conference
199	May 5, 2014	Monday	1-3 PM	Face to Face

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2013. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 6, 2013

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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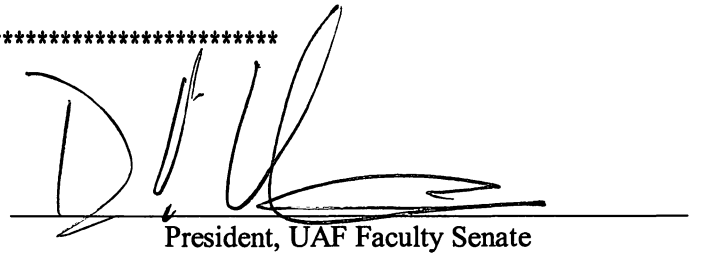

President, UAF Faculty Senate

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RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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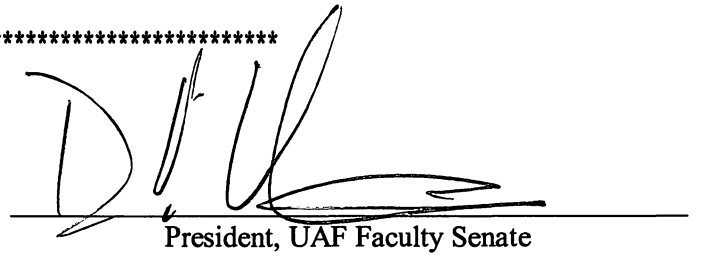

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate supports continuation of the PhD Degree in Mathematics on the condition that the Department of Mathematics and Statistics (DMS) submits annual reports to the Faculty Senate and to the Provost demonstrating success in meeting the intent and milestones of its plan ("Revitalizing the Mathematics Ph.D. Program at UAF"), submitted to the Faculty Senate and attached here. These reports are to be submitted by the Program Review document deadline established by the Provost; in 2013, the report is due on December 2. This condition will continue until the program's next formal Program Review, currently scheduled for 2015-16.

EFFECTIVE: Spring 2013

RATIONALE: During the 2010-2011 program review process, the Faculty Program Review Committee recommended that the Ph.D. in Mathematics be continued, but stated "DMS should investigate ways to increase this number [of students] or make clear the reasons for the continuation of this program." The Administration Program Review Committee and the Chancellor's Cabinet recommended the Ph.D. in Mathematics program be discontinued. DMS (which administers this degree) appealed that recommendation, but the appeal was denied by the Chancellor's Cabinet on the grounds that there was no evidence that enrollment would increase or other compelling reasons for continuation.

Program Review stipulates that the Faculty Senate must act on program deletion. Pursuant to this, a motion to delete the PhD Degree in Mathematics was made at Meeting 186 (November 5, 2012) and tabled pending development and receipt of a revitalization plan with identified goals and benchmarks. It was tabled first until the March 4, 2013 meeting, then again until the May 6, 2013 meeting. DMS has submitted a revitalization plan (attached) that the Faculty Senate Administrative Committee deems an adequate basis for recommending against program deletion at this time and for conditional program continuation.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/7/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

To Whom it May Concern:

Enclosed please find an draft plan for 'Revitalizing the Mathematics Ph.D. program' at UAF. This plan has been drawn up over the course of several months, in consultation with the Provost and CNSM Dean, who support our revitalization plan at this time. The expectation is that more faculty members will be involved in supervising Ph.D. students in the future, and that enrollment numbers will grow.

MATHEMATICS PH.D. REVITALIZATION PROPOSAL

The Department of Mathematics and Statistics proposes the following plan for revitalizing its Ph.D. Program. We outline a new path for students through the program, we present clear goals for a successful program, and we develop milestones for determining its viability and success.

Context of UAF's mathematics Ph.D.

Mathematics is a foundational discipline that contributes to many fields, and an institutional strength in it is a resource for the entire university. Having a Ph.D. program in Mathematics realizes UAF's vision of integrating teaching and research. Strong research universities that do not offer a Math Ph.D. are rare, or nonexistent, in the U.S. Of the 2012 UAF Equivalent Peer Group institutions, 9 of 11 have a Ph.D. program in Mathematics. All 9 of UAF's Aspirational Peers have a Mathematics Ph.D. program. If the program were deleted, Alaska would be one of only 2 states (with Maine) with no institution offering a Math Ph.D.

The opportunity to train graduate students is important for recruiting and retaining a strong faculty. The department currently has a number of members with strong national and international reputations, and UAF should seek to preserve and build on this strength. DMS personnel collaborate with those in other departments and institutes, and a weakening of the math faculty will have impacts across the full university.

Other institutions maintain Math Ph.D. programs with enrollments similar to UAF's recent enrollments. In general, mathematics Ph.D. programs are smaller than their counterparts in the lab sciences, and research papers are often single-authored or co-authored by a small number of people. Large numbers of graduate students are not necessary for faculty research. Enrollment figures for comparable institutions are given in Table 1 at the end of this document[1], and show UAF's degree production compares favorably with many other low-population state institutions.

Current status

In Spring 2013, the math graduate program has no enrolled or admitted Ph.D. students, and 9 enrolled M.S. students (3 of whom are expected to graduate this year; 1 of whom is expected to lose funding due to inadequate performance; 2 of whom are self-funded; 3 of whom are expected to graduate in 2014). Admission to the Ph.D. program is currently suspended, and M.S. admissions for Fall 2013 are underway. Thus, DMS is in the position of rebuilding the Ph.D. program from relatively low overall graduate enrollment.

Of the 10 full-time tripartite faculty in math, 6 are committed to rebuilding the Ph.D. (Allman, Avdonin, Berman, Rhodes, Rybkin, Williams); the others are either strongly opposed, or not interested. All, however, support the M.S. program and are interested in increasing its size. This plan is designed, therefore, to not require the participation of those faculty who wish to 'opt out' of Ph.D. involvement, but to try to use broad support for a larger program to support growth of the Ph.D.

Date: April 23, 2013.

[1]Data for most universities include faculty in statistics and math education despite the fact they do not supervise math Ph.D.s since faculty figures are compiled only by department by the American Mathematical Society. Two of the three most productive schools (Oregon, N. Dakota) have separate statistics departments, and thus their productivity figure is inflated relative to other schools.

VITALITY GOALS

In the long term, we want to admit 1 to 2 students each year who intend to pursue a Ph.D. at UAF. Some of these students may not yet have a M.S. degree, so following current departmental rules, they will be formally admitted into the M.S. program. However, they will be internally tracked as "M.S./Ph.D." students, so that it is clear that they intend to pursue a Ph.D. There will, of course, be some attrition, so that we envision eventually graduating approximately 2 students every 3 years. This means that at any point, the number of Ph.D. students in the program who are post M.S. will be approximately 4, spread among the interested faculty. (This is based on an expected completion time of 4-6 years post M.S. [2])

This will necessarily require that multiple faculty members are advising both Ph.D. students and masters students. Six faculty members are committed to both active recruiting and Ph.D. advising of students with interests in their research areas.

Given that the first admission to the program cannot be before Fall 2014, we can hope to graduate our first Ph.D. student no earlier than Spring 2018 (assuming the student enters with an M.S. degree and progresses quickly through the program). Graduating our first student in Spring 2019 or Spring 2020 is a more realistic expectation.

To have an effective program, we need to:

(1) Recruit effectively;

(2) Have a clear plan for allowing students to progress through the program, and for recognizing when students are not making adequate progress;

(3) Be able to provide adequate funding to students for program completion;

(4) Assess the effectiveness of the program.

RECRUITMENT

Graduate student recruitment has been difficult for DMS. Faculty have not broadly considered this an individual expectation, nor have we taken effective departmental actions. With the strong efforts of several faculty excepted, we have simply hoped applications would materialize. This needs to change, for both the M.S. and Ph.D. programs, and a sustained effort to draw good students must be made. While we will attempt to recruit Ph.D. students specifically, we will also focus on recruiting more M.S. students. We hope for a mix of students who apply committed to a Ph.D., and other students who decide to continue toward a Ph.D. after successful completion of a M.S.

Specific steps to recruit students to the Ph.D. program may include:

(1) Use of e-mail list servers, such as those of Project NeXT list or MAA sections, to reach faculty with a strong teaching interests across the country. (A trial attempt at this, timed to reach students who may not have been admitted to their first choice programs, generated 3 M.S. applicants within a few days.)

(2) Mailings to smaller liberal arts colleges, especially in the Pacific Northwest and other northern states like Minnesota and Maine, to attract applicants who might not have considered UAF, but might find a smaller program a better fit for them.

(3) Letters to undergraduate universities of recent graduates, emphasizing the program's effectiveness with their former students, and encouraging new applications.

[2]See 2003 NSF data, Tables 3 and 4 from `http://www.nsf.gov/statistics/infbrief/nsf06312/` which lists median Registered Time to Degree for Carnegie-classified research institutions as 6.8 - 7 years in mathematics, with average of 6.9 years for students who are primarily supported by teaching assistantships, which is the case in DMS. Aggregate median registered time to degree for all physical sciences, including mathematics, was 6.7 years in 2011, available at `http://www.nsf.gov/statistics/sed/2011/pdf/tab31.pdf`, but registered time to degree for mathematics specifically does not appear to be easily available.

(4) Improving the DMS Web page, focusing on the goal of recruitment of students.

(5) Mailings and visits to US universities that have MS programs in mathematics, but no Ph.D., to recruit recent graduates.

(6) Leveraging faculty contacts at individual foreign institutions (e.g., UNAM–Morelia, Mexico, University of New Brunswick–Fredericton, Canada, University of Tasmania, University of Canterbury, etc.) to encourage more well-prepared foreign applicants.

(7) Have individual faculty members send targeted emails to colleagues who work in fields related to the faculty member's area of research, soliciting students who are interested in working in that field, and following up with calls to interested students who apply.

(8) Meeting with personnel from the Office of Admissions and CNSM to discuss other ways to enhance recruiting.

Revised program for Ph.D. study

The current Ph.D. requirements, which were designed to reach an acceptable consensus across the full department (including those opposed to the program) are modeled more on those of much larger math departments, and are not practical for our size.

We propose two related paths, one for students who already have a M.S. and one for students who are entering the program directly, without a M.S.

M.S./Ph.D. students (admitted without an M.S. in mathematics).

Year 1: Take masters-level courses. Form interim program committee. Take a M.S. comprehensive exam at the end of the first year.

Year 2: Continue to take courses. Identify a broad proposed area of study through the Ph.D., and form M.S/Ph.D. program committee. Passing all required M.S. comprehensive exams by the end of year two is required. Take one (of two) Ph.D. subject exams, as designed by program committee, and pass it to be guaranteed of funding for year three. (One exam should focus on the intended area of research, and one on either a broader or distinct area.) Typically, earn a M.S. degree.

Year 3: Pass both Ph.D. exams by the end of year three, and if not done already, earn a M.S. degree. Failure to meet these milestones results in withdrawal of funding.

Year 4: Develop a detailed proposal for dissertation research and present it to the committee, in order to advance to candidacy. If a student does not advance to candidacy by the end of the year 5, then funding will be withdrawn.

Years 4 – 6: Do individual research towards the dissertation, in consultation with the student's advisor and committee. Defend the dissertation. Assuming available funding, students would be guaranteed support for years 4 and 5, and then must demonstrate adequate progress to be eligible for funding for a sixth year.

Ph.D. students admitted with an M.S. degree in mathematics.

Year 1: Take graduate courses in the student's proposed area of study. Form Ph.D. program committee. Take a Ph.D. exam (one of two), and pass it to be guaranteed of funding for year two.

Year 2: Pass both Ph.D. exams by the end of year two. Failure to meet these milestones results in withdrawal of funding.

Year 3: Develop a detailed proposal for dissertation research and present it to the committee, in order to advance to candidacy. If a student does not advance to candidacy by the end of year 4, then funding will be withdrawn.

Years 3 – 5: Do individual research towards the dissertation, in consultation with the student's advisor and committee. Defend the dissertation. Assuming available funding and adequate progress, students would be guaranteed support for years 3 and 4, and then must demonstrate adequate progress to be eligible for funding for a fifth year.

Funding

Expanding the mathematics graduate program at the M.S. level and revitalizing the Ph.D. program will require funding a larger number of students than in the past. Nationally, the overwhelming majority of mathematics graduate students are supported by TA-ships through their entire programs, and we must expect to do so as well. Despite a tightening budget at UAF, CNSM Dean Paul Layer is working with us to increase graduate enrollments in DMS. We believe we can expand student funding through the following mixture of approaches.

(1) More active involvement of graduate students in teaching, including online and summer courses, and low level (precalculus) courses: DMS uses a very large number of adjunct faculty, and qualified individuals are difficult to find. With adequate training, and possibly reconfiguring some course delivery, we can use more advanced graduate students to offset some of the need, with salary savings partially offsetting TA costs. On-line courses have generally poor student success rates, and graduate student involvement in support may help us address this persistent problem.

(2) Attracting graduate students from countries which provide financial support for study in the US: Many countries, especially those that are rapidly developing, (such as Kazakhstan, Mexico, Turkey and some others), are eager to send students to US universities, and provide full support.

(3) Individual research grants: Although RA-ships tied to faculty grants are less common in mathematics than in the sciences, there is potential for some faculty to fund students in this way (as has been done in DMS in the past). For students working on interdisciplinary topics, there is also potential to tie support to grants to faculty outside of DMS.

(4) External grants to the department to support graduate students: There are a number of federal programs to support graduate students that the department can apply for, e.g. GAANN (US Dept. of Education), S-STEM (NSF), and LSAMP (NSF). We know of other mathematics departments that have successfully used these to expand their graduate programs. While we probably cannot be competitive until we have a few students in the Ph.D. program, in the longer term we can be.

(5) Joint supervision of Ph.D. students with other universities: It is not uncommon nationally for students to study at several different universities during their graduate program. Under such an arrangement, students are usually supported by a TA-ship at each university during their time there. When appropriate for the student, this would both reduce our need to provide support, and give the student opportunities unavailable at UAF because of the size of our department.

Milestones and Assessment

We propose the following goals:

Year 1:

- Recruit for Ph.D. students
- Admit 1 – 2 Ph.D. students (that is, students who have the intention of pursuing a Ph.D., although we may admit them into the M.S. program)

Year 2:

- Recruit for Ph.D. students
- Admit 1 – 2 Ph.D. students (that is, students who have the intention of pursuing a Ph.D., although we may admit them into the M.S. program)

- If possible, administer a Ph.D. exam

Year 3:

- Recruit for Ph.D. students
- Admit 1 – 2 Ph.D. students (that is, students who have the intention of pursuing a Ph.D., although we may admit them into the M.S. program)
- If possible, administer Ph.D. exams
- Ideally, approve a dissertation research proposal and advance a student to candidacy

Year 4:

- Recruit for Ph.D. students
- Admit 1 – 2 Ph.D. students (that is, students who have the intention of pursuing a Ph.D., although we may admit them into the M.S. program)
- Administer Ph.D. exams
- Advance a student to candidacy, if possible

Long-term: Graduate the equivalent of 2 Ph.D.s every 3 years.

Appendix

Table 1. Enrollments in Mathematics Ph.D. programs for UA Equivalent Peer Group 2012 (All members for which data was available are shown.)

	Tenure-track faculty in Math Dept. (includes math/stats/math education in most cases)	Math Ph.D.s in most recent 3-year period	Annual math Ph.Ds/faculty
UAF	15	2	0.044
U. of Hawaii at Manoa	27	2	0.025
Idaho State*	17	2	0.039
University of Idaho*	17	2	0.039
Montana State*	27	5	0.062
U. of Nevada, Las Vegas	29	3	0.034
New Mexico State*	23	11	0.159
U. of New Mexico	27	2	0.025
North Dakota State*	17	6	0.118
Oregon State*	25	12	0.160
U. of South Dakota	20	1	0.017
Utah State*	26	3	0.038
U. of Vermont	24	4	0.056
U. of Wyoming*	25	4	0.05

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate moves to approve the revised Unit Criteria for the Fisheries Division of the School of Fisheries and Ocean Sciences.

EFFECTIVE: Fall 2013
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the SFOS Fisheries Division. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/7/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE

AND

FISHERIES DIVISION UNIT CRITERIA

STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE FISHERIES DIVISION OF THE SCHOOL OF FISHERIES AND OCEAN SCIENCES. CAPITALIZED TEXT REFLECTS ADDITIONS AND CLARIFICATIONS TO UAF REGULATION. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL AS PROMOTION AND TENURE.

CHAPTER I
Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II
Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience, and performance requirements are set forth in "UAF Faculty Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special

academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III
Periodic Evaluation of Faculty

A. General Criteria

Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty

member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty. Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. EFFECTIVE TEACHING ENABLES LEARNERS TO GAIN KNOWLEDGE AND /OR SKILLS.

EFFECTIVE TEACHERS:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for THEIR students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subjectS BEING TAUGHT;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at AN appropriate level;

IN ADDITION, EFFECTIVE TEACHERS WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:

a. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

b. may receive prizes and awards for excellence in teaching;

c. SUCCESSFULLY MENTOR GRADUATE STUDENTS;

d. MAY WRITE TEXT BOOKS, TEXTBOOK CHAPTERS, OR ARTICLES ON TEACHING METHODS, DEVELOP CASE STUDIES, ORGANIZE TEACHING WORKSHOPS, OR PREPARE COURSE MODULES FOR BROAD DISTRIBUTION.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

TEACHING IS AN IMPORTANT ROLE OF FISHERIES DIVISION FACULTY. FACULTY MEMBERS DISCHARGE THEIR RESPONSIBILITY BY TEACHING FORMAL COURSES, ADVISING UNDERGRADUATE AND GRADUATE STUDENTS, DIRECTING INDEPENDENT STUDIES (497 OR 697), SUPERVISING EXPERIENTIAL LEARNING AND INTERNSHIPS, AND CONDUCTING INFORMAL COURSES OR WORKSHOPS. TEACHING AND ADVISING GRADUATE STUDENTS IS MORE DEMANDING THAN TEACHING AND ADVISING UNDERGRADUATE STUDENTS; NEVERTHELESS, THE EXTRA EFFORT FACULTY INVEST IN GRADUATE TEACHING AND ADVISING ARE CENTRAL TO FISHERIES DIVISION'S MISSION. FACULTY WORKLOAD ASSIGNMENTS MAY REFLECT DISSIMILAR LOADS RELATED TO FORMAL CLASSROOM TEACHING AND GRADUATE AND UNDERGRADUATE ADVISING LOADS; HOWEVER THE GUIDELINE EXPECTATION IS THAT FACULTY MEMBERS WILL TEACH AT LEAST FOUR ACADEMIC CREDITS IN THE CLASSROOM EACH YEAR. QUALITY OF CLASSROOM TEACHING IS INDICATED BY PEER EVALUATIONS OF COURSE MATERIALS, PEER EVALUATIONS OF TEACHING PERFORMANCE, AND THE RECURRING LEVEL OF ENROLLMENT IN CLASSES. QUALITY GRADUATE ADVISING IS INDICATED BY THE SUCCESS OF STUDENTS IN COMPLETING DEGREES UNDER THE FACULTY MEMBER'S SUPERVISION. FACULTY WILL BE RECOGNIZED FOR ADVISING GRADUATE STUDENTS WHO ARE NOT BASED IN SFOS IN THE SAME WAY THAT THEY ARE RECOGNIZED FOR

ADVISING GRADUATE STUDENTS WHO ARE BASED IN SFOS. ADDITIONAL EVIDENCE OF EFFECTIVE TEACHING AND MENTORING INCLUDES RESULTS OF STUDENT EVALUATIONS, PEER-REVIEWED PUBLICATION OF STUDENTS' THESIS OR DISSERTATION RESEARCH; STUDENT PRESENTATIONS AT REGIONAL, NATIONAL AND INTERNATIONAL MEETINGS; AND AWARDS TO STUDENTS.

RECOGNIZING THAT WORKLOAD ASSIGNMENTS VARY AMONG FACULTY MEMBERS THE GUIDELINE EXPECTATION IS THAT EACH CANDIDATE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST TWO SUCCESSFUL GRADUATE STUDENTS WHO HAVE COMPLETED DEGREES UNDER HER OR HIS SUPERVISION (AS COMMITTEE CHAIR OR CO-CHAIR). SIMILARLY, EACH FISHERIES FACULTY MEMBER WITHOUT A JOINT APPOINTMENT WHO IS A CANDIDATE FOR PROMOTION TO PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST SIX SUCCESSFUL GRADUATE STUDENTS UNDER HER OR HIS SUPERVISION. FISHERIES FACULTY WITH JOINT APPOINTMENTS WITH THE MARINE ADVISORY PROGRAM OR THE MUSEUM (FISH CURATION) WHO ARE CANDIDATES FOR PROMOTION TO PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST FOUR SUCCESSFUL GRADUATE STUDENTS UNDER THEIR MENTORSHIP. IN ADDITION, CANDIDATES FOR PROMOTION TO ASSOCIATE PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST TWO REGULARLY SCHEDULED COURSES THAT THEY HAVE DEVELOPED OR HAVE PRIMARY RESPONSIBILITY FOR DELIVERING AND WHICH ARE CENTRAL TO THE UNDERGRADUATE OR GRADUATE PROGRAM REQUIREMENTS.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate TO the mission of their unit, and equally importantLY, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by peers, juries, recognized artists, or critics.

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

FACULTY IN FISHERIES APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF SUBSTANTIAL, HIGH-QUALITY CONTRIBUTIONS IN RESEARCH. WHILE THERE IS NO SUBSTITUTE FOR THE EXERCISE OF GOOD JUDGMENT ON THE PART OF THOSE WHO ARE CALLED UPON TO ASSESS RESEARCH AND SCHOLARLY PRODUCTIVITY, IT IS THE RESPONSIBILITY OF EACH FACULTY MEMBER TO EXPLAIN AND/OR OTHERWISE PROVIDE EVIDENCE OF THE SIGNIFICANCE OF THEIR RESEARCH AND SCHOLARLY ACTIVITIES. THE VARIED NATURE OF RESEARCH AND SCHOLARLY CONTRIBUTIONS MAKE IT DIFFICULT TO IDENTIFY SIMPLE CRITERIA FOR ASSESSING THE QUALITY AND SIGNIFICANCE OF SUCH CONTRIBUTIONS. IN GENERAL, THE PRIMARY EVIDENCE OF HIGH QUALITY RESEARCH IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED PEER-REVIEWED JOURNALS, BOOKS OR OTHER MEDIA AND EVIDENCE OF SUBSTANTIAL CONTRIBUTION TO RESEARCH IS PRIMARY AUTHORSHIP BY THE APPLICANT OR HIS OR HER STUDENT, OR LEADERSHIP AS PRINCIPAL INVESTIGATOR OF THE RESEARCH—QUALITY, AS JUDGED BY FISHERIES DIVISION FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY.

FISHERIES DIVISION FACULTY ARE EXPECTED TO AUTHOR AN AVERAGE OF AT LEAST ONE REFEREED PUBLICATION PER YEAR. THUS CANDIDATES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST SIX REFEREED PUBLICATIONS; CANDIDATES FOR PROMOTION TO PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST TWELVE REFEREED PUBLICATIONS. THESE EXPECTATIONS SHOULD BE INTERPRETED IN THE CONTEXT OF ACTUAL WORKLOAD AND ADJUSTED ACCORDINGLY.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH THE UAF FISHERIES DIVISION, IS RELEVANT TO TENURE AND PROMOTION DECISIONS. IN ADDITION, THE NATURE OF THEIR WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION AND TENURE DECISIONS. THE STANDARD FOR TENURE, PROMOTION TO ASSOCIATE PROFESSOR, AND SATISFACTORY POST-TENURE REVIEW IS SATISFACTORY RESEARCH PERFORMANCE FOR THE PERIOD BEING EVALUATED. THE STANDARD FOR PROMOTION TO PROFESSOR IS SUSTAINED, EXCELLENT RESEARCH PERFORMANCE, RECOGNIZED NATIONALLY AND INTERNATIONALLY.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service". The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service".

UNIVERSITY AND PUBLIC SERVICE IS EXPECTED OF ALL FISHERIES FACULTY. PERTINENT SERVICE IS RELATED TO THE FACULTY MEMBER'S PROFESSIONAL EXPERTISE OR UNIVERSITY POSITION. SOME MEMBERS MAY HAVE GREATER OR LESSER THAN AVERAGE ASSIGNMENTS IN SERVICE AND THE EXPECTATIONS OF THEM SHOULD BE ADJUSTED ACCORDINGLY. HOWEVER, EXCEPT FOR FACULTY ON SABBATICAL LEAVE, THE GUIDELINE EXPECTATION IS THAT EVERY FACULTY MEMBER WILL SPEND AT LEAST ONE MONTH OF TIME ANNUALLY ON SERVICE RELATED ACTIVITIES REGARDLESS OF THEIR LEVEL OF RESEARCH AND TEACHING. SERVICE IS TYPICALLY LIMITED TO 5 UNITS (APPROXIMATELY 1.5 MONTHS) UNLESS OTHERWISE AUTHORIZED IN THE WORKLOAD PROPOSAL. SOME FACULTY IN THE FISHERIES DIVISION HAVE A LARGER THAN USUAL SERVICE COMPONENT, WHICH IS REFLECTED ON THEIR ANNUAL WORKLOAD. THE MIX OF PUBLIC, UNIVERSITY, PROFESSIONAL, AND OTHER SERVICE MAY ALSO VARY WITH THE FACULTY MEMBER'S FIELD OF EXPERTISE AND STAGE OF CAREER. SOME FACULTY MAY HAVE SUBSTANTIAL ADMINISTRATIVE OR SPECIAL ASSIGNMENTS THAT INCREASE THE SERVICE PORTION OF THEIR WORKLOAD.

1. **Public Service**

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. AMONG OTHERS, THESE CONSTITUENCIES INCLUDE MEMBERS OF FISHING COMMUNITIES, SEAFOOD INDUSTRY, AND OTHER FISHERY STAKEHOLDERS. It includes all activities that extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance OF the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth, INCLUDING ANSWERING QUESTIONS AND SOLVING PROBLEMS POSED BY THE PUBLIC AND THE INDUSTRY REGARDING FISHERIES, SEAFOOD SCIENCE AND MARINE RESOURCES.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. UNREMUNERATED Consulting IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, SEMINARS or public INFORMATIONAL meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. **University Service**

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, OR PROGRAM.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. OTHER SERVICE: CURATION

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND THE UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN FISHERIES, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH, AND SERVICE.

CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:

a. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);

b. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

c. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;

d. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);

e. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

f. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;

g. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;

h. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;

i. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS AND INTERNATIONAL TREATIES AND AGREEMENTS THAT PERTAIN TO THE COLLECTION.

SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

a. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

b. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

   (I). CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

   (II). CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

   (III). CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGS OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.

   (IV). CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.

c. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA.

d. CURATORS WILL ACTIVELY SUBMIT GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC, AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. HE OR SHE MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

5. Evaluation of Service

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

EVIDENCE OF HIGH-QUALITY PERFORMANCE CAN INCLUDE SPECIFIC ACCOMPLISHMENTS RELATED TO THE SERVICE. SERVICE ON NATIONAL OR INTERNATIONAL BODIES IS EXPECTED OF CANDIDATES FOR PROMOTION TO PROFESSOR.

FOR FACULTY PROVIDING CURATION SERVICES, THE APPLICATION FOR PROMOTION SHOULD INCLUDE A LETTER PREPARED BY A COMMITTEE OF TENURED CURATORS AT THE MUSEUM. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION

The UAF Faculty Senate moves to approve a new Graduate Certificate in Science Teaching and Outreach (housed in the College of Natural Sciences and Mathematics).

EFFECTIVE: Fall 2014, with Board of Regents approval.

RATIONALE: The UAF 2010 Vision statement includes an emphasis on "linking research discoveries with teaching, service, and community engagement." UAF science graduate students are actively engaged in research, but have few opportunities to explore, understand, and engage in the teaching and service components of faculty workloads. When they do engage in teaching, they are sometimes under-prepared to do so. This program will enhance graduate student ability to teach laboratory sections of science courses, thus improving learning opportunities for undergraduates. The internship component of the proposed certificate will allow graduate students to link their research to university-level teaching and/or community engagement, including productive partnerships with Alaskan schools (SDI theme 2). In addition, the Vision 2017 Task Force recommends, among other things, that UAF "significantly expand internships, externships, and practicum opportunities for all students," and that UAF "emphasize development of career and employability skills throughout the UAF curriculum..." This certificate will allow graduate students to explore and gain hands-on experience with teaching. Earning such a certificate will make graduate students more marketable in the highly competitive job markets they will enter upon completion of their degrees.

The costs of this program are essentially administrative. The majority of the courses required for the certificate are already either permanent, taught as trial courses, or taught as special topics courses. No new resources are required. One of the goals of this certificate offering is to give students who are already enrolled in graduate degree programs in the natural sciences a tangible credential associated with completing several of these classes.

The full proposal, 35-GNP, is on file at the Faculty Senate Office, 312B Signers' Hall. It is also posted online at:
http://www.uaf.edu/uafgov/faculty-senate/meetings/2012-13-fs-meetings/#191

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/7/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

STATEMENT OF THE PROPOSED PROGRAM, ITS OBJECTIVES AND CAREER OPPORTUNITIES

We hereby propose a new graduate certificate in Science Teaching and Outreach, to be offered at the University of Alaska Fairbanks. Many science graduate students have demonstrated an interest in enhancing their teaching and outreach skills. In response, two courses and a seminar that meet this need have been developed and are currently offered. An additional course on mentoring has previously been offered, but not in the past year. The graduate certificate would package these courses, with the addition of an internship and two 1-credit seminars, to offer a formal credential to science students that are interested in enhancing their teaching skills. The certificate is expected to increase competitive ability in the higher education job market, as well as prepare students to be better communicators of their science.

Program Goals:

1) To provide students with a formal credential that documents their efforts towards enhancing their teaching, mentoring, and/or outreach skills
2) To better prepare future professionals for careers in science and engineering by increasing skill in teaching, mentoring, and/or community engagement
3) To increase student familiarity with pedagogical theory and best practices in teaching

NEED FOR PROGRAM

The need for improvements in how science and engineering graduate students are trained with respect to teaching and mentoring is well-documented (e.g. Committee on Graduate Education, 1998). Despite the multifaceted nature of responsibilities graduate students will have in their careers, most graduate programs in the sciences have not traditionally offered explicit training in teaching and mentoring (Pruitt-Logan et al. 2002). However, this trend is changing—as of 2009, about 45 institutions offered the option of earning a certificate in college teaching to their graduate students (Border and vonHoene, 2010). Some programs focus explicitly on preparing STEM faculty, while other programs are offered across disciplines. Science graduate students at other institutions who have participated in professional development programs related to teaching and learning have reported that their participation resulted in greater knowledge about teaching and learning, and a better understanding of faculty roles, compared to peers who have not had such training (Pruitt-Logan et al. 2002). Such training may enhance a candidate's marketability in higher education and in other science and engineering careers— in a national survey, hiring departments in a broad range of institutions placed high value on teaching readiness, as indicated by college-level teaching credentials (Benassi et al. 2001).

In addition, the certificate will prepare participants (in part) for the service component of faculty and other professional positions by requiring students to work with K-12 and public audiences. This experience should also increase student's ability to create meaningful broader impacts projects for federally funded grant proposals. Finally, participation in the coursework leading to the certificate is expected to have a direct impact on teaching skills in the short term. Because many science graduate students serve

as teaching assistants, this is expected to have positive outcomes for undergraduates taking science courses at UAF.

Proposed General Catalog Layout Copy of Program

Graduate Certificate in Science Teaching and Outreach

The certificate in science teaching and outreach is a voluntary program that prepares science graduate students for science careers that include teaching and/or communicating science to the public. It does NOT meet the requirements for earning a state teaching certificate and will not allow graduates to apply for certified positions in the K-12 school system. Such training will enhance readiness for college-level teaching by providing hands-on training and familiarity with pedagogical theory. The certificate is expected to increase competitive ability in the higher education job market.

Requirements for the Certificate:

1. Complete the general university requirements
2. Have a Bachelor's Degree from an accredited institution
3. Admission to a graduate science or engineering degree program at UAF (CNSM, SFOS, SNRAS, CEM), or prior completion of a graduate degree in the sciences or engineering.
4. Complete the following:

STO 666- Scientific Teaching 2
STO 601- Communicating Science 2
STO 602- Mentoring in the Sciences 2
STO 603- Instructional Design 1
STO 604- Internship 4

11 credits

5. Complete 1 of the following:

STO 692 – Current Topics in Scientific Teaching 1
MATH 600 – Mathematics Teaching Seminar 1
PHYS 605 – Physics Teaching Seminar 1

1 credit

PROGRAM TOTAL: 12 credits

RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	$60,800 (loaded salaries) 0.43 FTE			$60,800 (loaded salaries) 0.43 FTE
Adjunct Faculty (FTE's & dollars)	$0	$0		$0
Teaching Assistants (Headcount)	$0	$0		$0
Instructional Facilities (in dollars and/or sq. footage)	The program will require 3-4 small classrooms per semester.	$0		The program will require 3-4 small classrooms per semester.
Office Space (Sq. footage)	All faculty and support personnel have existing office space	$0		All faculty and support personnel have existing office space
Lab Space (Sq. Footage)	$0	$0		$0
Computer & Networking (in dollars)	$0	$0		$0
Research/ Instructional/ office Equipment (in dollars)	$0	$0		$0
Support Staff (FTE's & dollars)	The B&W office manager will schedule courses (<0.05 FTE)	$0		The B&W office manager will schedule courses (<0.05 FTE)
Supplies (in dollars)	$0	$0		$0
Travel (in dollars)	$0	$0		$0

UNIVERSITY of ALASKA
Many Traditions, One Alaska

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAF	1b. School or College CNSM	1c. Department BIOL

2. Complete Program Title: Graduate Certificate in Science Teaching and Outreach

3. Type of Program

☐ Undergraduate Certificate ☐ AA/AAS ☐ Baccalaureate ☐ Post-Baccalaureate Certificate
☐ Master's ☒ Graduate Certificate ☐ Doctorate

4. Type of Action	5. Implementation date (semester, year)
☒ Add ☐ Change ☐ Delete	Spring, 2014

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY 15		Projected Annual Expenditures in FY 15	
Unrestricted		Salaries & benefits (faculty and staff)	$60,800
General Fund	$5,648	Other (commodities, services, etc.)	$
Student Tuition & Fees	$55,152	TOTAL EXPENDITURES	$60,800
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$	Year 2	$
TVEP or Other (specify):	$	Year 3	$
TOTAL REVENUES	$60,800	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in: 16

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$	$
b. Additional appropriation required	$	$
c. Funded through new internal MAU redistribution	$	$
d. Funds already committed to the program by the MAU[1]	$5,648	$
e. Funded all or in part by external funds, expiration date	$	$
f. Other funding source Specify Type:	$	$

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes ☒ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

[1]Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 6	Year 2: 12	Year 3: 12	Year 4: 12

Page number of attached summary where demand for this program is discussed: 12

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	
Adjunct	
Term	
Tenure track	

11. Number* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect

Page number of attached summary where effects on other programs are discussed:

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list):Linking research with teaching, expanding internship opportunities, development of career skills

Page in attached summary where alignment is discussed: 8

15. State needs met by this program (list):

Page in the attached summary where the state needs to be met are discussed:

16. Program is initially planned to be: (check all that apply)

☒ Available to students attending classes at UAF campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

_____/_____ _____/_____
Provost Date Chancellor Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
Chair, Academic and Student Affairs Committee Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
UA President Date

☐ Approved
☐ Disapproved

_____/_____
Chair, Board of Regents Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

MOTION:

The UAF Faculty Senate agrees to the discontinuation of the Minor in Leadership and Civic Engagement (housed in the College of Liberal Arts, Northern Studies Department).

EFFECTIVE: Fall 2014

RATIONALE: The Northern Studies Department cites lack of student demand and lack of program and faculty resources as reasons they wish to discontinue this program. The School of Management's Northern Leadership Center has been in contact with the Northern Studies Department about this discontinuation, and the Northern Leadership Center will be undertaking development of a new minor in Leadership.

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Jennifer L. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5/7/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Background and Information:

The program was built on introductory and capstone courses within Northern Studies and electives taught by the Political Science and History departments and Rural Development Program. Subsequently the Minor was required for the Bachelors in Emergency Management,

but the School of Management no longer requires the Minor in Leadership and Civic Engagement.

Northern Studies has had so few students taking the minor (with none in the past few years) that deleting the program will not affect History, Political Science or Rural Development. It will take a program off the books that has not been in demand for several years.

The last time the introductory course was taught, the instructor was not paid for teaching it. The capstone course was taught five times as an individual study. Deleting the minor recognizes the reality that there is no demand for this program as presently constituted and CLA and Northern Studies do not have the capital or human resources to devote to this program.

The last time a student graduated with this minor was in 2008. While the faculty associated with the program had envisioned the program would grow and they would receive additional funding to deliver it, this never materialized.

The UAF Faculty Senate passed the following resolution at Meeting #191, May 6, 2013:

RESOLUTION

The UAF Faculty Senate resolves that the Administrative Committee address incidents of sexual harassment at the UAF as exemplified by recent issues of the UAF Sun Star.

Motivation and background

- The Faculty Senate has learned of two offensive articles published in April editions of the UAF student newspaper Sun Star (not an official publication of UAF). A UAF faculty member has charged that these articles constitute sexual harassment.
- Having the Faculty Senate Administrative Committee look into how they might address this matter now rather than in the fall will ensure the matter is not forgotten.

****

President, UAF Faculty Senate

Resolution referred back to committee.
The UAF Faculty Senate passed the following at Meeting #191, May 6, 2013:

RESOLUTION

The UAF Faculty Senate recommends that the current UA system regulation concerning General Education Requirements (GER) for Baccalaureate Degrees (R.10.04.040) be modified to allow for two 5-credit courses in a single non-English language to count toward fulfilling any six of the 15 credits required for the Social Sciences/Humanities/Arts section of the GER.

Motivation and background

- UAF currently does this, probably in violation of UA system regulations. It would be great to clearly be in compliance with UA regulations.
- Doing so will continue to encourage undergraduate students to gain at least modest familiarity with a language other than English.

****

President, UAF Faculty Senate

Tabled
sent back to committee

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #190, April 1, 2013:

MOTION:

The UAF Faculty Senate moves to approve establishment of a central online collection of expanded course descriptions for all UAF courses, using the template provided below. Any changes to the template must be approved by the UAF Faculty Senate. Access to the online collection of expanded course descriptions shall be restricted to the University of Alaska community through a UA login.

This motion supersedes the Faculty Senate motion of October 12, 2009 (Meeting #161) to establish a single website containing sample syllabi for UAF courses.

EFFECTIVE: Immediately.

RATIONALE: Course descriptions in the official UAF catalog are limited to 50 words or less, and there are legal and logistical impediments to longer catalog entries. A centralized online collection of expanded course descriptions will assist students and advisors with course selection based on academic considerations by providing easy access to more detailed information. Discussions in the Faculty Senate and a faculty-wide survey in February 2013 have indicated strong support for this. The survey also indicated a clear preference for posting expanded course descriptions rather than syllabi, and for a restricted-access site.

The template makes use of required elements in a UAF course syllabus, so that most of it can be filled in by simple cut-and-paste from a syllabus. Several additional entries require interpretation of the syllabus or reference to the catalog, but are simple enough that including them should not pose a problem. It should be quick and straightforward to create and update expanded course descriptions using a current syllabus. Some courses are taught by several instructors, but only one expanded course description would be needed because the elements in it should be consistent among instructors.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 1 April 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Template elements directly from the syllabus: Course Title, Course Number, Credits, Prerequisites, Course Description, Course Goals, Student Learning Outcomes.

Additional elements, all entered using dropdown menus: Designator, Course Format, Lab, Grading.

The following three examples of expanded course descriptions are based on sample syllabi posted on the Faculty Senate web site.
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/syllabus-examples/

TEMPLATE for Expanded Course Descriptions

Course Title: *from syllabus*

Course Number: *from syllabus (cross-listed and stacked courses have several numbers)*

Designator: *dropdown menus (none, O, W)*

Credits: *from syllabus*

Course Format: *several dropdown menus to allow for classes with multiple formats (face-to-face, videoconference, audioconference, online)*

Lab: *dropdown menu (yes, no)*

Prerequisites: *from syllabus*

Course Description: *from syllabus*

Course Goals: *from syllabus*

Student Learning Outcomes: *from syllabus*

Grading: *dropdown menu (pass/fail, letter grade)*

Date of Entry: *(can be automatically entered by the computer system)*

EXAMPLE #1

Course Title: Omlet Design and Fabrication

Course Number: EGG F637

Designator: none

Credits: 3

Course Format: face-to-face

Lab: no

Prerequisites: EGG 601 (Molecular Gastronomy) and CHEM 451 (Biochemistry--Metabolism)

Course Description:
This is a graduate level course in the design, analysis, and synthesis of the beaten-egg cooked foodstuff known variously as an omelet or omelette. This is a required core course in the Master of Egg degree program, but can be taken as an elective by interested graduate students in related fields. In addition to basic cooking knowledge, a detailed understanding of molecular gastronomy (EGG 601) and metabolic foodstuff processing (CHEM 451) is required to understand the relationships between chemical transformations and crispiness.

Course Goals:
Generally, we will cover the detailed molecular transformations obtained in beating and frying eggs, primarily the effect of anhydrous heat on eggs and yolk, and the determination of the optimal trade-off in cooking times, from blackened Cajun style through tepid and runny.

Student Learning Outcomes:
After completing this course, students will be able to:

- Explain how heat denatures protein chains in egg yolk and whites.
- Explain the effect of glucose-6-phosphate dehydrogenase on ingested lipids.
- Use this knowledge to cook a truly spectacular omelet.

Grading: letter grade

Date of Entry: February 26, 2013

EXAMPLE #2

Course Title: History of Earth and Life

Course Number: GEOS F112

Designator: none

Credits: 4

Course Format: face-to-face

Lab: yes

Prerequisites: GEOS 101 or GE 261

Course Description:
Historical geology is about evolution. This course will explore the evolution of planet Earth and the degree to which geological and biological processes have influenced each other throughout the history of our planet. This is a subject that is deeply concerned with time - large amounts of time. Geological events are typically measured in millions or billions of years. This time scale, *geologic time*, vastly transcends human experience. Events that are exceedingly rare during a human lifetime may be frequent and

inevitable at geological time scales. If you take this course seriously, it will change your frame of reference to incorporate a sense of geologic time, a concept that will transform your understanding of the landscape, the biota, and your place in history.

Course Goals:
The primary mission of this course is to provide you will the tools and skills necessary to reconstruct physical and biological events that occurred deep in Earth's past. To meet this goal, there are three primary course objectives: 1) Explore the ways in which plate tectonics, erosion, and climate change modify the size and topography of continents, using North America as the prime example. 2) Examine the sequence of organic evolution, from the triumphant trilobite to the mighty mammoth. 3) Understand the interrelationships between physical and biological processes and events

Student Learning Outcomes:
Ultimately, you will learn to think like a historical scientist. Labs will allow you to practice interpreting geological data (rocks and fossils) and using basic tools (maps and microscopes), while class discussions and homework assignments will encourage you to think critically. Upon completing this course, you will be able to:

- Use sedimentary rocks to reconstruct past climates and environments
- Identify fossil organisms and use them to reconstruct past habitats
- Reconstruct the tectonic and climatic history of a region based on a geologic map
- Explain the origin of the major physiographic features of North America
- Outline major "breakthroughs" in the history of life on Earth
- Evaluate historical data in terms of quality, reliability, and interpretation
- Investigate a geological topic and display your findings on a poster

Grading: letter grade

Date of Entry: February 26, 2013

EXAMPLE #3

Course Title: Fundamentals of Media Design and Web Tools 2.0

Course Number: ED F432

Designators: none

Credits: 3

Course Format: online

Lab: no

Prerequisites: GEOS F101 or GE F261

Course Description:
Create and publish materials with proper media design for use in teaching and learning. Topics include photo and graphics formatting, video production, video podcast production, SMART technologies, static screen capture, motion screen capture, and analyze for educational content. These productions will be included on the students' MITI eportfolios. This course is a prerequisite for subsequent MITI courses and should be taken after or concurrently with ED 431 Web 2.0 Fundamentals: Participate, Produce, Publish. It is expected that this course will take 135+ hours to complete.

Course Goals:
This course supports the UAF School of Education's mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

Student Learning Outcomes:
Students in the course will:

- Capture and manipulate photos in proper format for print, computer display and web publication.
- Create and publish video productions with multiple elements and in correct format.
- Create, publish and video podcasts for educational content.
- Create and publish SMART presentations and incorporate available presentations
- Create, publish, and print tutorials using static screen captures and analyze for educational content.
- Create, publish, and analyze video tutorials using motion screen captures.

Grading: letter grade

Date of Entry: February 26, 2013

The UAF Faculty Senate passed the following at Meeting #190, April 1, 2013:

MOTION:

The UAF Faculty Senate moves to affirm the election of Cecile Lardon as the Faculty Senate President-Elect for 2013-2014.

EFFECTIVE: Immediately

RATIONALE: A single nomination has been received for the President-Elect position; therefore, a secret ballot election need not be held. A simple majority vote will suffice.

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President, UAF Faculty Senate

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PERSONAL STATEMENT OF THE NOMINEE:

Cécile Lardon, Ph.D., Associate Professor of Psychology

I came to Fairbanks and to UAF in 1999 after earning an M.A. and Ph.D. in community and organizational psychology at the University of Illinois at Chicago (UIC). I was a member of the Psychology Department for the first 13 years at UAF but joined the Sociology Department this year where I currently serve as the interim department chair. I have long been interested in organizational and community change and in leadership. While at UIC I worked at the Institute of Government and Public Affairs where I participated in organization development and strategic planning with government and not-for-profit agencies. My dissertation was on organizational cultures in state psychiatric hospitals. In Alaska I have worked with Alaska Native communities on health issues. A multi-year NIH funded project aimed to develop a community development approach to health promotion by designing a culturally based planning and evaluation process and then developing local expertise, infrastructure and processes to support that project plan.

I have served on the Faculty Senate for a total of 5 years: My first term in 2005/06 ended prematurely when I needed to take on the role of department chair in the Psychology Department. More recently I have served two full terms. My Faculty Senate committee work has included the Committee on the Status of Women (1 year) and the Faculty Affairs Committee (4 years) which I have chaired this year.

Participating in governance has always been a priority for me. I grew up in Germany in the 60s and 70s as part of the second post-WWII generation. Being an active and critical member of

one's society was a strong societal value that has shaped my life since. I strongly believe in the importance of shared governance in the academy. And to make that work faculty need to be active, informed, and critical participants. Although there are many ways for faculty to participate in the affairs of the university, the Faculty Senate is the main venue for faculty to shape policies and help set priorities that affect our work. To be an effective body the Senate needs to draw on the perspectives and talents of all its members. It also needs to take an active role in developing its future leaders. Serving as Faculty Senate President during a time of high levels of general disengagement and cynicism among the faculty can certainly be a challenge but I also see it as an opportunity to bring new interest in and attention to the issues the Senate deals with. I feel honored to have the opportunity to participate in the Senate's crucial role as a credible and forward thinking partner in university governance.

The UAF Faculty Senate passed the following at Meeting #190, April 1, 2013:

MOTION:

The UAF Faculty Senate moves to approve the new Bachelor of Arts in Secondary Education with Content Area.

EFFECTIVE: Fall 2014, with Board of Regents approval.

RATIONALE: Alaska has a chronic need for teachers. This proposed new major provides a structured path, within a baccalaureate degree, for a student to gain the complete education necessary to become a secondary education teacher in the State of Alaska. The program is structured to improve access to interested students and to increase availability of qualified and successful secondary school teachers in Alaska, particularly in rural Alaska. The additional cost of this program is essentially administrative, with no new courses or faculty required, but the likely benefits are considerable.

Currently a student intending to become a secondary educator earns a baccalaureate degree in a subject area and then undergoes 1-2 years of post-baccalaureate teacher training. There are numerous disadvantages to this approach, including extremely limited financial aid for the post-baccalaureate training and a disconnect between studying the major subject and learning to teaching that subject. The new approach addresses these problems by enrolling the student in a unified, integrated double major in Secondary Education combined with a major in an approved Secondary Education field (English, Mathematics, Art, Biology, etc.).

Other advantages of the proposed program stem directly from identification of interested students early in their career at UAF. These students interact with (and provide moral support to) each other and establish long-term working relationships with the secondary education faculty. Further, through integration of their education coursework and their major they receive consistent encouragement in their intended career path. Finally, through their continuous interaction with the secondary education faculty they receive encouragement to pursue careers in secondary education in rural Alaska.

This program addresses UA's Strategic Direction Initiatives, specifically SDI Theme 2: *Productive Partnerships With Alaska's Schools*, Topic 2.c *Teachers for Alaska Schools*. In particular, the program will address SDI through (1) improving teacher education, (2) providing greater incentives for Alaskan students to teach in rural communities, and (3) providing greater opportunities for incoming Alaskan minority educators. The program is also likely to result in the desired SDI effects of (1) high-quality UA-educated teachers, (2) a greater proportion of UA-educated Alaskan new teacher hires, and (3)-better retention of students interested in a career in secondary education.

The full program proposal, #31-UNP (revised) from the Fall 2012 review cycle, is available at http://www.uaf.edu/uafgov/faculty-senate/committees/curriculum-review-committ/12-13-curric-review/

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 1 April 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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STATEMENT OF THE PROPOSED PROGRAM, ITS OBJECTIVES AND CAREER OPPORTUNITIES

New Degree Request

The University of Alaska Secondary Education Department prepares teachers for 7-12 grade classrooms. The program's aim is to develop teachers who can demonstrate through standards-based, performance assessment that they will be effective teachers for all students. The primary mission is to provide teachers for the unique environments of Alaska's urban and rural communities. This will be a truly unique degree program as it is the only BA degree that requires a double major. In order for students to be certified by the State of Alaska, they need to complete a teacher education program as well as a content major for which they will be endorsed on their certificate. This double major results in more than 120 credits, which is the minimum number of credits for a degree in a content area. However, a student cannot be certified unless they have an accompanying content major along with the secondary education major.

The Alaska Content/Performance and Cultural Standards for school students are the foundations of education for children in Alaska. The Standards for Alaska Teachers adopted by the Department of Education and Early Development are recognized as indicators of successful teachers. The goal of the Secondary Education Department is to develop teachers who successfully incorporate Content/Performance and Cultural standards into their instruction and who successfully meet all Standards for Alaska Teachers.

To assist in meeting state mandated standards, the effective preparation of teachers requires participation of university faculty and master practitioners actively involved in the teaching profession. Currently, the secondary program involves collaborative partnerships among districts, schools and the university. It draws upon the expertise of public school teachers who serve as mentors throughout the academic year. The program seeks to build a collaborative learning community between the university and secondary faculties from schools throughout the state.

Students in the secondary teacher preparation program are assessed relative to state and national standards, including National Council for Accreditation of Teacher Education (NCATE) standards, the Alaska Teacher Standards, Alaska Content Standards, Alaska Standards for Culturally Responsive Schools and standards relative to academic specialty organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Council of Social Studies, National Science Teachers Association, American Council on the Teaching of Foreign Languages).

Specific Objectives of the new baccalaureate degree are:

1. To provide a teacher certification program that can be completed concurrent with an undergraduate degree.

2. To provide undergraduate teacher certification course work leading to a baccalaureate degree that includes both academic and classroom internship requirements necessary to meet NCATE Standards, standards of academic specialist areas, Alaska Teacher Standards, and Alaska Standards for Culturally Responsive Schools through close and on-going collaboration with districts and schools in urban and rural Alaska.

3. To provide an undergraduate teacher certification degree that responds to the State of Alaska's critical need for more teachers who are prepared to successfully teach in linguistically and culturally diverse schools.

The central components of the new baccalaureate degree include:

1. Identified undergraduate majors in content areas suitable for public school teaching that can be completed concurrently with education courses leading to teaching certification.

2. Early, appropriate and consistent advising of students who seek to enter the teaching profession in an identified content area.

3. An integrated set of education courses and fieldwork experiences in school and community contexts throughout the degree offering to provide the foundation for a successful internship.

4. A year-long school internship with a mentor teacher with concurrent enrollment in professional coursework that focuses on the integration and application of theory, research and practice in both urban and rural school environments.

Career Opportunities

There are unlimited career opportunities for secondary teachers in the State of Alaska, as well as nearly every other state in the United States. This program is designed to help fill the hundreds of positions in the State of Alaska open every year to qualified teachers that are currently filled by candidates from outside the State. Existing and predicted shortages of teachers are well documented in the Alaska Department of Education and Early Development, in the Alaska Teacher Placement Office and in the U.S. Office of Education.

Description of the Program

1. Program title B.A., Secondary Education; Content Area (e.g. English, history, biology, mathematics)

2. Credential level of the program, if appropriate Secondary (7-12) Teacher Licensure

3. Admission Requirements

-Complete the general university requirements.
- Complete the B.A. degree requirements.
- Enrollment in a major in a content area usually taught in public schools AND enrollment in a major in secondary education.

Admission to professional year

a) Senior standing
b) 2.75 Minimum grade point average
c) Three current letters of reference that address potential as a teacher
d) *A personal statement of 500-800 words addressing motivation to enter the teaching profession, self-assessed qualifications to teach, experiences which have prepared candidate for teaching.
e) Alaska passing scores from the Praxis I exam in reading, writing and mathematics
f) Academic Content Testing
Content Area Exams: Candidates must submit a score report from the relevant content knowledge Praxis II Subject test for each content area the applicant expects to teach. The scores must meet the score set by the State of Alaska (www.eed.state.ak.us/TeacherCertification/pdf/Content_Area_Exams_2008.pdf)
World Language Exams: Applicants applying to teach a World Language are required to submit Praxis II scores in the target language AND are required to submit scores for the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Applicants must meet the Advanced Low rating for both tests (www.languagetesting.com).
g) An extemporaneous writing sample
h) Interview with secondary faculty.

Each candidate is evaluated based on the above requirements. Each candidate must receive acceptable rating on each of the criteria and be interviewed by three faculty members prior to being accepted into the professional year. The entire faculty meets and either approves the candidate or rejects the candidate. In rare cases the candidate may be provisionally admitted with areas needing strengthening.

4. Course descriptions of required and recommended elective courses.

These required education courses are currently available through face-to-face delivery on the Fairbanks campus and through a variety of distance delivery modes (synchronous/asynchronous or a combination). Courses have been developed as part of an overall program that connects theory and practice and sufficiently grounds prospective teachers in pedagogical theory and classroom practice.

Content course selections are designed to both meet the requirements for specialty organizations and NCATE and to fulfill requirements for content area majors.

Proposed General Catalog Layout Copy of Program

Bachelor of Arts Secondary Education; Content Area (e.g. English, history, biology, mathematics)
The requirements for a secondary school teaching certificate include completion of both a teaching major in an academic subject area appropriate to the secondary school and the professional education sequence. The degree is awarded as a B.A. with a double major.

Upon declaration of a major in secondary education, students are assigned an advisor in the Education Department to plan the completion of the teaching major and the education sequence of courses.

Teaching Majors
The teaching major must be in an academic subject area approved for a State of Alaska secondary school teaching certificate and available as a B.A. degree: art, biology, chemistry, earth science, economics, English, French, German, history, mathematics, political science, or Spanish.

Course work provides students on the Fairbanks campus and in distance sites with the experience necessary to be eligible for a secondary teacher license. The integrated of content major degree requirements and secondary education degree requirements are designed to prepare students to meet standards that recognize, respect and build upon Alaska's cultural, linguistic and geographic factors.

· Complete the following secondary course work:
EDSC F110—Becoming a Middle School/High School Teacher (1)
EDSC F407--Reading Strategies for Secondary Teachers (3)
EDSC F414--Learning, Development and Special Needs Instruction (3)
or EDSE 422 – Curriculum and Strategies II: High Incidence (3)
or EDSE F482 Inclusive Classrooms for All Children (3)
EDSC F205--Introduction to Secondary Education (3)
or EDSC F415--Foundations of Modern Educational Practices (3)
EDSC F458--Classroom Organization and Management (3)

Must be admitted to the Professional year
EDSC F402--Methods of Teaching in the Secondary School (3)
EDSC F442 --Technology Applications in Education I (1)
EDSC F443--Technology Applications in Education II (2)
EDSC F457--Multicultural Education and School-Community Relations (4)
EDSC F471--Secondary Teaching: School Internship I and Seminar (3)
EDSC F472--Secondary Teaching: School Internship II and Seminar (3-9)
One of the following
EDSC F432--English/Language Arts Secondary Instruction and Assessment (3)*
or EDSC F433--Mathematics Secondary Instruction and Assessment (3)*
or EDSC F434--Science Secondary Instruction and Assessment (3)*
or EDSC F435--Social Studies Secondary Instruction and Assessment (3)*
or EDSC F436--Art Secondary Instruction and Assessment (3) *
or EDSC F437—World Language Secondary Instruction and Assessment (3) *
**Candidates must take the section or course that corresponds with their major teaching content areas*

Complete requirements for a major in content area: art, biology, chemistry, earth science, economics, English, French, German, history, mathematics, political science, or Spanish.

RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	$392,970 budgeted salary, $142,961 benefits 5.875 FTE	No Change	No Change	$392,970 budgeted salary, $142,961 benefits 5.875 FTE
Adjunct Faculty (FTE's & dollars)	$106,969 budgeted salary, $10,697 benefits 1.75 FTE	$3,000	No Change	$109,969 budgeted salary, $10,697 benefits 1.75 FTE
Teaching Assistants (Headcount)	1	No Change	No Change	1
Instructional Facilities (in dollars and/or sq. footage)	160 Old U Park 820 sq. ft	No Change	No Change	160 Old U Park 820 sq. ft.
Office Space (Sq. footage)	701A, 714C, 714B, 709A, 719, 721, 723, 707C, 701A Gruening 973 sq. ft.	No Change	No Change	701A, 714C, 714B, 709A, 719, 721, 723, 707C, 701A Gruening 973 sq. ft.
Lab Space (Sq. Footage)	162 Old U Park 820 sq. ft.	No Change	No Change	162 Old U Park 820 sq. ft.
Computer & Networking (in dollars)	$37,285 for all SOE	No Change	No Change	$37,285 for all SOE
Research/ Instructional/ office Equipment (in dollars)	$7,000 for SOE	No Change	No Change	$7,000 for SOE
Support Staff (FTE's & dollars)	$94,866 budgeted salary, $45,214 benefits 1.5 FTE	$5,000	No Change	$99,866 budgeted salary, $45,214 benefits 1.5 FTE
Supplies (in dollars)	Avg $1,000 / FY	No Change	No Change	Avg $1,000 / FY
Travel (in dollars)	Avg $10,000 / FY	No Change	No Change	Avg $10,000 / FY

UNIVERSITY of ALASKA
Many Traditions One Alaska

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAF	1b. School or College EDUCATION	1c. Department SECONDARY

2. Complete Program Title SECONDARY EDCATION; CONTENT AREA (e.g. English, History, Biology, Mathematics)

3. Type of Program

☐ Undergraduate Certificate ☐ AA/AAS x☐ Baccalaureate ☐ Post-Baccalaureate Certificate

☐ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action	5. Implementation date (semester, year)
x☐ Add ☐ Change ☐ Delete	Fall, 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY 2013-14		Projected Annual Expenditures in FY 2014 **for all of Secondary not just this degree**	
Unrestricted		Salaries & benefits (faculty and staff)	$793,677
General Fund	$-0-	Other (commodities, services, etc.)	$45,285
Student Tuition & Fees	$121,900-145,900	TOTAL EXPENDITURES	$838,962
Indirect Cost Recovery	$-0-	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$-0-	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$-0-
Federal Receipts	$-0-	Year 2	$-0-
TVEP or Other (specify):	$-0-	Year 3	$-0-
TOTAL REVENUES	$-0-	Year 4	$-0-

Page # of attached summary where the budget is discussed, including initial phase-in: **30**

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$-0-	$-0-
b. Additional appropriation required	$-0-	$-0-
c. Funded through new internal MAU redistribution	$-0-	$-0-
d. Funds already committed to the program by the MAU[1]	$-0-	$-0-
e. Funded all or in part by external funds, expiration date	$-0-	$-0-
f. Other funding source Specify Type:	$-0-	$-0-

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes x☐ No
If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

[1]Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 15	Year 2: 15	Year 3: 20	Year 4: 20

Page number of attached summary where demand for this program is discussed: **17**

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	None
Adjunct	None
Term	None
Tenure track	None

11. Number* of TAs or faculty to be reassigned:

Graduate TA	None
Adjunct	None
Term	None
Tenure track	None

Former assignment of any reassigned faculty:
For more information see page of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
Teacher education programs at other MAU's.	Some students may be attracted to the Fairbanks campus because of the offering, however the impact to other campuses is likely to be minimal. It is anticipated that the highest number of recruitments will be from rural areas currently served by UAF.	Departments at UAF that offer content majors suitable for teaching (math, English, sciences, history)	Departments may see an increase in enrollment if students choose UAF becau of the baccalaureate degree leading to a degree and teacher license.

Page number of attached summary where effects on other programs are discussed: 20, 22

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':
National Council for Accreditation of Teacher Education (NCATE).
(As of January 1, 2013, NCATE will be called Council for the Accreditation of Educator Preparation (CAEP).

14. Aligns with University or campus mission, goals, core themes, and objectives (list):
Educate undergraduate students.
Prepare: Alaska's Career, Technical and Professional Workforce
Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

Page in attached summary where alignment is discussed: 1, 2, 14, 15, 25. 26

15. State needs met by this program (list):

The Institute for Social and Economic Research 2011 report "Alaska's University for Alaska's Schools, "indicates that 28% of all teachers statewide are prepared in the UA system. Research shows that teachers trained in Alaska stay longer, which means better continuity, especially in the rural areas. More continuity means higher achievement. The need for secondary teachers is significantly more pronounced than that for elementary teachers.

Page in the attached summary where the state needs to be met are discussed: **page 18, 19, 25**

16. Program is initially planned to be: (check all that apply)

x☐ Available to students attending classes at campus(es).
x☐ Available to students via e-learning. **All EDSC courses available by e-learning.**

X☐ Partially available students via e-learning. **Not all content degree courses are available by e-learning.**

Page # in attached summary where e-learning

	is discussed: **25**

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

_____	_____	_____	_____
Provost	Date	Chancellor	Date

☐ Recommend Approval ☐ Recommend Disapproval	UA Vice President for Academic Affairs on behalf of the Statewide Academic Council	_____ Date
☐ Recommend Approval ☐ Recommend Disapproval	Chair, Academic and Student Affairs Committee	_____ Date
☐ Recommend Approval ☐ Recommend Disapproval	UA President	_____ Date
☐ Approved ☐ Disapproved	Chair, Board of Regents	_____ Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐ Other (optional)

The UAF Faculty Senate passed the following at Meeting #190, April 1, 2013:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Cynthia Hardy for the 2012-2013 Outstanding Senator of the Year Award.

EFFECTIVE: Immediately

RATIONALE: The selection committee has carefully reviewed the nominations according to the award criteria, and forwards the nomination of Cynthia Hardy as Outstanding Senator of the Year for confirmation by the Faculty Senate. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting.

****

Jennifer A. Reynolds

President, UAF Faculty Senate

The UAF Faculty Senate **tabled** the following resolution at Meeting #190, April 1, 2013:

RESOLUTION:

The UAF Faculty Senate recommends that the process of post-tenure performance review of UNAC-represented faculty be modified to eliminate levels of review above that of the dean in cases where both the unit peer committee and the dean have judged the performance to be satisfactory. Review by a university-wide committee and by the Provost should be required if either the unit peer committee or the dean rates performance as unsatisfactory in two of the three areas (teaching, research, service), or if either rates performance as unsatisfactory in one area if that area is the main part of the faculty member's workload.

RATIONALE: According to the Collective Bargaining Agreement (CBA) between the University of Alaska and United Academics, in effect between January 01, 2011 - December 31, 2013: "The post-tenure review process is generally intended to be a formative rather than a summative process of faculty evaluation, focused on faculty development. It is not intended to be the equivalent of the probationary evaluation of tenure track faculty. At the same time the process should review and encourage progress toward promotion where applicable, ongoing development, scholarship and productivity." The post-tenure reviews also serve to identify faculty whose performance is unsatisfactory. The CBA states that "Unit members who receive an unsatisfactory comprehensive post-tenure review shall be ineligible for market and merit salary adjustments until they receive a satisfactory outcome in a subsequent post-tenure review."

The current system of full university-wide review of post-tenure files by a committee of full professors is costly in terms of effort, yet for several reasons these university-wide reviews are useful in only a small number of cases. First, approximately 35 post-tenure reviews are conducted each year at UAF and typically just 0-3 are rated unsatisfactory overall. This low number is expected in light of the fact that tenured faculty have already undergone rigorous review for tenure and promotion, and nearly all continue a high level of performance after tenure. Second, for the stated purpose of faculty development, the portions of the post-tenure reviews that are most useful to the faculty are the reviews at unit peer and dean levels. Third, the need for a university-wide review committee composed of full professors draws experienced faculty away from the university-wide committees on 4th Year Reviews and Promotion & Tenure, where their advice would be more effective.

To fulfill the purpose of post-tenure review, in most cases review by a unit peer committee and the dean will be sufficient. Review by a university-wide committee and the Provost can be reserved for cases in which the results at those levels indicate a possible unsatisfactory rating overall, without compromising the goal of post-tenure review. Results at the unit peer and dean rankings can be used to identify these files. The recommended trigger of an unsatisfactory rating in two of three areas (teaching, research, service) or an unsatisfactory rating in the main area of the faculty member's workload, by either the unit peer committee or the dean, is based on UAF experience. Focusing on these files would be a more productive use of university resources and would not compromise the purpose of post-tenure review.

Modification of the post-tenure review process will require a change in the CBA because the current CBA requires that comprehensive post-tenure review must include review by MAU Peer Review Committees (at UAF, the university-wide review committees).

The Faculty Senate resolution will be forwarded to the UAF administration and to United Academics. We will request that Labor Relations negotiate an MOA to permit this change under the current CBA, and also request that the change be incorporated into the next CBA.

****

President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #189, March 4, 2013:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the Unit Criteria Committee, Section 3, Article V: Committees, subsection E3, (page 17). This amendment updates the list of units and adds representation from the research institutes and the library. The amendment also allows for more flexibility in the final composition of the committee, while maintaining wide representation.

EFFECTIVE: Immediately

RATIONALE: The list of units is out of date and it does not include the research institutes, or the library.

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BOLD CAPS = Addition
[[ ]] = Deletion

E. The standing and permanent committees of the Senate are:

STANDING

3. The Unit Criteria Committee will review proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and [[to]] **WILL** work with the heads of those units (or their designees) to ensure that their criteria are consistent with criteria defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". The committee will also review proposed changes to the "Blue Book."

To ensure that perspectives from across UAF are represented, membership will consist of [[faculty senators, with]] **AT LEAST FIVE SENATORS, ONE EACH FROM THE FOLLOWING FIVE** schools/colleges: CLA, [[CRA]] **CRCD**, [[CES]], [[CSEM]] **CNSM**, SFOS, [[Engineering]] and **CEM; and AT LEAST** one from CES, SNRAS, [[SoEd,]] **SOE**, SOM, **OR LIB; AND AT LEAST ONE SENATOR WHO HAS AN APPOINTMENT WITH A RESEARCH INSTITUTE.**

FINAL COMPOSITION OF THE UNIT CRITERIA COMMITTEE WILL BE APPROVED BY THE FACULTY SENATE ADMINISTRATIVE COMMITTEE.

****

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #189, March 4, 2013:

MOTION:

The UAF Faculty Senate moves to amend grading policy concerning the grade of C, such that C- (1.7) shall be the minimum acceptable grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

EFFECTIVE: Fall 2013

RATIONALE:

1. Consistency with the past. Before +/- grades, a 'C-' was acceptable because a 'C-' was simply a version of C
2. Consistency with faculty who do not use +/- grades. A student who receives a 'C-' from a faculty member who does not use + is ok because that grade gets recorded as a 'C'. Same course, different teacher, this one does use + and the grade is not acceptable.
3. Consistency with BOR policies. BOR defines a C as an acceptable grade. Clearly a 'C-', which is a version of C, also should be acceptable.
4. Consistency with transfer policies: a course with a grade of C- transfers. However, currently it only transfers as 'credit' for a course in one's major or minor. In order to satisfy the requirement for the major or minor the course would need to be re-taken and a grade of C or higher received.
5. A grade of C- is the minimum acceptable for a 'core' course. This is confusing for students, who recognize that sometimes a C- is good enough, and sometimes not.

Note that the proposed change wouldn't change the fact that a student's overall GPA and GPA in the major must be a minimum of 2.0.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5 March 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #189, March 4, 2013:

MOTION:

The UAF Faculty Senate moves to revise the Faculty Senate Bylaws of the University of Alaska Fairbanks, Sect. 1, Article III: Membership, Sections C and D. This revision adds a statement specifying that elections are held in the spring. It also adds a subsection allowing a special election to be held if, and only if, a senator cannot complete his/her term and no alternate is available to represent the affected unit.

EFFECTIVE: Immediately.

RATIONALE: The bylaws currently do not state when elections are to be held – only when terms begin. There is also no bylaw regulating situations where no alternate is available to replace a senator who can no longer serve.

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BOLD CAPS = Addition
[[ ]] = Deletion

Senate Bylaws:

Sect. 1 (ART III: Membership)

C. Election Procedure

1. Election shall be conducted by the represented units, or by the Senate office for any conglomerate groups to provide representatives to the Senate according to Article III of the Senate Constitution. Elections **ARE TO BE HELD DURING THE SPRING SEMESTER** and election procedures are the responsibility of the units, subject to the following:

D. Vacancies

1. In the case of death, resignation, transfer, or other reason why an elected representative can no longer represent the unit, an alternate shall immediately become the representative. The president of the Senate will appoint a replacement from among the unit's elected alternates with the concurrence of the affected constituency and the consent of the Administrative Committee.

2. IF NO ALTERNATE IS AVAILABLE TO REPLACE THE DEPARTING SENATOR THE AFFECTED UNIT MAY HOLD A SPECIAL ELECTION TO REPLACE THAT SENATOR. THIS SPECIAL ELECTION MUST BE HELD WITHIN 30 DAYS OF THE LAST DAY THE DEPARTING SENATOR SERVED. ALL POLICIES AND PROCEDURES GOVERNING REGULAR SENATE ELECTIONS APPLY TO THESE SPECIAL ELECTIONS.

****

Jennifer R. Reynolds
President, UAF Faculty Senate

The UAF Faculty Senate passed the following at Meeting #189, March 4, 2013:

MOTION:

The UAF Faculty Senate moves to revise the Grade Appeals Policy of the University of Alaska Fairbanks Faculty Senate, Section III: Procedures, Article B, Subsection 5. This revision clarifies the time period within which grade appeals will be reviewed.

EFFECTIVE: January 2013

RATIONALE: As currently stated the policy makes it possible for a grade appeal to be received during the summer when many faculty are off contract. Depending on the department and program it may be difficult to find enough faculty to serve on a grade appeal committee during those summer months. The proposed revisions allow for a more flexible time period for processing grade appeals submitted during the summer.

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BOLD CAPS = Addition
[[ ]] = Deletion

Sect. III (Article B: Procedures)

III. Procedures

B. If no such error occurred, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and satisfaction is not forthcoming from the appropriate department chair.

1. This review is initiated by the student through a signed, written request to the department chair with a copy to the dean of the college or school in which the course was offered.

a. The student's request for review may be submitted using university forms specifically designed for this purpose and available at the Registrar's Office.

b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration can not influence or affect the outcome of the review.

c. The request for a review must be received **ON OR BEFORE THE 30TH DAY OF INSTRUCTION OF [[**WITHIN 30 CLASS DAYS AFTER THE BEGINNING OF**]]** the next regular semester (i.e., fall semester for grade issued at the end of the

previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester **OR WINTERMESTER**) or within 5 days of receipt of notification of the process by the dean/director of the college or school in which the course was offered.

...

5. The committee must schedule, **WITHIN 10 DAYS OF INSTRUCTION FROM RECEIPT OF THE STUDENT'S REQUEST,** a mutually agreeable date, time and location for the appeal hearing [[within 10 working days of receipt of the student's request]]. **IF THE REQUEST FOR APPEAL IS RECEIVED ANY TIME OTHER THAN DURING A REGULAR SEMESTER, THEN THE HEARING MUST BE SCHEDULED ON OR BEFORE THE 10TH DAY OF INSTRUCTION OF THE NEXT REGULAR SEMESTER.**

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5 March 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #189, March 4, 2013:

MOTION:

The UAF Faculty Senate moves to approve the Library Science Unit Criteria.

EFFECTIVE: Fall 2013

RATIONALE: The committee assessed the unit criteria submitted for review by Library Science. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5 March 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATION OF FACULTY AND **LIBRARY SCIENCE** UNIT CRITERIA STANDARDS AND INDICES

JANUARY 2013

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION AND TENURE SPECIFICALLY DEVELOPED FOR USE IN EVALUATING **LIBRARY SCIENCE** FACULTY. ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment
Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. **A MASTER'S DEGREE IN LIBRARY SCIENCE (MLS) OR EQUIVALENT FROM AN AMERICAN LIBRARY ASSOCIATION (ALA) ACCREDITED PROGRAM IS THE**

RECOGNIZED QUALIFICATION FOR ACADEMIC LIBRARIANS. IN SOME CIRCUMSTANCES A MASTER'S OR DOCTORAL DEGREE IN A SPECIFIED FIELD MAY SERVE AS AN ALTERNATIVE. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

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

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

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

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

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

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

LIBRARY SCIENCE FACULTY FREQUENTLY HAVE WORKLOAD DISTRIBUTIONS OF 80 PERCENT SERVICE, 10 PERCENT RESEARCH AND 10 PERCENT TEACHING. SERVICE IS DESCRIBED IN CHAPTER III SECTION D2G.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, **AND LIBRARY SCIENCE UNIT CRITERIA AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

TEACHING WORKLOADS FOR LIBRARY SCIENCE FACULTY VARY, USUALLY FROM A BASE OF 1-2 UNITS PER YEAR. INSTRUCTION MAY ALSO INCLUDE CONTACT WITH STUDENTS OR OTHER AUDIENCES THROUGH DISTANCE DELIVERY, WORKSHOPS, SEMINARS, TRAINING AND PUBLIC PRESENTATIONS.

1. Effectiveness in Teaching
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students **AND OTHER AUDIENCES**;

   b. express positive regard for students, develop good rapport with students **AND OTHER AUDIENCES AND** show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student **AND OTHER AUDIENCES** participation for student learning and teacher effectiveness, are sensitive to student **AND OTHER AUDIENCES** diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly **REVISE CURRICULUM AND** develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design. **IN ADDITION TO TEACHING CREDIT COURSES, LIBRARY SCIENCE FACULTY MAY ALSO CONDUCT LECTURES, WORKSHOPS, AND SEMINARS FOR DISCIPLINE-BASED COURSES OR NON-CREDIT PROGRAMS AT ANY LEVEL. THEY MAY ALSO ORGANIZE TEACHING WORKSHOPS OR PREPARE COURSE MODULES FOR BROAD DISTRIBUTION.**

   g. may receive prizes and awards for excellence in teaching.

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

a. systematic student ratings, i.e. student opinion of instruction summary forms, and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials,

AND OPTIONALLY:

e. STUDENT OPINION SUMMARY FORMS DESIGNED BY LIBRARY SCIENCE FACULTY FOR THE EVALUATION OF WORKSHOPS, SEMINARS, OR GUEST INSTRUCTION SECTIONS,

f. TESTIMONIALS FROM STUDENTS AND OTHER AUDIENCES.

TEACHING CRITERIA FOR PROMOTION TO THE RANK OF FULL PROFESSOR MAY INCLUDE, BUT ARE NOT LIMITED TO:

1. **DEVELOPMENT AND/OR ADAPTATION OF NEW METHODS AND APPROACHES IN THE DISCIPLINE;**

2. **RECEIPT OF UNIVERSITY, STATE OR NATIONAL AWARDS;**

3. **STUDENT/ OTHER AUDIENCE REVIEWS AND TEACHING EVALUATIONS THAT ARE CONSISTENTLY ABOVE AVERAGE;**

4. **INVITED TEACHING.**

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY ARE A SMALL PORTION OF THE NORMAL LIBRARY SCIENCE FACULTY WORKLOAD, USUALLY FROM A BASE OF ABOUT 1-2 UNITS PER YEAR.

LIBRARY SCIENCE RESEARCH MAY INCLUDE SCHOLARSHIP OF DISCOVERY AND INTEGRATION INVOLVING THE DEVELOPMENT, EVALUATION AND INCORPORATION OF NEW IDEAS INTO EXISTING SYSTEMS OF KNOWLEDGE; SCHOLARSHIP OF INSTRUCTIONAL THEORY, METHODOLOGIES AND RESULTS; SCHOLARSHIP OF APPLICATION ESPECIALLY ADDRESSING SPECIFIC LIBRARY, ARCHIVAL OR CURATORIAL PRACTICES AND THEIR RESULTS.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, **CASE STUDIES, TRANSLATIONS, BOOK CHAPTERS, ANNOTATED BIBLIOGRAPHIES, PRESENTATIONS AND POSTERS AT PROFESSIONAL MEETINGS,** and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

   f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development. **PEER-REVIEWED ADAPTATIONS OF NEW TECHNOLOGY INCLUDING SOFTWARE DEVELOPMENT RELEVANT TO INFORMATION ACCESS AND/OR DELIVERY OF LIBRARY SERVICES.**

m. **PEER-REVIEWED EXHIBIT CURATION.**

RESEARCH CRITERIA FOR PROMOTION TO THE RANK OF FULL PROFESSOR MAY INCLUDE BUT ARE NOT LIMITED TO:

1. **DEVELOPMENT AND/OR ADAPTATION OF NEW METHODS AND APPROACHES IN THEIR AREA OF EXPERTISE;**

2. **RECEIPT OF UNIVERSITY, STATE OR NATIONAL AWARDS;**

3. **ONGOING CONTRIBUTIONS TO PUBLISHED RESEARCH; SCHOLARLY, CREATIVE, OR PROFESSIONAL ACHIEVEMENT;**

4. **INVITED PRESENTATIONS AT THE STATE, NATIONAL OR INTERNATIONAL LEVEL.**

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university

itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

UNIVERSITY SERVICE IS USUALLY THE LARGEST PORTION OF THE LIBRARY SCIENCE WORKLOAD.

1. Public Service
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting **IN THE FACULTY MEMBER'S AREA OF EXPERTISE.**

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

   i. Training and facilitating.

   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance or specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

ACTIVITIES RELATING TO THE NORMAL AND NECESSARY FUNCTIONING OF THE UAF LIBRARY AND PERFORMED ON A REGULAR BASIS ARE CONSIDERED TO BE COMPONENTS OF UNIVERSITY SERVICE. FOR MOST LIBRARY FACULTY THIS COMPRISES THE BULK OF THEIR UNIVERSITY SERVICE RESPONSIBILITIES. SPECIFIC ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO:

REFERENCE:
REFERENCE SERVICES PROVIDE A LINK BETWEEN LIBRARY PATRONS AND INFORMATION SOURCES. THEY USUALLY INCLUDE PERSONAL ASSISTANCE IN IDENTIFYING, LOCATING, AND USING APPROPRIATE RESOURCE MATERIALS.

COLLECTION DEVELOPMENT:
COLLECTION DEVELOPMENT IS THE PROCESS BY WHICH LIBRARIANS DETERMINE THE BOOKS, JOURNALS, NON-PRINT MEDIA, ON-LINE DATABASES AND OTHER ITEMS TO BE INCLUDED IN THE LIBRARY'S HOLDINGS. THIS PROCESS INCLUDES: ASSESSMENT OF USAGE DATA; LIAISON RELATIONSHIPS WITH ACADEMIC DEPARTMENT; CO-INSTITUTIONAL COOPERATIVE PURCHASES, AND ESTABLISHMENT OF LONG-TERM CONSORTIAL AGREEMENTS.

MANAGEMENT OR ADMINISTRATIVE ACTIVITIES:
RESPONSIBILITIES MAY INCLUDE: BUDGETING; SUPERVISING AND EVALUATING STAFF; STRATEGIC AND OTHER LONG-TERM PLANNING; DEVELOPMENT OF POLICIES AND PROCEDURES; DATA ANALYSIS, AND REPORT WRITING RELATED TO THE FUNCTIONING OF THE LIBRARY.

INFORMATION TECHNOLOGY:
INFORMATION TECHNOLOGY INVOLVES ASSESSMENT AND IMPLEMENTATION OF CURRENT TECHNOLOGIES PERTAINING TO THE LIBRARY'S INFRASTRUCTURE AND OPERATIONS. THIS INCLUDES THE PLANNING, CREATION, INSTALLATION AND MAINTENANCE OF SOFTWARE SYSTEMS; DESIGN OF WEBSITE ARCHITECTURE; AND DEVELOPMENT OF OPERATIONAL POLICIES.

ARCHIVES:
ARCHIVAL ACTIVITIES INVOLVE THE PROVISION OF PUBLIC ACCESS AND RESEARCH SERVICES TO HISTORICAL COLLECTIONS OF PAPERS, PHOTOGRAPHS, MANUSCRIPTS AND OTHER UNIQUE AND UNPUBLISHED MATERIALS. INCLUDED ARE THE ESTABLISHMENT OF DONOR RELATIONSHIPS; GRANT ADMINISTRATION AND OTHER FUNDING OPPORTUNITIES THAT EXTEND NORMAL LIBRARY BUDGETING; APPRAISAL OF COLLECTIONS TO DETERMINE ADMINISTRATIVE OR HISTORICAL VALUE; ARRANGEMENT AND DESCRIPTION OF COLLECTIONS; PRESERVATION OF FRAGILE MATERIALS AND/OR OBSOLETE MEDIA; DEVELOPMENT OF OUTREACH PROGRAMS, AND THE ORGANIZATION AND PRESERVATION OF DIGITAL DATA.

CURATION:

CURATION AT THE UAF LIBRARY TYPICALLY INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED COLLECTION THAT SERVES STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED
TO:

- **i. MAINTAINING, ENHANCING AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT; ARCHIVAL UPGRADES; CONSERVATION AND IDENTIFICATION, AND ADDING OBJECTS TO THE EXISTING COLLECTION);**

ii. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

iii. PROMOTING USE OF THE COLLECTIONS THROUGH LOANS, EXCHANGES, AND VISITING RESEARCH ACTIVITIES;

iv. DIRECTING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

v. CREATING EXHIBITS AND EDUCATIONAL ACTIVITIES AND MATERIALS APPROPRIATE TO THE COLLECTION;

vi. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;

vii. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

EFFECTIVENESS IN SERVICE MAY BE EVALUATED BY ANY OF THE FOLLOWING METHODS:

a. LIBRARY ACTIVITIES PERFORMED ON A REGULAR AND CONTINUAL BASIS ARE EVALUATED BY THE ANNUAL REVIEW PROCESS AND MAY BE SUPPLEMENTED BY SUPPORTING DOCUMENTATION FROM PEERS INSIDE OR OUTSIDE THE UNIVERSITY;

b. DOCUMENTATION DEMONSTRATING SUCCESSFUL DEVELOPMENT AND IMPLEMENTATION OF PROJECTS, POLICIES, PROCEDURES AND STANDARDS;

c. LETTERS SUPPLIED BY COLLEAGUES WITHIN AND OUTSIDE THE UNIVERSITY EVALUATING PERFORMANCE, CONTRIBUTIONS TO THE LIBRARY AND ASSISTANCE TO INDIVIDUALS AND/OR GROUPS;

d. TESTIMONIALS DEMONSTRATING OUTCOMES AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES;

e. HONORS AND AWARDS FOR PERFORMANCE EXCELLENCE WITHIN AND OUTSIDE THE UNIVERSITY, INCLUDING LIBRARY AND PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS.

SERVICE CRITERIA FOR PROMOTION TO THE RANK OF FULL PROFESSOR MAY INCLUDE BUT ARE NOT LIMITED TO:

1. **RECORD OF ACTIVE LEADERSHIP AND MEANINGFUL PARTICIPATION IN INSTITUTIONAL AND PROFESSIONAL ACTIVITIES;**

2. **RECEIPT OF UNIVERSITY, STATE OR NATIONAL AWARDS;**

3. **INVITED CONSULTATIONS AT THE STATE, NATIONAL, OR INTERNATIONAL LEVEL;**

4. **EVIDENCE OF CONTINUING GROWTH AND MAINTAINING CURRENCY IN THE FIELD.**

The UAF Faculty Senate passed the following at Meeting #189, March 4, 2013:

MOTION as amended

The UAF Faculty Senate moves to change UAF Catalog descriptions of letter grades as indicated below.

EFFECTIVE: Fall 2013

RATIONALE: These revised descriptions of letter grades more closely match those found in University Regulation R10.04.090, Section C., "Grade Definitions." The changes eliminate use of the term 'average' in the descriptions and clarify under what circumstances 'D' is an acceptable grade.

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BOLD CAPS = Addition
[[ ]] = Deletion

Grading System and Grade Point Average Computation [as currently in the *UAF Catalog*, page 48]

...

Grades appearing on academic records are:
[[A An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.]]
"A" (INCLUDING A+ AND A-) INDICATES A THOROUGH MASTERY OF COURSE CONTENT AND OUTSTANDING PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS.

[[B Indicates outstanding ability above the average level of performance.]]
"B" (INCLUDING B+ AND B-) INDICATES A HIGH LEVEL OF ACQUIRED KNOWLEDGE AND PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS.

[[C Indicates a satisfactory or average level of performance.]]
"C" (INCLUDING C+ AND C-) INDICATES A SATISFACTORY LEVEL OF ACQUIRED KNOWLEDGE AND PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS.

[[D The lowest passing grade, indicates work of below-average quality and performance.]]
"D" (INCLUDING D+ AND D-) INDICATES A MINIMAL LEVEL OF ACQUIRED KNOWLEDGE AND MINIMAL PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS. THIS GRADE ~~IS ACCEPTABLE FOR ELECTIVE COURSES, BUT~~ DOES NOT SATISFY REQUIREMENTS FOR COURSES IN THE MAJOR, MINOR, CORE, OR GRADUATE PROGRAMS.

[[F Indicates failure.]]
"F" INDICATES FAILURE TO MEET A MINIMAL LEVEL OF UNDERSTANDING OF COURSE CONTENT AND (OR) PERFORMANCE IN COMPLETION OF COURSE REQUIREMENTS. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

...

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 5 March 2013
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Meeting #188, Feb. 4, 2013: UAF Faculty Senate referred the following motion back to the Faculty Affairs Committee

MOTION:

The UAF Faculty Senate moves to revise the Grade Appeals Policy of the University of Alaska Fairbanks Faculty Senate, Section III: Procedures, Article B, Subsection 5. This revision clarifies the time period within which grade appeals will be reviewed.

EFFECTIVE: January 2013

RATIONALE: As currently stated the policy makes it possible for a grade appeals to be received during the summer when many faculty are off contract. Depending on the department and program it may be difficult to find enough faculty to serve on a grade appeals committee during those summer months. The proposed revisions allow for a more flexible time period for processing grade appeals submitted during the summer.

****

CAPS & BOLD = Addition
[[**]]** = Deletion

Sect. III (Article B: Procedures)

III. Procedures

B. If no such error occurred, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and satisfaction is not forthcoming from the appropriate department chair.

1. This review is initiated by the student through a signed, written request to the department chair with a copy to the dean of the college or school in which the course was offered.

a. The student's request for review may be submitted using university forms specifically designed for this purpose and available at the Registrar's Office.

b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration can not influence or affect the outcome of the review.

c. The request for a review must be received WITHIN 30 CLASS DAYS AFTER THE BEGINNING OF the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester) or within 5 days of receipt of notification of the process by the dean/director of the college or school in which the course was offered.

…

5. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 working days of receipt of the student's request **AS PER B.1.c. ABOVE**. **THE REVIEW OF GRADE APPEALS SUBMITTED DURING THE SUMMER (I.E., AFTER COMPLETION OF FINAL EXAMS IN THE SPRING SEMESTER) MUST BE SCHEDULED NO LATER THAN THE 15TH WORKING DAY OF THE BEGINNING OF THE SUBSEQUENT FALL SEMESTER.**

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ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #188 on February 4, 2013:

MOTION:

The UAF Faculty Senate moves to amend the Credit by Exam policy as follows:

EFFECTIVE: Immediately

RATIONALE: The addition of this clarifying statement to the current Credit by Exam policy reduces confusion and reflects the current practice at UAF.

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BOLD CAPS = Addition
[[ ]] = Deletion

CREDIT BY EXAM [as currently in the *UAF Catalog*, pages 38-41]

...

- **UAF Credit by Exam**
  Credit by exam can be earned at UAF by students who are currently enrolled. Most courses are available for credit by exam, except those with numbers ending -90 through -99 (193, 292, 497, etc.). A course challenged for credit cannot duplicate a course for which credit has already been granted or in which the student is currently enrolled. **IT IS UP TO THE DISCRETION OF THE DEPARTMENT AND INSTRUCTOR TO DECIDE WHICH COURSES CAN BE CHALLENGED, AND THE TESTING METHOD AND GRADING PROCEDURES.** Credit by exam may not be requested for audited courses until one year has passed since the end of the semester in which the course was audited.

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Jennifer A. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/5/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following motion at Meeting #188 on February 4, 2013:

MOTION:

This senate supports the formation of a Faculty Alliance GE Learning Outcomes UA Coordination Subcommittee, to include equal representation from each MAU and to work on the general charge of identifying a common set of General Education learning outcomes (i.e., broad goals) to recommend to the faculty senates at each MAU in late 2013.

Rationale: This January faculty and registrars from UAA, UAF, and UAS met for two days and had a facilitated dialogue with General Education Curriculum and Assessment experts from the Association of American Colleges and Universities.

The workshop focused on presenting current best practices in General Education and Assessment. Topics included the AAC&U LEAP initiative, careful articulation of learning outcomes, logic models for designing assessment of GE outcomes, High Impact Practices, and e-portfolios. The facilitators also encouraged the assembled faculty to consider the GE learning outcomes at each of their MAUs and asked them to identify points of agreement and disagreement across the MAUs. In general the assembled faculty noted more agreement than not and also acknowledged that the modified LEAP outcomes adopted by the UAF faculty senate are a good starting point for an attempt to coordinate GE learning outcomes across the three MAUs. There was also general consensus among the assembled faculty that since BOR policy allows students to freely mix and match GER curriculum between the three MAUs that better coordination of GE learning outcomes would better serve our students and the faculty who anticipate certain general competencies as students engage upper division coursework. The faculty also resolved that a subcommittee of the Faculty Alliance with representation from each MAU be created and charged with having an ongoing dialogue about coordination of GE learning outcomes across the MAUs.

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Jennifer R. Reynolds

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #188 on February 4, 2013:

MOTION:

The UAF Faculty Senate moves to amend the academic policy regarding transfer of credits.

EFFECTIVE: Fall 2013

RATIONALE: The following reasons are submitted as the basis for amending the 2+2 portion of the AA / AS waiver policy:

1. General education requirements are substantially the same among the 6 regional accreditation bodies.
2. As the policy currently stands it is frequently difficult for others (advisors, recruiters, etc.), without consulting the Office of Admissions and the Registrar (OAR), to assure students with these degrees that they will receive waivers.
3. It is difficult to advertise because of the caveats (not everyone understands what NWCCU is and not everyone knows which states have been approved as having a 2+2 agreement.
4. If there is an easily understood policy in place, with a minimum of restrictions, it will make it easier for UAF's schools and colleges to develop MOUs with other institutions.
5. The Registrar's Office wants to produce transfer credit evaluations as quickly as possible so students can decide if they want to come to UAF or go elsewhere, or so they can work with their advisors to get registered. Given the 2+2 limitation it is difficult to complete the AA/AS core waiver portion of the evaluation in a timely fashion.

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CAPS = Addition
[[ ]] = Deletion

Transferring Credits [as currently in the *UAF Catalog*, pages 36-38]

...

The following regulations apply to transfer of credit:

1. Students are eligible for transfer of credit if they have been admitted to an undergraduate degree or certificate program.

2. The applicability of transfer credit to a student's major and/or minor requirements is subject to approval by the major and/or minor department. Transfer students must fulfill the UAF graduation and residency requirements, including those specific to their programs.

3. Undergraduate credits earned at the 100-level or above with a C- grade or higher at institutions accredited by one of the six regional accrediting agencies will be considered for transfer. Transfer credit is not granted for courses with doctrinal religious content or for graduate courses (for undergraduate programs).

4. Transfer credit is awarded for courses in which the student received grades of C- or better. Instructor permission may be required for purposes of registration if the transfer credit courses

ORIGINAL

have not satisfied the prerequisite requirements, or if the transferable grade is not equal to a C (2.0) or better (the minimum grade required for prerequisite courses).

5. Any student who has completed a bachelor's degree from a regionally accredited institution will be considered to have completed the equivalent of the baccalaureate core and the associate of arts core when officially accepted to a baccalaureate degree program or associate of arts program at UAF. These students will also be considered to have completed the equivalent of the communication, computation and human relations requirements for the associate of applied science and the certificate.

6. Any student who has completed an associate of arts or an associate of science degree from a regionally accredited school **[[**satisfying one of the criteria below**]]** will be considered as having satisfied the 100- and 200-level UAF general education (core) requirements**[[:]].**

   [[a. The AA or AS degree is from the University of Alaska, or

   b. The public universities in the state in which the community college is located also waive their core requirements in recognition of completing an AA or AS degree, that is, have established a 2+2 program, or

   c. The community college and/or community college district is accredited by the Northwest Commission on Colleges and Universities (the agency that accredits UAF), or

   d. The associate program has been approved by the UAF Core Review Committee as satisfying the 100- and 200-level general education (core) requirements.**]]**

. . .

Note: Faculty Senate approved additional changes at its earlier Meeting #187 (Dec. 3, 2012) which modify the subsequent numbered portions of this policy.

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Jennifer A. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/5/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #188 on February 4, 2013:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Military Security Studies (housed in the School of Management).

Effective: Fall 2013

Rationale: See the program proposal #64-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

The Military Security Studies minor focuses on academic aspects of military education and training. Students with military experience may use the structure of this minor to build on their education in military studies as part of a degree at UAF.

Students with a background and interest in military studies frequently go into high value jobs related to national security. The minor can serve as a formal statement of achievement that is useful for those career goals.

Proposed Minor Requirements:

1. Complete the following: 10 credits of MILS electives, as approved by the Program Director, Emergency Management and Homeland Security Department.

2. Choose 2 of the following:*

   HSEM F301 – Principles of Emergency Management and Homeland Security -3 credits
   HSEM F412 – Emergency Planning and Preparedness – 3 credits
   HSEM F423 – Disaster Response Operations and Management – 3 credits
   HSEM F434 – All Hazards Risk Analysis – 3 credits
   HSEM F445 – Business Continuity and Crisis Management – 3 credits
   HSEM F456W – Leadership and Influence During Crisis – 3 credits
   MILS F442 – History of the American Military -3 credits
   Or course(s) pre-approved by the Program Director, Emergency Management and Homeland Security Department

3. Minimum credits required: 16

   * Students must earn a C grade (2.0) or better in these classes.

ORIGINAL

Relationship to the Purposes of the University:

Establishing this minor in Military Security Studies is in keeping with UAF's role in serving the needs of active duty and veteran students. UAF is a designated "Military Friendly Institution."

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/5/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

as amended below

The UAF Faculty Senate passed the following motion at Meeting #188 on February 4, 2013:

MOTION:

The UAF Faculty Senate moves to require that the Office of Admissions and the Registrar distinguish *Master's* degrees within the student's transcript as "Master's with thesis" or "Master's with project" in the title of the degree granted when applicable.

EFFECTIVE: Fall 2013

RATIONALE: At UAF, Master's Degrees can be granted with either a thesis or a project. Projects generally require 6 credits of research (698), while theses often (but not always) require 12 credits of research (699). Many Departments distinguish between Master's Degrees with thesis or with project in the titles of the degree, but not all do. Concern has been raised that confusion arises when a Master's degree is granted with thesis or project and there is no distinction (other than the number and type of credits on the transcript) between degrees, and that this confusion does not serve the students or prospective employers well.

thesis Non-thesis

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/5/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #188 on February 4, 2013:

MOTION

The UAF Faculty Senate moves that the UAF Catalog wording in the section relating to Master's and Ph.D. degrees be changed to include the following language pertaining to graduate degrees: "You must be registered for a minimum of three graduate credits within your discipline and maintain enrollment in the semester that you successfully defend your thesis and you must be registered for a minimum of one graduate credit within your discipline and maintain enrollment during the semester that you graduate."

EFFECTIVE: Fall 2013

RATIONALE: Currently, the Catalog states "You must be registered for at least 3 graduate credits in the semester in which you receive your degree" (p. 205). There is no requirement that these credits be within the discipline of study, or that students maintain enrollment during the semester that they graduate, thus it is possible to register and then drop the credits. Making these proposed changes to the catalog will eliminate these possibilities, but will allow students who have defended their thesis or project but not officially completed degree requirements to register for a minimum of credits in their last semester.

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CAPS = Addition
[[ ]] = Deletion

GRADUATION **[as currently in the *UAF Catalog*, page 205]**

...

- **Application for Graduation**

You must be registered for [[at least 3]] **A MINIMUM OF THREE** graduate credits **WITHIN YOUR DISCIPLINE AND MAINTAIN ENROLLMENT** in the semester [[in which you receive your degree]] **THAT YOU SUCCESSFULLY DEFEND YOUR THESIS AND YOU MUST BE REGISTERED FOR A MINIMUM OF ONE GRADUATE CREDIT WITHIN YOUR DISCIPLINE AND MAINTAIN ENROLLMENT DURING THE SEMESTER THAT YOU GRADUATE.** You must file an application for graduation and a non-refundable fee with the Registrar's Office. We encourage you to apply for graduation in the semester prior to the semester you plan to graduate. Applications for graduation filed after the published deadline

ORIGINAL

will be processed for graduation the following semester. You need not have all requirements met before you apply for graduation. The application is an indication that you are planning to finish all degree requirements during the intended graduation semester. Students who apply for graduation and who do not complete degree requirements by the end of the semester must reapply for graduation and pay the fee again.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 2/5/13
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following resolution as amended below at Meeting #188 on February 4, 2013:

RESOLUTION

The UAF Faculty Senate reaffirms its previous motion to require that both theses and projects for Master's ~~of Arts and Master's of Science~~ degrees be archived in the Rasmuson Library, and to put this requirement into the UAF Catalog. The Rasmuson Library already archives theses, and is willing to centrally archive projects in a variety of formats.

Motivation and Background:

- A Faculty Senate Motion from Meeting #71 (April 1997) concerning Master's degree requirements included the stipulation that Projects are archived at the Library, as well as theses, and that project archival is a degree requirement. The entire motion is copied below.
- Subsequent motions concerning master's degrees (Meeting #88, May 1999; Meeting #123, May 2004) made some credit requirement changes, but did not address the requirement to archive projects.
- The 1999-2000 UAF Catalog (page 43-44) contained the language that projects are archived in the UAF Rasmuson Library for both MA and MS degrees. This language was subsequently dropped from the Catalog in 2000-2001, which was a change that did not involve Faculty Senate approval.
- At the present time, not all Master's projects are archived in the Rasmuson Library. Some are archived in the Rasmuson Library, some are archived by individual departments, and some are not archived at all
- It is in the interest of students and their potential employers that all Master's theses and projects be archived.

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Jennifer R. Reynolds
President, UAF Faculty Senate

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the minimum requirements for Master's Degrees shall be as follows:
For all Master's Degree Programs, the following must be met:

a. Submit a Graduate Study Plan (GSP) and an Appointment of Committee Form to the Graduate School by the end of the second semester in attendance.

b. Be registered for at least 6 credits per year (fall, spring, and summer combined), or have an approved leave of absence form on file.

c. Submit an Advancement to Candidacy form to the Graduate School. Once submitted, this form supplants the GSP and serves to formally establish specific degree requirements.
d. Submit an application for graduation and be registered for at least 3 graduate credits in the semester in which the degree is to be awarded; and
e. Complete all degree requirements within the 7-year time limit allowed.

Furthermore, the following additional requirements are the minimum for Master's Degrees:

For a Master's of Science or Master's of Arts Degree - with thesis

Successfully complete at least 30 credits of course work including at least 6 credits of thesis (699). (No more than 12 thesis/research (699/698) credits may be counted towards the minimum degree credits).

At least 24 credits must be at the 600 or above, except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level or above.

Pass a written and/or oral comprehensive exam (may be combined with the thesis defense.

Publicly present and defend thesis.

Submit a completed and signed thesis defense form to the Graduate School.

Archive thesis in UAF Library.

Master's of Science or Master's of Arts Degree - with project

Successfully complete at least 30 credits of course work including at least 6 credits of project work (698). (No more than 6 research (698) credits may be counted towards the minimum degree credits.)

At least 24 credits must be at the 600 level or above, except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level or above.

Pass a written and/or oral comprehensive exam (may be combined with the project defense.)

Publicly present and defend project.

Submit a completed and signed project defense form to the Graduate School.

Archive project in UAF Library.

For a Professional Master's Degree (i.e. Master's of Business Administration, Education, etc.)

Successfully complete at least 30 credits of course work (research or thesis credits NOT included). At least 24 credits must be at the 600 level or above (research or thesis credits NOT included).

Successful completion of a comprehensive exam or capstone course that includes demonstration of the ability to synthesize information in the field at a level appropriate for a Master's degree.

Note on Implementation of Motion: It is the understanding of the Graduate Curricular Affairs Committee that changes to existing programs degree requirements or the name of the degree which may be necessitated by this policy, if implemented, will need final approval of the Graduate Curricular Affairs Committee, but does not constitute a new degree offering, and will not need approval by the Board of Regents. No minimum presented herein prohibits programs from requiring additional work. The adjustments that have been made from existing programs include the requirement for the non-thesis project to be documented and in some manner archived in the Library (i.e. slides, recording, report.)

EFFECTIVE: Fall 1998

RATIONALE: Currently there is great disparity in the administration of Master's degrees using a thesis or non-thesis option. In addition, there is an increasing movement towards Professional Master's Degrees which require only course work. To ensure the quality and workload for a degree is comparable for the thesis, project option, and professional (non-thesis and non-project) minimum must be set and applied across all degrees.

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The UAF Faculty Senate passed the following motion at Meeting #187 on December 3, 2012:

MOTION:

The UAF Faculty Senate moves to amend the academic policy regarding Attendance.

EFFECTIVE: Fall 2013

RATIONALE: Previous policy language was ambiguous and subject to misinterpretation. It also clarifies that faculty are encouraged, but not required, to accommodate students absent for official UAF-recognized activities. Military activities will be addressed separately in a future policy proposal.

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[[ ]] = Deletion

Attendance [as currently in the *UAF Catalog*, page 49]

[[You are expected to attend classes regularly; unexcused absences may result in a failing grade. You must have prior written approval to miss the first class meeting or your instructor may drop you. You are responsible for conferring with your instructor concerning absences and the possibility of making up missed work.]]

[[If you are required to participate in either military exercises or UAF-sponsored activities that will cause you to miss class, you must notify your instructor(s) as soon as possible of your absence. You must notify your instructor(s) of all scheduled UAF-required absences for the semester (e.g., travel to athletic events) during the first week of classes.]]

[[You and your instructor will make a good-faith effort to make suitable arrangements to assure that you can make up classes and work you miss and are not penalized for your excused absence. If suitable arrangements cannot be made, you will be allowed to withdraw from the course without penalty. However, your instructor is under no obligation to allow you to make up missed work for unexcused absences or if notification and arrangements are not made in advance of the absence.]]

PROPOSED NEW VERSION:

Attendance

UAF is committed to student success and academic integrity. UAF FACULTY expect that students are committed to academic achievement. You are expected to adhere to the class attendance policies set by your instructors.

General Absences: If you miss class, you are responsible for conferring with your instructor as soon as possible concerning your absence, and to discuss the possibilities for arranging alternative learning opportunities. Note that some departments drop students who miss the first day of class and who fail to obtain their instructor's prior approval for the absence.

UAF Sanctioned Absences: If you are scheduled to miss class for an academic requirement or to represent UAF in an official capacity (e.g. NCAA athletic competition, music ensemble performances), you must notify your instructor in writing by the first Wednesday of the semester in which the absences will occur. The notification should list all scheduled absences, and bear the signature of a UAF school official. Instructors are encouraged to make reasonable accommodations for students who miss class to participate in these official UAF-recognized activities. However, it is your responsibility to follow-up the notification of absence by discussing alternative learning opportunities with your instructors before the end of the drop/add period (typically the second Friday of the semester). Doing so will allow you to drop the class and to add another if, after a good faith effort, you and your instructor cannot arrange for comparable learning opportunities that will enable you to be successful in the class.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 12/4/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following motion at Meeting #187 on December 3, 2012:

MOTION:

The UAF Faculty Senate moves to amend the academic policy regarding transfer of credits.

EFFECTIVE: Fall 2013

RATIONALE: Note that (a) we currently accept a baccalaureate degree as fulfilling our core and (b) we accept an AA/AS from a regionally accredited school as fulfilling the lower division parts of the core.

****

CAPS = Addition
[[ ]] = Deletion

Transferring Credits [as currently in the *UAF Catalog*, pages 36-38]

...

The following regulations apply to transfer of credit:

1. Students are eligible for transfer of credit if they have been admitted to an undergraduate degree or certificate program.

2. The applicability of transfer credit to a student's major and/or minor requirements is subject to approval by the major and/or minor department. Transfer students must fulfill the UAF graduation and residency requirements, including those specific to their programs.

3. Undergraduate credits earned at the 100-level or above with a C- grade or higher at institutions accredited by one of the six regional accrediting agencies will be considered for transfer. Transfer credit is not granted for courses with doctrinal religious content or for graduate courses (for undergraduate programs).

4. Transfer credit is awarded for courses in which the student received grades of C- or better. Instructor permission may be required for purposes of registration if the transfer credit courses have not satisfied the prerequisite requirements, or if the transferable grade is not equal to a C (2.0) or better (the minimum grade required for prerequisite courses).

5. Any student who has completed a bachelor's degree from a regionally accredited institution will be considered to have completed the equivalent of the baccalaureate core

and the associate of arts core when officially accepted to a baccalaureate degree program or associate of arts program at UAF. These students will also be considered to have completed the equivalent of the communication, computation and human relations requirements for the associate of applied science and the certificate.

6. Any student who has completed an associate of arts or an associate of science degree from a regionally accredited school satisfying one of the criteria below will be considered as having satisfied the 100- and 200-level UAF general education (core) requirements:

    a. The AA or AS degree is from the University of Alaska, or

    b. The public universities in the state in which the community college is located also waive their core requirements in recognition of completing an AA or AS degree, that is, have established a 2+2 program, or

    c. The community college and/or community college district is accredited by the Northwest Commission on Colleges and Universities (the agency that accredits UAF), or

    d. The associate program has been approved by the UAF Core Review Committee as satisfying the 100- and 200-level general education (core) requirements.

7. **ANY TRANSFER STUDENT WHO HAS COMPLETED THE BACCALAUREATE GENERAL EDUCATION REQUIREMENTS AT ANY REGIONALLY ACCREDITED 4-YEAR INSTITUTION IS CONSIDERED TO HAVE COMPLETED THE BACCALAUREATE CORE REQUIREMENTS (EXCLUDING ORAL INTENSIVE AND WRITING INTENSIVE) AT UAF. THE STUDENT IS RESPONSIBLE FOR PROVIDING AN OFFICIAL STATEMENT AND DOCUMENTATION CERTIFYING GER COMPLETION AT THE PREVIOUS INSTITUTION.**

~~7.~~ **8.** Students who satisfy UAF core degree requirements by meeting criteria described in 5 or 6 above may still need prerequisite classes or instructor permission in order to register.

~~8.~~ **9.** Transfer credit is not included in computation of the UAF GPA, except to determine eligibility for graduation with honors.

~~9.~~ **10.** Class standing (e.g., freshman, sophomore, etc.) is based on the number of college credits accepted in transfer by UAF, combined with any courses completed in residence at UAF.

~~10.~~ **11.** Credits may be awarded for formal service schooling and military occupational specialties (MOS) based on recommendations in the "Guide to the Evaluation of Educational Experience in the Armed Services," published by the American Council on Education. Credit completed through the Community College of the Air Force or Department of Defense courses is included in the category of military experience.

~~11~~. **12.** A student will be awarded credit for currently valid government and professional certifications that have been reviewed and approved for designated course equivalencies at UAF. A list of these programs is available in the Office of Admissions and the Registrar.

~~12~~. **13.** Credit may also be awarded for satisfactory completion of training programs, based on recommendations of the American Council on Education and the National Program on non-Collegiate Sponsored Instruction. The award of credit is subject to review and approval of appropriate UAF faculty.

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Jennifer A. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 12/4/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following motion at Meeting #187 on December 3, 2012:

MOTION:

The UAF Faculty Senate moves to approve the revised Unit Criteria for the Cooperative Extension Service.

EFFECTIVE: Fall 2013
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Cooperative Extension Service. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 12/4/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UAF Regulations for the Appointment and Evaluations of Faculty and Cooperative Extension Service Unit Criteria, Standards, and Indices

The following is an adaptation of UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the Cooperative Extension Service department. Items in boldface italics are those specifically added or emphasized because of their relevance to the department's faculty, and because they are additions to UAF regulations.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

Chapter II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for

initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, PARAPROFESSIONAL ADVISING AND TRAINING, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

STANDARD ACADEMIC TEACHING IS NOT A COMMON FORM OF INFORMATION DELIVERY IN THE COOPERATIVE EXTENSION SERVICE. INSTRUCTION OFTEN INCLUDES CONTACT WITH CLIENTELE THROUGH DISTANCE DELIVERY METHODS, WORKSHOPS, SEMINARS, TRAINING AND PUBLIC INFORMATION EVENTS. A 10% (4 UNIT) TEACHING LOAD IN EXTENSION IS CONSIDERED 45 TO 50 HOURS TEACHING IN FRONT OF A GROUP

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students AND CLIENTELE;

b. express positive regard for students, BECOME FAMILIAR WITH THEIR COMMUNITY/PUBLIC, develop good rapport with students AND CLIENTELE, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student AND CLIENTELE participation for student learning and teacher effectiveness, are sensitive to student AND CLIENTELE diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars ADDRESSING CLIENTELE AND PUBLIC NEEDS BY DELIVERING INFORMATION RELEVANT TO THOSE NEEDS and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards, AND GRANTS for excellence in teaching.

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

a. systematic student ratings, i.e. student opinion of instruction summary forms, AND/OR TESTIMONIALS, AND/OR LETTERS OF SUPPORT FROM STUDENTS, OTHER PROFESSIONALS,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

E. DOCUMENTATION OF THE IMPACTS RESULTING FROM TEACHING ACTIVITY SUCH AS KNOWLEDGE GAINED OR CHANGES IN BEHAVIOR OR ATTITUDES OF STUDENTS THROUGH POST INSTRUCTION EVALUATIONS, SURVEYS, AND TESTIMONIALS.

F. REPEATED INVITATIONS TO TEACH IN A COMMUNITY REFLECTS ENGAGEMENT AND EFFECTIVENESS IN TEACHING.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

COOPERATIVE EXTENSION SERVICE FACULTY HAVE LIMITED OPPORTUNITIES TO CONDUCT TRADITIONAL RESEARCH AND VERY LIMITED ACCESS TO LABORATORIES AND GRADUATE STUDENTS. ADDITIONALLY, BIPARTITE FACULTY MAY OR MAY NOT HAVE A RESEARCH OBLIGATION.

COOPERATIVE EXTENSION FACULTY WITH TRIPARTITE RESPONSIBILITIES ARE EXPECTED TO CONDUCT APPLIED RESEARCH OR ENGAGE IN OTHER SCHOLARLY PURSUITS THAT CHALLENGE AND HELP SOLVE ISSUES FACING THE PEOPLE OF ALASKA. MOST GRANTS PURSUED BY BIPARTITE FACULTY RELATE TO SERVICE OR TEACHING ACTIVITIES AND ARE NOT RESEARCH ORIENTED.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum WITH RESULTS AND IMPACTS DISSEMINATED TO APPROPRIATE ACADEMIC AND COMMUNITY AUDIENCES.
b. They must be evaluated, REVIEWED AND VALIDATED by appropriate peers AND BY MEMBERS OF THE COMMUNITY.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution AND BE RELEVANT TO ALASKAN ISSUES.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline,

AUTHORSHIP OF CES PUBLICATIONS OR ARTICLES WITHIN CES PUBLICATIONS OF HIGH QUALITY BASED ON ORIGINAL OR APPLIED RESEARCH WHICH MEETS THE CRITERIA SET FORTH IN CHAPTER III C.1. OF THIS DOCUMENT.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations AND IN-HOUSE CES PUBLICATIONS.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge,* is identified as "public service." The tradition of the university

itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

* CES FACULTY WORK IS COUNTED AS PUBLIC SERVICE EVEN THOUGH THE UNIVERSITY MAY CHARGE A FEE FOR SOME ACTIVITIES. THESE FEES ARE NECESSARY TO RECOVER COSTS SUCH AS THOSE FOR ROOM RENT, PRINTED MATERIALS PROVIDED TO PARTICIPANTS, EQUIPMENT, AND OTHERS AND ARE NOT PAYMENT FOR FACULTY TIME NOR ARE THE FEES EVER RETAINED BY INDIVIDUAL FACULTY.

1. **Public Service**
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities that extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth INCLUDING REPRESENTING AND ANSWERING QUESTIONS AT CES EDUCATIONAL DISPLAYS, BOOTHS AND EXHIBITS AT PUBLIC EVENTS.

   b. Service on or to government or public committees, COLLABORATIONS & PARTNERSHIPS ESTABLISHED WITH AGENCIES AND GROUPS AND UTILIZATION OF DISTRICT OR REGIONAL ADVISORY BOARDS, TASK FORCES, FOCUS GROUPS OR PUBLIC SPECIAL INTEREST GROUPS TO IDENTIFY RELEVANT ISSUES AND PROBLEMS.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting AS APPROPRIATE TO THE UNIT.

   g. Prizes and awards, AND GRANTS, for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating AT PUBLIC FORUMS, GROUP MEETINGS AND PUBLIC EVENTS.

j. Radio and TV programs, newspaper articles and columns, CES publications, newsletters, films, computer applications, teleconferences and other educational media, INCLUDING WEB SITES DESIGNED AND/OR MANAGED BY FACULTY. CONTENT MAY RESULT FROM COMMUNITY INTEREST OR ISSUES..

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

L. ENGAGE THE PUBLIC IN ASSESSING RESEARCH NEEDS - AND COMMUNICATE THOSE NEEDS TO THE APPROPRIATE RESEARCH UNITS.

M. MANAGING PARAPROFESSIONAL AND/OR VOLUNTEER PROGRAM TO HELP EXTEND CES RESOURCES OR DEVELOP LEADERSHIP SKILLS.

N. RESPONSE IN EMERGENCY SITUATIONS RENDERED IN AN EXTENSION ROLE, TO CLIENTELE THAT FACED THE EMERGENCY.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair, PROGRAM CHAIR, OFFICE COORDINATOR or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. **Professional Service**
   a. Editing or refereeing articles or proposals for professional journals or organizations.

   b. Active participation in professional organizations.

   c. Active participation in discipline-oriented service organizations.

   d. Committee chair or officer of professional organizations.

   e. Organizer, session organizer, or moderator for professional meetings.

   f. Service on a national or international review panel or committee.

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

SPECIFIC INDICES FOR COOPERATIVE EXTENSION SERVICE ACTIVITY, AND FOR PROMOTION & TENURE.

SINCE SERVICE IS THE MAJORITY OF THE WORKLOAD OF CES FACULTY, IN ADDITION TO UNIVERSITY REGULATIONS ON EVALUATION OF PUBLIC AND UNIVERSITY SERVICE ADDITIONAL INDICES FOR DOCUMENTING EFFECTIVE SERVICE FOR CES FACULTY MAY INCLUDE THE FOLLOWING:

ASSOCIATE PROFESSOR: EVIDENCE OF DEPARTMENT, PUBLIC AND UNIVERISTY SERVICE MAY INCLUDE SOME OR ALL, BUT IS NOT LIMITED TO III.D.1 AND III.D.2 AND THE FOLLOWING:

1. AUTHORSHIP OF CES PUBLICATIONS WITH A DOCUMENTED RECORD OF PEER REVIEW.

2. DOCUMENTATION OF SERVICE ACTIVITIES PLANNED IN AN ENGAGED, TWO-WAY, CONTINUING PROGRAMMATIC BASIS.

3.- TESTIMONIALS & LETTERS DEMONSTRATING OUTCOMES

AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES.

4. DOCUMENTING PUBLIC NEEDS AND ENGAGING THE RESOURCES OF THE UNIVERSITY AND OTHER ENTITIES IN MEETING THOSE NEEDS.

5. DOCUMENTING IMPACTS WHICH RESULT FROM ENGAGED PUBLIC SERVICE ACTIVITIES

FULL PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS MAY INCLUDE:

1. INVITATIONAL SERVICE ON NATIONAL OR INTERNATIONAL BOARDS, PUBLICATION & GRANT REVIEW COMMITTEES, AWARD COMMISSIONS OR SCHOLARSHIP COMMISSIONS.

2. NATIONAL LEADERSHIP IN A PROFESSIONAL ORGANIZATION.

3. RECOGNITION THROUGH INVITATIONAL SPEAKING ENGAGEMENTS WHICH CONSTITUTE PUBLIC SERVICE SUCH AS KEYNOTE ADDRESSES AT CONFERENCES, MEETINGS AND EVENTS NOT SPONSORED BY CES.

4. OUTSTANDING UNIVERSITY SERVICE, SUCH AS SERVICE AS A FACULTY SENATE OFFICER, FACULTY SENATE COMMITTEE CHAIR, CHAIR OF A FACULTY SEARCH COMMITTEE, OR MEMBER OF A MAJOR ADMINISTRATIVE SEARCH COMMITTEE.

5. RECOGNITION THROUGH RECEIPT OF PUBLIC SERVICE AWARDS, OR AWARDS FOR SERVICE TO THE UNIVERSITY.

6. RECEIPT OF A NATIONAL ASSOCIATION, USDA, OR PROFESSIONAL SOCIETY SERVICE AWARD.

7. PARTICIPATION IN A VOLUNTARY MENTORING RELATIONSHIP WITH JUNIOR FACULTY TO FACILITATE THEIR PROGRESS TOWARD PROMOTION AND TENURE.

*Correction: Effective Fall 2013
per the Office of Admissions and the Registrar

The UAF Faculty Senate passed the following motion at Meeting #187 on December 3, 2012 (as amended on the floor):

MOTION:

The UAF Faculty Senate moves to approve a new minor in Emergency Management within the School of Management.

Effective: Spring 2013*

Rationale: See the program proposal #63-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

There is an increasing interest among students to obtain additional exposure to the growing field of emergency management. Organizations within the public and private sectors are establishing emergency response policies, continuity of operations plans, and actively building and training emergency response teams. This minor allows students with other primary career interests to develop in the emergency management arena, broaden their base of experience and bring additional skills to their careers and communities.

The selected courses provide a base of understanding in emergency issues and allow students some flexibility in choosing courses which interest them. The options allow them to select courses that focus on communications, on business practices or on planning and response in the event of emergency.

Proposed Minor Requirements:

1. Complete the following:*
   HSEM F301 - Principles of Homeland Security & Emergency Management – 3 credits

2. Choose 3 of the following:*
   HSEM F412 – Emergency Planning and Preparedness – 3 credits
   HSEM F423 – Disaster Response Operations and Management – 3 credits
   HSEM F434 – All Hazards Risk Analysis – 3 credits
   HSEM F445 – Business Continuity and Crisis Management – 3 credits
   HSEM F456W – Leadership and Influence During Crisis – 3 credits

3. Choose at least 3 credits from the following:
   GEOS/GEOG F222 - Fundamentals of Geospatial Sciences – 3 credits
   GEOS F120X Glaciers, Earthquakes, and Volcanoes: Past, Present, and Future – 4 credits **
   BA F317W – Employment Law – 3 credits
   BA F490 – Services Marketing – 3 credits

COMM F335O – Organizational Communications – 3 credits
COMM F353 – Conflict, Mediation, and Communication – 3 credits
BA F452W – Internship in Emergency Management – 3 credits
Or course(s) approved by Program Director

* Students must earn a C grade (2.0) or better in these classes.
Note: an Emergency Management minor is not available to students earning a Bachelor of Emergency Management degree.

**May be used to satisfy half of the core science requirement.

Relationship to the Purposes of the University:

Providing a minor in emergency management would meet student demand for those in other programs who have expressed interest in emergency management. Students who have approached the program recognize their future employment requires peripheral knowledge regarding the emergency management profession and that this knowledge would be of benefit in securing employment or promotion.

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Jennifer A. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 12/4/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

*Correction: Effective Fall 2013
per the Office of Admissions and the Registrar

The UAF Faculty Senate passed the following motion at Meeting #187 on December 3, 2012:

MOTION:

The UAF Faculty Senate moves to approve a new minor in Interdisciplinary Studies.

Effective: Spring 2013 *

Rationale: See the program proposal #90-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

The Interdisciplinary Minor is intended to add breadth to baccalaureate programs. It provides flexibility to students who have well-defined goals that do not fit into one of the established minors offered by the university. In addition, many students, especially military students, arrive at UAF with substantial transfer credits in fields where UAF does not have a minor. For example, a service member who has completed medic training transfers in a substantial number of credits; however, many of these credits do not transfer in as UAF's Allied Health courses for several reasons. Creation of this minor would allow such students to complete their programs more quickly by recognizing a body of knowledge and skills they have fulfilled at other institutions.

Proposed Minor Requirements:

Interdisciplinary Minor

1. Contact the Academic Advising Center at 907-474-6396 or 1-888-823-8780 for materials and procedures.

2. Prepare and submit a draft declaration of interdisciplinary minor form and submit it electronically to the Academic Advising Center at uaf.advising@alaska.edu or in person at 509 Gruening Building. This form asks the student to provide a title for their minor, briefly describe the body of knowledge and skills intended to fulfill the minor, including courses specifying the knowledge and skills relevant to the minor title (for example, Food Science minor including relevant coursework from transfer credits in Food Science from a regionally accredited university, as well as credits from chemistry, fisheries or natural resources management, and biological sciences). An interdisciplinary minor cannot be titled the same as an existing minor and must demonstrate a cohesive body of knowledge and skills. The approved title will appear on the student's transcript.

3. Three faculty proposed by the student and approved by the Dean of General Studies will serve as the interdisciplinary minor committee. This committee will ensure that an appropriate and cohesive body of knowledge and skills is addressed in the planned minor, ensure that the interdisciplinary minor does not overlap with an existing minor, and discuss alternatives with the student as needed. This committee and the Dean of General Studies must approve the draft declaration of minor for it to become effective.

4. Minimum credits required – 18 credits

*Student must earn a grade of C or better in each course.

Relationship to the Purposes of the University:

Creation of the interdisciplinary minor will allow the university to be responsive to demand. For example, sustainability, climate change, biotechnology, indigenous studies, or other developing emphasis areas could become minors initially through the interdisciplinary program, and, with sufficient demand, could be adopted as specific minors.

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Jennifer M. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 12/4/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #186 on November 5, 2012:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the M.A.T. degree in Mathematics.

EFFECTIVE: Fall 2013

RATIONALE: During the 2010-2011 program review process, the Faculty Program Review Committee recommended that either the enrollment be increased or the program be discontinued. The Administration Program Review Committee and the Chancellor's Cabinet recommended the program be discontinued. The Mathematics Department did not appeal that recommendation.

Background and Information:

According to the UAF Catalog, M.A.T. (Master of Arts in Teaching) programs are designed "to serve baccalaureate graduates who qualify for the Alaska secondary school certificate, who intend to make secondary school classroom teaching their career, and who wish to take additional work in the teaching major and/or minor..." However, the UAF M.A.T. degrees have not attracted significant enrollment for many years. In particular, there has been only one M.A.T. Mathematics student enrolled and two degrees awarded since FY06. Enrollment has been zero since FY08.

Discontinuation of this program will have no effect on other programs, personnel, students, or budget, except that the department will be freed from administrative requirements of student learning outcomes assessment and program review. There are currently no students enrolled in this program, and admissions have been suspended pending Faculty Senate action. Therefore, the program can be discontinued immediately and does not require a teach out period.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 6 Nov 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #186 on November 5, 2012:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the M.A.T. degree in Physics.

EFFECTIVE: Fall 2013

RATIONALE: During the 2010-2011 program review process, the Faculty Program Review Committee, Administration Program Review Committee, and the Chancellor's Cabinet recommended the program be discontinued. The Physics Department did not appeal that recommendation.

Background and Information:

According to the UAF Catalog, M.A.T. (Master of Arts in Teaching) programs are designed "to serve baccalaureate graduates who qualify for the Alaska secondary school certificate, who intend to make secondary school classroom teaching their career, and who wish to take additional work in the teaching major and/or minor..." However, the UAF M.A.T. degrees have not attracted significant enrollment for many years. In particular, the M.A.T. in Physics has had no students enrolled and no graduates since at least FY06.

Discontinuation of this program will have no effect on other programs, personnel, students, or budget, except that the department will be freed from administrative requirements of student learning outcomes assessment and program review. There are currently no students enrolled in this program, and admissions have been suspended pending Faculty Senate action. Therefore, the program can be discontinued immediately and does not require a teach out period.

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President, UAF Faculty Senate

APPROVAL: _____ DATE: 6 Nov 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #186 on November 5, 2012:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the M.S. degree in General Science.

EFFECTIVE: Fall 2013

RATIONALE: During the 2010-2011 program review process, the Faculty Program Review Committee, the Administration Program Review Committee and the Chancellor's Cabinet recommended the General Science M.S. program be discontinued. The Physics Department (which administers this degree) did not appeal that recommendation.

Background and Information:

According to the UAF Catalog the general science program "offers MS degrees in the biological sciences, chemistry, the geosciences and physics. The M.S. degree may be described as a breadth degree rather than a depth degree, so the candidate normally pursues a course of study in one of these disciplines and is cooperating with at least one other discipline." A similar course of study could be followed through the Interdisciplinary Program, and there has been no demand for the M.S. in General Science recently. The M.S. in General Science had only one student in each of FY06 and 07, and zero enrollment since then. There have been no graduates since at least FY06.

Discontinuation of this program will have no effect on other programs, personnel, students, or budget, except that the department will be freed from administrative requirements of student learning outcomes assessment and program review. There are currently no students enrolled in this program, and admissions have been suspended pending Faculty Senate action. Therefore, the program can be discontinued immediately and does not require a teach out period.

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Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 6 Nov 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate tabled the following motion at Meeting #186 on November 5, 2012:

MOTION:

The UAF Faculty Senate agrees to discontinuation of the PhD Degree in Mathematics.

EFFECTIVE: Fall 2013

RATIONALE: During the 2010-2011 program review process, the Faculty Program Review Committee recommended that the Ph.D. in Mathematics be continued, but stated "DMS should investigate ways to increase this number [of students] or make clear the reasons for the continuation of this program." The Administration Program Review Committee and the Chancellor's Cabinet recommended the Ph.D. in Mathematics program be discontinued. The Mathematics Department (which administers this degree) appealed that recommendation, but the appeal was denied by the Chancellor's Cabinet on the grounds that there was no evidence that enrollment would increase or other compelling reasons for continuation.

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Background and Information:

There was total of only two Ph.D. in Mathematics graduates during the period from FY06 to present. Enrollment was 7 in FY06, but since then has ranged between 0 and 3 students. As shown below, there has been zero enrollment for a year. Of the students enrolled in 2009-10, two graduated and the other student is not expected to return.

Program Review Enrollment Data

Degree and major sought:	FY06	FY07	FY08	FY09	FY10
PHD Mathematics	7	2	3	3	2

Enrollment in the Mathematics Ph.D. Program by semester, 2009-present

Program	Su09	Fa09	Sp10	Su10	Fa10	Sp11	Su11	Fa11	Sp12	Su12	Fa12*
PHD	1	2	1	0	3	2	0	1	0	0	0

*As of October 25, 2012.

Additional factors are that the faculty member who has served as major professor for all recent Ph.D. students has left UAF, and that the program has persistently had low enrollment and graduates. During the previous program review period the enrollment had increased from zero (Fall 1999) to six (Fall 2004), but there were no doctoral degrees awarded. So, over the last 13 years there has been a total of only two graduates. The Program Review conducted in 2005-06 concluded in part:

> "We also support continuing the Ph.D. program for the next review period, but it will be subject to a serious re-evaluation in 2010. Several questions that must be addressed at that time are (1) Has a broader group of faculty, especially including some of the recent hires, begun advising Ph.D. students? (2) Has an enrollment of about 5-10 students been sustained? (3) Have a reasonable fraction of the students admitted before 2007 completed their degrees? (4) Have these students had successful

> outcomes, e.g., employment in their field, publication in peer-reviewed journals, etc.? Negative answers to most of these questions will probably result in termination of the program, or at least, suspension of admissions until a more favorable climate exists."

Discontinuation of this program will have little effect on other programs, personnel, students, or budget. The department will be freed from administrative requirements of student learning outcomes assessment and program review. The vacant faculty position can be refilled to focus on other department needs. There are currently no students enrolled in this program, and admissions have been suspended pending Faculty Senate action. Therefore, the program can be discontinued immediately and does not require a teach out period.

The UAF Faculty Senate passed the following at Meeting #185 on October 8, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection A (page 13). This amendment modifies the bylaws regarding non-voting members of the Faculty Senate to conform with recent and current practice.

EFFECTIVE: Immediately.

RATIONALE: The Bylaws provide for nine non-voting members of the UAF Faculty Senate. These bylaws have not been followed in recent years. The following amendments to the bylaws change the number of non-voting members to seven and adopt recent practices as official Faculty Senate policy.

Jennifer L. Reynolds
President, UAF Faculty Senate

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CAPS = Addition

[[ ]] = Deletion

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," ... **FOUR** [[Six]] non-voting members will be selected by and from other university constituencies as follows: one [[non-graduate student and one graduate]] student selected by the ASUAF; one **DEAN OR DIRECTOR SELECTED BY THE PROVOST** [[professional school dean and one college dean selected by the Deans' Council]]; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. [[If the staff representative from the registrar's office is APT, the second staff member must come from the classified staff ranks. If the staff representative from the registrar's office is classified, the second staff member must be APT.]] Three additional non-voting members will be selected by and from the **FACULTY** unions as follows: one elected official each from United Academics-AAUP/AFT, UAFT, **AND** Adjuncts (United Academics)-AAUP/AFT.

The UAF Faculty Senate passed the following at Meeting #185 on October 8, 2012:

MOTION:

The UAF Faculty Senate moves to conduct reapportionment of representation among the qualifying units at UAF.

EFFECTIVE: November 2012.

RATIONALE: According to Faculty Senate Bylaws, "Re-apportionment will be done in the year of accreditation review of UAF, expected to be every seven years, or upon two-thirds vote of the Senate." The Libraries faculty have requested that the Faculty Senate conduct reapportionment under the second option, requiring a two-thirds vote of the Senate.

Until recently Library faculty were academically housed in the College of Liberal Arts (CLA) and the Libraries faculty were represented on the Faculty Senate as part of CLA. In the past year the Libraries have become an independent unit and their dean now reports directly to the Provost. They also wish to have separate representation on Faculty Senate.

Reapportionment will be conducted by the Faculty Affairs Committee with October 2012 data provided by the Provost's Office, and the results will take effect with the Faculty Senate elections in Spring 2013.

Jennifer R. Reynolds
President, UAF Faculty Senate

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The UAF Faculty Senate did not pass the following proposed motion at Meeting #185 on October 8, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection B (page 14). This amendment removes a requirement that all represented units have at least 2 Senators.

EFFECTIVE: November 2012

RATIONALE: Apportionment of representatives on the Faculty Senate is calculated based on the number of qualifying faculty in the unit. Units with as few as 9 faculty now qualify for representation, and for the smallest units the "minimum 2 senators" rule (plus 1 alternate) requires participation by up to one third of their faculty at all times. This is likely to result in unwilling and/or unrepresentative Senators, serving neither the interests of the unit nor of the Faculty Senate.

This amendment to the bylaws would drop the "minimum 2 senators" rule, so that the smallest units would be represented by 1 senator rather than 2. It would not change whether or not a unit qualified for representation on the Faculty Senate.

This change would go into effect with the upcoming reapportionment in November 2012 and would affect elections in Spring 2013.

****

CAPS = Addition

[[ ]] = Deletion

Sect. 1 (ART III: Membership)

B. Representation shall be by academic or research unit and based on the number of qualifying faculty in each unit as described below.

[[7. Each unit will have at least 2 representatives.]]

The UAF Faculty Senate did not pass the following at Meeting #185 on October 8, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsections A and B (pages 13-14). This amendment increases the target number of elected seats in the Faculty Senate.

EFFECTIVE: November 2012

RATIONALE: The Bylaws specify a target number of 35 elected senators, to be apportioned among the units according to the number of qualifying faculty in each unit. In practice, because of the "minimum 2 senators" rule that is addressed by a separate motion the UAF Faculty Senate has had 37 senators for approximately a decade until reapportionment in Fall 2010. This reapportionment added two small units and increased the size of the Faculty Senate to 39 elected members. That is the current size.

The Faculty Senate functions well with 39 elected senators, and it is easier to fully staff the Standing and Permanent Committees with this larger number of senators. If the Faculty Senate removes the rule that all units have a minimum of 2 senators without making other changes to the Bylaws, the number of senators will drop to the Bylaws' target level of 35 senators. This amendment would enable the Faculty Senate to remain at its present size if the "minimum 2 senators" rule is removed. All seats would be distributed proportionately, according to the number of faculty in each unit.

This change would go into effect with the next reapportionment and would affect the first elections thereafter.

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CAPS = Addition

[[ ]] = Deletion

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately **45 [[**41**]]** members plus one non-voting presiding officer. Approximately **39 [[**35**]]** members shall be elected by and from the faculty and will have voting privileges.

…

B. Representation shall be by academic or research unit and based on the number of qualifying faculty in each unit as described below.

…

4. Each unit will elect the number of representatives to the Senate equal to the number of qualifying faculty in that unit divided by the total number of qualifying faculty at UAF, multiplied by **39 [[**35**]]** and rounded to the nearest integer.

The UAF Faculty Senate passed the following at Meeting #185 on October 8, 2012:

MOTION:

The UAF Faculty Senate moves to amend the academic policy regarding undergraduate probation.

EFFECTIVE: Fall 2013

RATIONALE: Adding the summer session to the undergraduate probation policy will help clarify this policy. No change is intended to the disqualification policy which would remain as it is (referring to fall/spring and spring/fall semesters).

Jennifer R. Reynolds
President, UAF Faculty Senate

APPROVAL: _____ DATE: 10/15/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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NOTE: The current printed version of the Catalog contains an error to the first sentence of this policy. However, the online version of the Catalog contains correct wording, which is used below.

Current *UAF Catalog* language from the online version, page 50:

PROBATION

Undergraduate students -- Students whose semester and/or cumulative GPA falls below 2.0 after each fall and spring semester will be put on academic probation. Students on probation may not enroll in more than 13 credits a semester, unless an exception is granted by the appropriate dean. Probation may include additional conditions, as determined by the dean of the college or school in which the student's major is located. Students on probation will be referred for developmental advising/education and/or to an advising or support counseling center. The student will work

with an academic advisor to prepare an academic plan for achieving a higher GPA; the advisor is responsible for forwarding this plan to the appropriate dean. A student on probation will not be allowed to register unless the academic plan is on file. Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0.

CAPS = Additions
[[ ]] = Deletions

Proposed *UAF Catalog* policy language:

Undergraduate students -- Students whose semester and (or) cumulative GPA falls below 2.0 after **ANY SEMESTER INCLUDING THE SUMMER SESSION** will be put on academic probation.

...

The UAF Faculty Senate passed the following at Meeting #184 on September 10, 2012:

MOTION:

The UAF Faculty Senate moves to endorse the 2012-2013 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges. Now that questions of representation and availability have been resolved, the committee membership may be formally endorsed.

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Jennifer R. Reynolds 9/10/2012
President, UAF Faculty Senate Date

STANDING COMMITTEES

Curricular Affairs
- Ken Abramowicz, SOM (13)
- Retchenda George-Bettisworth, CLA (13)
- Karen Gustafson, CLA (13)
- Cindy Hardy, CRCD (13)
- Sarah Hardy, SFOS (13)
- David Henry, CLA (13)
- Diane McEachern, CRCD (Kuskokwim) (13)
- Rainer Newberry, CNSM (14) – convener
- Todd Radenbaugh, CRCD (Bristol Bay) (13)
- Subcommittee:
- General Education Revitalization Committee

www.uaf.edu/uafgov/faculty-senate/committees

Faculty Affairs
- Leif Albertson, CES (Kuskokwim) (14)
- Mike Davis, CRCD (Bristol Bay) (14)
- Chris Fallen, IARC (13)
- Duff Johnston, CLA (13)
- Julie L. Joly, SNRAS (13)
- Cecile Lardon, CLA (13) - convener
- Margaret Short, CNSM (13)

Unit Criteria
- Vladimir Alexeev, IARC (13)
- Sukumar Bandopadhyay, CEM (13) - convener
- Christina Cook, SoEd (14)
- Javier Fochesatto, CNSM (14)
- Karen Jensen, CLA (14)
- Jun Watabe, CLA (13)
- Cathy Winfree, CRCD CTC (13)

PERMANENT COMMITTEES

Faculty Development, Assessment & Improvement
- Stephen Brown, CES (Palmer) (13)
- Izetta Chambers, SFOS (Bristol Bay) (14)
- David Fazzino, CLA
- Andrea Ferrante, CNSM
- Kelly Houlton, CRCD
- Trina Mamoon, CLA
- Franz Meyer, GI (13) – Chair
- Amy Vinlove, SoEd

Graduate Academic & Advisory Committee
- Donie Bret-Harte, CNSM (13) – Chair
- Vincent Cee, CLA (13)
- Cheng-fu Chen, CEM (14)
- Michael Daku, CLA
- Lara Horstmann-Dehn, SFOS
- Wayne Marr, SOM (14)
- Franz Mueter, SFOS (Juneau)
- Elisabeth Nadin, CNSM (13)
- Chung-sang Ng, CNSM (13)
- John Yarie, SNRAS (14)

Research Advisory Committee
- Jon Dehn, GI - convener
- Joanne Healy, SoED (13)
- John Heaton, CLA (13)
- Kris Hundertmark, IAB
- Orion Lawlor, CEM (13)
- Peter Webley, GI
- Peter Winsor, SFOS (14)

(Continued next page)

Core Review (appointed)
- CLA:
- Derek Burleson, English (13)
- Walter Skya, Social Sciences (14)
- (pending) Humanities
- Jean Richey, Communication (14)
- Anne Christie, Library (13)
- CNSM:
- Latrice Bowman, Math (14) – convener
- Michael Whalen, Science (13)
- Core Assessment Unit Representatives
- Non-Core Unit Representative

Committee on the Status of Women
- Diana DiStefano, CLA (14)
- Mary Ehrlander, CLA (14)
- Nilima Hullavarad, INE (13)
- Jenny Liu, CEM (13)
- Ellen Lopez, CANHR (13)
- Megan McPhee, SFOS (14)
- Shawn Russell, CRCD (14)
- Derek Sikes, CNSM (13)
- Kayt Sunwood, Women's Center
- Jane Weber, CRCD (14) – Chair

Student Academic Development & Achievement Committee *(appointed)*
- Nancy Ayagarak, CRCD Kuskokwim Campus
- Amy Barnsley, CRCD/DevEd
- John Creed, CRCD Chukchi Campus
- Dana Greci, CRCD/DevEd
- Linda Hapsmith, Academic Advising Center
- Cindy Hardy, CRCD/DevEd (13) – convener
- Ginny Kinne, Academic Advising Center
- Joe Mason, CRCD Northwest Campus
- David Maxwell, Math/CNSM
- Gabrielle Russell, Rural Student Services
- Sarah Stanley, CLA – English (14)
- Curt Szuberla, Science/CNSM
- Dave Veazey, Science/SNRAS
- Sandra Wildfeuer, CRCD Interior Aleutians

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #184, September 10, 2012:

MOTION:

The UAF Faculty Senate moves to approve the elimination of the M.A.T. degree in Biology.

EFFECTIVE: Fall 2013

RATIONALE: As a result of the program review process, the Chancellor's Cabinet, the College of Natural Sciences and Mathematics, and the Department of Biology and Wildlife have recommended the program be discontinued. The proposal to discontinue the program is on file in the Governance Office, 312B Signers' Hall.

Jennifer A. Reynolds 9/10/2012
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 9/13/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Background and Information:

The deletion of this program will have virtually no effect on other programs, personnel, students, or budget. There are currently no students enrolled in this program and therefore can be discontinued immediately and will not require a phase out period.

While a copy of the original program approval is not available, the following is an extract from the July 23, 2009 UAF Academic Program Review Committee (a committee formed within CNSM at that time).

"The M.A.T. in Biology program is designed to offer a graduate degree to students who have a B.A. or B.S. in Biology and are interested in teaching biology in K-12 schools."

Further, the committee recommended the program be discontinued at that time:

> "No students have been enrolled in this program since 2003 and only 3 students have been awarded this degree. Doug Schamel, who was very passionate about K-12 education but passed away a number of years ago, led this program. If there were potential students (K-12 teachers/interns) interested in this program and a faculty who were interested in leading it, then it would be a good program to keep in place. However, given the faculty resource allocation in DBW and the lack of interest, the committee recommends removing the program from the DBW even though it currently incurs no cost to the program."

As stated earlier, there are currently no students enrolled in the program; in fact, since the time of the assessment in 2009, there have been no students enrolled in the program.

The UAF Faculty Senate passed the following at Meeting #184 on September 10, 2012:

RESOLUTION

REAFFIRMATION OF COMMITMENT TO SHARED GOVERNANCE

WHEREAS, the University administration has recently demonstrated a lack of commitment to the principle of shared governance through its decisions to close the Office of Multicultural Affairs and Diversity (OMAD) and the UAF Women's Center without including governance organizations in the decision-making process; and

WHEREAS, Regents Policy requires the University to "provide an effective opportunity for university faculty, staff and students to play a meaningful role in matters affecting their welfare"[1] through participation in shared governance; and

WHEREAS, the closing of the UAF Women's Center and OMAD has the potential to not only negatively affect the welfare of women, people of color, and their allies, but will have far-reaching adverse effects on the entire UAF community who have come to rely on these centers for educational outreach, advocacy, nurturing student academic success, cultural programming, support, bridge-building, informational networking, collaborative partnerships with the community and academic departments, student engagement, volunteer opportunities including student internships, referrals, rape awareness, proactive student retention activities, community connections, gathering space, library and other resources, professional development activities, activism against multiple forms of discrimination and prejudice[2]; and

WHEREAS, Faculty Senate and other UAF governance organizations were excluded from the discussions and the decisions about the closure of the two offices whose missions are to advocate for women and people of color who are members of the UAF community; now

THEREFORE BE IT RESOLVED, that the Faculty Senate urges the University administration to reaffirm its commitment to the principle of shared governance.

Jennifer R. Reynolds 9/10/2012

Faculty Senate President Date

[1] Regents Policy, Part III—Faculty, Staff and Student Governance, Chapter 03.01.D.1

[2] From the published mission statements, websites, and publications from OMAD and the Women's Center

The UAF Faculty Senate passed the following at Meeting #184, September 10, 2012:

Background:

The following resolution was first passed at Faculty Senate Meeting #146 in November 2007, and was endorsed by a letter distributed to the UAF faculty in Fall 2008. Since then the Provost has annually provided this resolution to all Faculty Review Committees. The Faculty Senate reaffirmed this resolution (as written) at Meeting #176 in September 2011. For the academic year 2012-2013, the Administrative Committee submits an updated resolution to the Faculty Senate Meeting #184 on September 10, 2012.

RESOLUTION

WHEREAS the members of Faculty Review Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion and Comprehensive review (Pre and Post-tenure);

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University and the integrity of the academic process; and

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review;

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2012-2013 review cycle.

RATIONALE:

1. Faculty Review Committee meetings are first designated "open" or "closed" by the Committee. If the Committee votes to allow "open" meetings, then the choice moves to the candidate, consistent with all other relevant UAF rules and procedures. If the Committee votes for a "closed" meeting, then the candidate has no choice in the matter.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate. This increases confidence in the process.

3. If the candidate is present at the meeting, the Committee can query the candidate for clarification of the file, which can greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational. Candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety and uncertainty about the process.

Jennifer R. Reynolds 9/10/2012

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2012-2013 meetings.

EFFECTIVE: Immediately

RATIONALE: Dates must be firmed up for the meeting schedule to allow for advance planning, and Wood Center room reservations must be scheduled well in advance.

Jennifer R. Reynolds 5/7/12
President, UAF Faculty Senate Date

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UAF Faculty Senate Meetings

Location is the Wood Center Carol Brown Ballroom, unless otherwise noted in the meeting agenda.
http://www.uaf.edu/uafgov/faculty-senate/meetings/2012-2013-meetings/

Fall 2012 Semester				
Meeting #:	**Date**	**Day**	**Time**	**Type**
184	Sept. 10, 2012	Monday	1-3 PM	Audio Conference
185	Oct. 8, 2012	Monday	1-3 PM	Face to Face
186	Nov. 5, 2012	Monday	1-3 PM	Audio Conference
187	Dec. 3, 2012	Monday	1-3 PM	Audio Conference
Spring 2013 Semester				
188	Feb. 4, 2013	Monday	1-3 PM	Face to Face
189	Mar. 4, 2013	Monday	1-3 PM	Video/Audio Conference
190	Apr. 1, 2013	Monday	1-3 PM	Audio Conference
191	May 6, 2013	Monday	1-3 PM	Face to Face

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2012. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 8, 2012

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

President, UAF Faculty Senate 5/7/12
Date

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Appeals Policy for Academic Decisions (other than assignment of grades) of the University of Alaska Fairbanks Faculty Senate, Section III. Procedures, subsection B, Item 2. This amendment shall reassign the Senate responsibilities with respect to participation on grade appeals review committees.

EFFECTIVE: Fall 2012

RATIONALE:This motion is put forth as a result of dissolution of the Faculty Appeals and Oversight Committee.

Catherine J. Cahill 5/7/12

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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CAPS and **Bolded** – Addition
[[ ]] = Deletion

2. A [[The Provost will appoint a]] 5 member review committee **WILL BE APPOINTED AS FOLLOWS** [[composed of the following]]:

a. **THE PROVOST SHALL APPOINT** one non-voting tenure-track faculty member from the academic unit in which the decision was made. This individual shall serve in an advisory role. This faculty member shall not be the individual(s) against whom the appeal is directed.

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the decision was made **SHALL BE APPOINTED. ONE OF THESE MEMBERS SHALL BE APPOINTED BY THE PROVOST. THE OTHER PERSON SHALL BE APPOINTED BY THE FACULTY SENATE PRESIDENT AND SHALL BE A MEMBER OF THE FACULTY SENATE (INCLUDING ALTERNATE MEMBERS), IF AVAILABLE.** [[If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.]]

c. One tenure-track faculty member from outside the college or school in which the decision was made. **THIS PERSON SHALL BE A MEMBER OF THE FACULTY SENATE (INCLUDING ALTERNATE MEMBERS). THE SENATE MEMBER SHALL BE APPOINTED BY THE FACULTY SENATE PRESIDENT.** [[If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.]]

d. The fifth member, to be appointed by the Provost, will be a non-voting student representative.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

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Catherine J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the CLA Art Department.*

EFFECTIVE: Fall 2012
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the CLA Art Department. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

Cathie J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12*
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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*with correction to last page!
"UA Museum of the North"

*Passed with a friendly amendment on the Faculty Senate floor to the Curator statement on the last page of the criteria (see underlined below):

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM OF THE NORTH WITH A FACULTY APPOINTMENT IN ART TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE ART DEPARTMENT WILL EVALUATE THE CURATOR'S SERVICE RECORD TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UA. MUSEUM OF THE NORTH COMMITTEE.

UAF Regulations for the Appointment and Evaluations of Faculty And Art Department Unit Criteria, Standards, and Indices

The following is an adaptation of UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the Art Department. Items in boldface italics are those specifically added or emphasized because of their relevance to the department faculty, and because they are additions to UAF regulations.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.
These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

Chapter II

Initial Appointment of Faculty

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

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM OF THE NORTH WITH A FACULTY APPOINTMENT IN ART TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED IN TEACHING TO THE DEPARTMENT. THE ART DEPARTMENT WILL EVALUATE THE CURATOR'S TEACHING RECORD***

1. **Effectiveness in Teaching**

   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success ***BY PROVIDING INSIGHTFUL CRITIQUES IN AN INDIVIDUAL OR GROUP CONTEXT; THE ABILITY TO RUN EFFECTIVE, CORDIAL AND INSIGHTFUL GROUP CRITIQUES IS ALSO IMPORTANT;***

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, ***TEACHING RESIDENCIES***, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. ***THE "HANDS ON" NATURE OF STUDIO ART MUST BE RECOGNIZED. DEMONSTRATE TECHNICAL MASTERY AND THE ACQUISITION OF NEW TECHNIQUES INCLUDING DIGITAL MEDIA, DATABASES AND THE INTERNET.***

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

ART FACULTY ARE EXPECTED TO CONSISTENTLY CREATE AND EXHIBIT NEW WORK. THE STATURE OF THE EXHIBITION SPACE AND SCALE OF THE EXHIBIT SHOULD ALSO BE CONSIDERED. NOTE THAT AN ART HISTORIAN'S RESEARCH WILL BE LARGELY PRESENTATION, PUBLICATION, AND CURATORIAL WHILE A STUDIO ARTIST'S WILL BE LARGELY EXHIBITION BASED. A DIGITAL ARTIST WILL NORMALLY PRESENT WORK IN WEB BASED OR OTHER DIGITAL FORMAT. STUDIO ARTISTS, BOTH TRADITIONAL MEDIA AND DIGITAL, NORMALLY MAKE PUBLIC SPEAKING PRESENTATIONS AS A PART OF THEIR WORK.

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM OF THE NORTH WITH A FACULTY APPOINTMENT IN ART TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE ART DEPARTMENT WILL EVALUATE THE CURATOR'S CREATIVE ACTIVITY AND RESEARCH RECORD.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings, ***CATALOGS*** and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. ***ONLINE MAGAZINES AND OTHER DIGITAL PUBLICATIONS ARE VALID VENUES IF SUBJECT TO REVIEW AND APPROVAL BY PEERS.***

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, ***MUSEUMS, ART CENTERS AND ALTERNATIVE SPACES AS WELL AS SITE SPECIFIC LOCATIONS,*** selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics. ***BOTH JURIED AND INVITATIONAL GROUP AND SOLO EXHIBITS ARE VALID FORUMS. ONLINE VENUES ARE ALSO APPROPRIATE FOR DIGITAL WORK EXHIBITION. THE SELECTION PROCESS FOR EXHIBITIONS IS COMPETITIVE AND COMPARABLE TO PUBLISHING IN REFEREED JOURNALS. SOLO EXHIBITIONS SHOULD TAKE PLACE EVERY TWO YEARS ON AVERAGE AND PARTICIPATION IN JURIED OR INVITATIONAL GROUP SHOWS SHOULD TAKE PLACE FREQUENTLY, ON AVERAGE AT LEAST TWO TIMES A YEAR.***

   e. ***SOLO AND COLLABORATIVE*** performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship, ***INCLUDING ACQUISITION OF WORK BY PROMINENT PRIVATE, CORPORATE AND PUBLIC COLLECTIONS.***

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study, **INCLUDING ARTIST-IN-RESIDENCES.**

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. ***CREATION OF PUBLIC ART COMMISSIONED BY LOCAL, STATE OR NATIONAL GOVERNMENT OR PRIVATE ORGANIZATIONS.***

o. ***APPLIED RESEARCH SUCH AS BUILDING AND DESIGN OF EQUIPMENT OR PROCESSES USING HISTORICAL AND/OR CONTEMPORARY TECHNOLOGIES.***

p. ***SERVING AS CURATOR OF AN EXHIBIT AT A RECOGNIZED INSTITUTION SUCH AS A MUSEUM, GALLERY OR ALTERNATIVE SPACE.***

q. ***PUBLIC SCREENING AND BROADCAST OF VIDEO/FILM WORKS.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership

competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. **Professional Service**
   a. Editing or refereeing articles or proposals for professional journals or organizations.

   b. Active participation in professional organizations.

   c. Active participation in discipline-oriented service organizations.

   d. Committee chair or officer of professional organizations.

   e. Organizer, session organizer, or moderator for professional meetings.

   f. Service on a national or international review panel or committee.

4. **Other Service: Curation**
   CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM OF THE NORTH (UAMN) WITH A FACULTY APPOINTMENT IN ART TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE ART DEPARTMENT WILL EVALUATE THE CURATOR'S SERVICE RECORD TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UAF MUSEUM COMMITTEE.

   CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:

   a. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);

b. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

c. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;

d. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);

e. DIRECTING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

f. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;

g. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;

h. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS.

i. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS THAT PERTAIN TO THE COLLECTION.

j. SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE AT THE RANK OF ASSISTANT PROFESSOR. EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

i. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA AND THE CIRCUMPOLAR NORTH AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

ii. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

iii. CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

iv. CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION

STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

v. *CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAMN.*

vi. *CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.*

vii. *CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.*

viii. *CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.*

k. *SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE AT THE RANK OF ASSOCIATE PROFESSOR*

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH MUST BE EVIDENT.

l. *SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE AT THE RANK OF PROFESSOR*

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF

RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. THEY MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

5. **Evaluation of Service**

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

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM OF THE NORTH WITH A FACULTY APPOINTMENT IN ART TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE ART DEPARTMENT WILL EVALUATE THE CURATOR'S SERVICE RECORD TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UAl MUSEUM OF THE NORTH COMMITTEE.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 3, Article V: Committees, subsections A and E. This amendment shall reassign the responsibilities of the Faculty Appeals and Oversight Committee, and then dissolve the Faculty Appeals and Oversight Committee.

EFFECTIVE: Fall 2012

RATIONALE: After a period of discovery and inquiry as to the roles, responsibilities and recent and historic activities of the Faculty Appeals and Oversight Committee, the Faculty Affairs Committee is recommending that the Faculty Appeals and Oversight Committee have its responsibilities reassigned, and thereafter, that committee is dissolved.

After evaluation of the findings and thorough discussion of this topic, the Faculty Affairs Committee arrived at the conclusion that, while activities, roles and duties of the Faculty Appeals and Oversight Committee should be retained by the Faculty Senate, these activities do not warrant a ten-member committee for implementation, as it now stands.

Responsibilities of the Faculty Appeals and Oversight Committee include acting as a pool to provide members, acting on behalf of United Academics, to serve on the faculty Appeals Board. The committee members also oversee evaluation of academic administrators. Per the Grade Appeals Policy and Appeals Policy for Academic Decisions, a member of the Faculty Appeals and Oversight Committee is to be appointed to the (respective) review committees, when qualified members are available.

This motion will reassign oversight of administrator reviews to the Administrative Committee; reassign the "faculty Appeals Board" responsibility to the Faculty Affairs Committee; and Dissolve the Faculty Appeals and Oversight Committee. Reassignment of participation in the processes of Grade Appeals Policy and Appeals Policy for Academic Decisions shall occur in subsequent motions.

Cathie J. Cahill 5/7/12

President, UAF Faculty Senate Date

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CAPS and **Bolded** – Addition
[[ ]] = Deletion

A. An Administrative Committee will be composed of the chairpersons of all standing Senate committees and of permanent Senate Committees. The Provost of UAF shall be an ex-officio, non-voting member. Specific duties of the Administrative Committee in its obligation to fully prepare the agenda and materials for efficient operation of the Senate are:

1. Receive reports from the president of the Senate, the Provost, and, as deemed timely, other individuals, on issues of current and future importance to the Senate;

2. Accept and review the motions of standing and permanent committees, and from members of the Administrative Committee;

3. Make certain that the motions are ready for Senate action to the maximum degree possible, and if not, refer them back for further work and/or direct them to other relevant committees that may not have considered the motions;

4. Move the motions to the Senate's agenda;
5. Review and approve other items of the Senate's agenda, as deemed necessary;

6. Review reports of all committee work in progress; and

7. Discuss other issues, which may or should lead to later committee and senate actions.

In addition,
8. Within the scope of authority granted by the Senate at the last meeting of the spring semester, the Administrative Committee will represent the Senate from the close of the last Senate meeting in the spring until the opening of the first Senate meeting of the fall semester; and

9. At the first meeting in the fall semester make a report of all actions carried out in the name of the Senate since the last meeting in the spring semester.

10. THE ADMINISTRATIVE COMMITTEE SHALL OVERSEE THE PROCESS OF EVALUATION OF ACADEMIC ADMINISTRATORS.

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E. The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with curricular and academic policy changes on all levels except the graduate level.

In addition to the non-voting ex officio member(s) appointed by the provost, the committee may add non-voting ex officio members for one-year terms as deemed necessary.

2. The Faculty Affairs Committee shall review issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee will act as a faculty advocate with legislators and candidates. In its concern for fiscal issues the committee shall monitor budget appropriations to the university and evaluate any notice to the faculty of financial exigency. In performing these duties, the committee will coordinate as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units who serve as non-voting members of the Senate and ex-officio members of this committee.

THE COMMITTEE WILL ALSO ACT AS A POOL TO BE DRAWN UPON TO ACT AS THE UNITED ACADEMICS REPRESENTATIVES TO THE FACULTY APPEALS BOARD. THE CHAIR OF THE FACULTY AFFAIRS COMMITTEE WILL APPOINT,

FROM THE COMMITTEE, TENURED MEMBERS OF THE UNITED ACADEMICS BARGAINING UNIT WHO WILL SERVE ON THE PARTICULAR APPEALS BOARD. IF NO QUALIFIED FACULTY MEMBERS ARE AVAILABLE WITHIN THE FACULTY AFFAIRS COMMITTEE, THE MATTER WILL BE REFERRED TO THE FACULTY SENATE PRESIDENT FOR APPOINTMENT OF FACULTY SENATORS TO THE FACULTY APPEALS BOARD.

3. The Unit Criteria Committee will review proposed unit criteria for evaluation of faculty submitted by the various peer-review units of UAF, and to work with the heads of those units (or their designees) to ensure that their criteria are consistent with criteria defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book". The committee will also review proposed changes to the "Blue Book."

To ensure that perspectives from across UAF are represented, membership will consist of faculty senators, with one member drawn from each of the following schools/colleges: CLA; CRA/CES; CSEM; SFOS; Engineering; and one from SNRAS, SoEd, or SOM.

PERMANENT

1. The Graduate Academic & Advisory Committee will include ten faculty members. The Dean of the Graduate School, Director of the Library, the University Registrar, and two graduate student, are non-voting ex-officio members. The committee will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related to instruction and mentoring of graduate students. The committee will also have responsibility for oversight, review and approval of all professional degree courses and programs including 500-level courses. The committee will advise the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial and tax-related issues and dealings with other universities.

2. The Student Academic Developmental and Achievement Committee will include one representative from each of the following units of the College of Rural and Community Development: Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and the Community and Technical College. One or more of these should be from rural campus student services. The committee will also include one representative from the Department of Developmental Education; two at large representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics), and one from Math; one from the College of Liberal Arts English Department; and one each from Rural Student Services, the Academic Advising Center, and the Student Support Services Program.

The Student Academic Developmental and Achievement Committee shall consider policies concerning student development and retention. This committee will function as a curriculum review committee for all developmental education courses and other courses facilitating student progress.

3. The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and a representative from the Office of Faculty Development to be selected by the Provost. This committee will deal with faculty and instructional development and evaluation.

[[4. The Faculty Appeals and Oversight Committee shall be composed of two tenured faculty members, elected from each college/school and confirmed by the Faculty Senate.

Faculty appeals will be dealt with in accordance with the appropriate union contract.

The committee will act as a pool to be drawn upon to act as the United Academics representatives to the Appeals Board. The chair of the Faculty Appeals and Oversight committee will select, from the committee, members of the United Academics bargaining unit who will serve on the particular Appeals Board.

Committee members shall oversee the process of evaluation of academic administrators.]]

4[[5]]. The Curriculum Review Committee evaluates proposed substantive undergraduate course and program additions, changes, and deletions submitted by the appropriate school/college curriculum committees. Among the topics of its review are number and duplication of courses, credit assignment, establishment of need for new programs, and resource impacts of curricular changes. Decisions of the Curriculum Review Committee may be appealed to Curricular Affairs by the department submitting the proposal. The Committee shall be composed of the chairs of the college/school curriculum councils, the University Registrar or the Registrar's designee, and shall be chaired by a member of the Curricular Affairs Committee.

5[[6]]. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification.

The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) and one faculty member from a non-core component area. Membership on the committee will include an undergraduate student, and representatives from the colleges specifically tasked with core assessment.

6[[7]]. The Committee on the Status of Women. Membership will consist of nine people, two of whom will be a senator, the others to be elected at large from among UAF faculty.

The purpose of this committee is to monitor the status of women faculty at UAF and to work proactively for gender equity.

Such actions will include, but are not limited to: Maintaining lists of women faculty with hire, tenure and promotion dates; Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including running workshops on mentoring, promotion & tenure, negotiating techniques and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

7[[8]]. The Research Advisory Committee. The Research Advisory Committee consists of up to ten voting members, a chair and a co-chair, along with at least one ex officio member who is the vice chancellor research. The committee exists to review the issues of researchers at the

University of Alaska Fairbanks and to provide reports, recommendations, and resolutions to the UAF Faculty Senate on behalf of the UAF research community. The Research Advisory Committee will provide a connection between the faculty and the UAF vice chancellor for research, and advise the VCR on developing productive relationships with the different research facilities across UAF.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to amend the UAF Faculty Senate Bylaws, Section 3, Article V: Committees, subsection E, Permanent Committees.6. and to approve the Core Review Committee's authority to revoke O or W status (Oral intensive or Writing intensive designator) for classes following the second consecutive time that they fail to pass review by the Core Review Committee.

EFFECTIVE: Fall 2012

RATIONALE: Many classes with the O or W designator fail multiple assessments by the Core Review Committee. The appropriate Dean and Department Chair are then informed of the need to bring syllabi into conformity with the O or W guidelines, but often no changes are made. It is hoped that this will spur action.

Catherine J. Cahill 5/7/12

President, UAF Faculty Senate Date

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CAPS = Addition
[[ ]] = Deletion

SECTION 3 (ART V: COMMITTEES), SUBSECTION E., PERMANENT COMMITTEES:

6. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification. **IF THE COMMITTEE DETERMINES THAT A COURSE FAILS TWICE IN A ROW TO MEET O OR W GUIDELINES AS SPECIFIED BY THE FACULTY SENATE, THE COMMITTEE SHALL HAVE THE POWER TO REVOKE O OR W DESIGNATORS FROM THAT COURSE.* COMMITTEE ACTIONS MADE PRIOR TO MARCH 1 WILL BECOME EFFECTIVE IN THE NEXT YEAR'S CATALOG. DESIGNATORS WILL BE RESTORED AS SOON AS THE COURSE HAS BEEN REAPPROVED BY THE COMMITTEE AS ONCE AGAIN CONFORMING TO O OR W GUIDELINES.**

***AS FOUND AT: HTTP://WWW.UAF.EDU/UAFGOV/FACULTY-SENATE/CURRICULUM/COURSE-DEGREE-PROCEDURES-/GUIDELINES-FOR-CORE-DESIG/**

The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) and one faculty member from a non-core component area. Membership on the committee will include an undergraduate student and representatives from the colleges specifically tasked with core assessment.

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to adopt the recommendation of the Core Review Committee requiring a syllabus statement for Oral Intensive O and O/2 courses.

EFFECTIVE: Fall 2012 and/or upon chancellor's approval

RATIONALE: The Core Review Committee's assessment of W and O course syllabi has found that there is frequent confusion amongst some faculty members about the general and specific requirements for the three options of the oral intensive O designator and for the single O/2 designator. The inclusion of this statement in a course syllabus will make explicit the general course requirements for the O or O/2 designation and provide a reference location for the numerous specific requirements. Inclusion of this statement will make the syllabus requirement for the O and O/2 courses consistent with the existing syllabus requirement statement for Writing Intensive W courses, per Faculty Senate Meeting #109 on May 6, 2002. No new course requirements result from this action. These syllabus requirements should be added to the Faculty Senate's "UAF Syllabus Requirements."

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Syllabus Statement Regarding the Oral-Intensive (O) Requirement:
This statement, or a statement similar to it, MUST appear in the syllabus of each "O" or "O/2" course. Courses failing to provide this information jeopardize their continuing status as "O" or "O/2" courses.

This course is designated as Oral-Intensive (O). This designation means that the "O" or "O/2" is evident in the course number on the syllabus (e.g., Education F452 O). The designation applies to upper-division courses. ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work in the O course (7.5 percent for "O/2") will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

In addition, THE SPECIFIC REQUIREMENTS APPROPRIATE FOR THE PARTICULAR 'O' OPTION REPRESENTED BY THE COURSE (FOUND AT http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-core-desig/) WILL BE LISTED.

Motion to adopt the recommendation of the Core Review Committee requiring a syllabus statement for Oral Intensive O and O/2 courses.

Cathleen J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Grade Appeals Policy of the University of Alaska Fairbanks Faculty Senate, Section III. Procedures, subsection B, Item 4. This amendment shall reassign the Senate responsibilities with respect to participation on grade appeals review committees.

EFFECTIVE: Fall 2012

RATIONALE:This motion is put forth as a result of dissolution of the Faculty Appeals and Oversight Committee.

Catherine J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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CAPS and **Bolded** – Addition
[[ ]] = Deletion

4. A [[The dean will appoint a]] 5 member review committee **WILL BE APPOINTED AS FOLLOWS** [[composed of the following]]:

a. **THE DEAN SHALL APPOINT** one non-voting tenure-track faculty member from the academic unit in which the course was offered (other than the instructor of the course). This individual shall serve in an advisory role.

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the course was offered **SHALL BE APPOINTED. ONE OF THESE MEMBERS SHALL BE APPOINTED BY THE DEAN. THE OTHER SHALL BE APPOINTED BY THE FACULTY SENATE PRESIDENT. THIS PERSON SHALL BE A MEMBER OF THE FACULTY SENATE (INCLUDING ALTERNATE MEMBERS), IF AVAILABLE.** [[If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.]]

c. One tenure track faculty member from outside the college or school in which the course was offered. **THIS PERSON SHALL BE A MEMBER OF THE FACULTY SENATE (INCLUDING ALTERNATE MEMBERS). THE SENATE MEMBER SHALL BE APPOINTED BY THE FACULTY SENATE PRESIDENT.** [[If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.]]

d. The fifth member, to be appointed by the dean, will be a non-voting student representative.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Geophysics.

EFFECTIVE: Fall 2012
Upon Chancellor's approval.

RATIONALE: See the program proposal #12-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

The Department of Geology and Geophysics currently has a minor focused on the geology side of the department, but no minor available for those interested in Geophysics. We regularly get students interested in Geophysics because of its application to the oil industry, volcanoes, earthquakes, glaciers, climate, and related studies relevant to living and working in Alaska. Because of the prerequisites necessary to accomplish the coursework proposed for this minor, the most likely students to request it are Physics, Math, Chemistry, Engineering or similar majors. In particular the Geophysics minor can provide these students with rigorous, quantitative, intriguing Earth Science applications for the theories and fundamentals they are acquiring as students in these other departments. UAF has a world-renowned research program in geophysics. The minor would help connect the geophysics expertise to a pool of undergraduate students seeking to gain breadth and flexibility for future opportunities in either academia or the workforce.

Proposed Minor Requirements:

Geophysics Minor

1. Complete the following*:
   - GEOS Fl0IX- The Dynamic Earth ..... 4 credits
   - GEOS F112X- The History of Earth and Life ... 4 credits
   - GEOS F377 0- Ice in the Climate System ..... 3 credits
   - GEOS F318- Solid Earh Geophysics- ..... 3 credits
   - GEOS F406- Volcanology ..... 3 credits
   - GEOS F431- Foundations of Geophysics..... 4 credits
   - Minimum credits required..... 21 credits

Relationship to the "Purposes of the University":

The Geophysics Minor highlights the diversity of topics housed beneath the Geoscience umbrella and provides students with a clear path to a concentration in geophysics. Because the minor consists of courses required for all Geoscience students (GEOS 101 and GEOS 112) and courses

that are central to the Geophysics Option (all other courses), the minor places no additional demands on faculty workloads. Unless this minor attracts more than 5 students per year, we do not foresee a need for additional space. Therefore, while we expect a small increase in enrollments within the Geoscience degree program, the minor provides a service to students at little cost to the department or college.

The Geophysics Minor is intended to provide a path for students in Physics, Math, Chemistry, Engineering or other science who wish to learn in more depth about how the basic sciences can be applied to study the Alaskan landscape. As mentioned above, we regularly get students interested in Geophysics because of its application to the oil industry, volcanoes, earthquakes, glaciers, climate, auroras, environmental engineering, and related studies relevant to living and working in Alaska. This program will provide a connection between UAF undergraduate students and UAF's world renown expertise in Geophysics in research and graduate studies. In particular, this minor would provide a conduit for undergraduate students to engage in innovative research pertinent to Alaska's changing landscapes.

Catherine J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Geospatial Sciences.

EFFECTIVE:	Fall 2012 Upon Chancellor's approval.
RATIONALE:	See the program proposal #11-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:
Earth is our habitat and it is important to understand that it works as a dynamic system that changes with time. Geospatial science uses information technology to understand people, places, and processes on the Earth. Knowledge of fundamental principles behind geospatial sciences, and skill-to use technology and apply it for decision-making, will empower our students to be success in personal and professional life.

The Department of Geology and Geophysics and the Geography Department are heavily vested in Geospatial Sciences. Faculty and leadership of both Departments have been working closely over the last year not only to raise the bar for geospatial science education, but also to make it widely appealing and accessible. This minor strengthens those ongoing efforts.

The positive impact of offering this minor are that it will provide an opportunity to a broad base of undergraduate students to learn about and use geospatial technology for understanding the Earth system and Earth processes. It will prepare the students to use technology for spatial orientation, mapping, planning and decision making. This knowledge and skill-set is high in demand in industry and this minor will prepare students to join the growing geospatial workforce.

This minor will prepare the undergraduate students to first understand that the Earth is a dynamic system and that exploring the evolution of the Earth helps to provide context to the present and future of the planet Earth. The minor then focuses on providing students with an introduction to geospatial sciences (remote sensing, geographic information systems (GIS) and global positioning systems (GPS), followed by honing student's skill sets in using emerging technologies in geospatial sciences.

The sequence of courses prescribed for the minor helps the students to systematically meet the above mentioned objectives.

Proposed Minor Requirements:

Geospatial Sciences
College of Natural Science & Mathematics

1. Complete the following:
   - GEOS FlOIX--The Dynamic Earth ..... 4 credits
   - GEOS Fl12X-The History of Earth and Life ..... 4 credits
   - GEOS/GEOG F222--Fundamentals of Geospatial Sciences ..... 3 credits
   - GEOS F225--Field and Computer Methods in Geology ..... 2 credits
   - GEOS F458--Geoscience Applications of GPS and GIS ..... 3 credits
   - GEOS F422--Geoscience Applications of Remote Sensing ..... 3 credits
2. Minimum credits required ..... 19 credits

Relationship to the "Purposes of the University":

This minor is anticipated to:
- have high appeal
- improve enrollments
- provide experiential learning as courses have hands- on lab component)
- prepare students to join the industry and be successful

Catherine J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Geographic Information Systems (GIS).

EFFECTIVE:	Fall 2012 Upon Chancellor's approval.
RATIONALE:	See the program proposal #46-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

Geographic Information Systems or GIS has become an industry and agency standard for the collection, manipulation, display and query of all forms of topographic, geographic, climate, environmental (geology, plant communities, landforms) and human (population, culture, infrastructure) spatial data. From within SNRAS, we have been asked to create a minor in GIS for students majoring in Natural Resource Management. GIS perfectly complements, and is in fact often a required tool in most resource and management careers. It is logical that such a minor would equally complement other majors on campus by providing a valuable job skill that today is extensively used in many fields.

The recent development and proposal for a new course GEOG/GEOS 222 Fundamentals of Geospatial Sciences (part of a collaborative effort with Geology and Geophysics and a shared Geospatial Sciences concentration between departments) fits well in the GIS minor and adds a valuable introduction to geospatial sciences and breadth to the minor in GIS.
The NRM degree and concentrations / departments within SNRAS will all benefit by being able offer NRM majors a minor in GIS.

Students majoring in many other disciplines will benefit from the opportunity to complement their course of study with high demand knowledge and skills in GIS. Many federal and state agency jobs have minimum credit requirements in GIS and related coursework, and this minor will improve employment prospects for students applying for jobs in public and private sector fields such as wildlife management, range management, mining, fisheries, forestry, engineering, journalism, natural resource management, emergency management, insurance, environmental impact assessment, urban planning, etc, . It is also expected that a GIS minor on the books will increase enrollment in the courses listed. The opportunity earn a minor in GIS (from a range of disciplines and degrees) may attract more incoming students to UAF as well.

Geography currently offers a minor in "Geography" aimed mostly at students who wish to broaden their education with basic geography, regional, and/or environmental/human geography coursework. This new minor specifically in GIS allows students to have "GIS" on their diploma and clearly defines a set of classes, knowledge and skills acquired.

Geography faculty and faculty from Geology and Geophysics have worked collaboratively to develop a Geospatial Sciences *concentration* within their respective degrees. However, no other minor or certificate program in Geographic Information Systems currently exists at UAF. No negative impact on any programs or departments is expected.

Proposed Minor Requirements:

Geographic Information Systems (GIS)

Complete the following:

GEOG F111X Earth and Environment: Introduction to Physical Geography (4 cr)
GEOG/GEOS F222 Fundamentals of Geospatial Sciences (3 cr)
GEOG F309 Digital Cartography and Geo-visualization (4 cr)
GEOG F338 Introduction to GIS (3 cr)

Complete one of the following:

GEOG 435 GIS Analysis (4 cr)
GEOG F430 Google Earth and Neogeography (3 cr)
NRM F369 GIS and Remote Sensing for Natural Resources
GEOG 300 Internship in Geography (if in GIS, and approved by dept chair)
or any GIS related course approved Geography Dept chair

Minimum credits required 17

Relationship to the "Purposes of the University":

Justification of a GIS Minor at UAF:
We believe that a minor in GIS will serve many students at UAF, allowing them to complement and strengthen their existing major with the highly marketable GIS skills, and geographic perspective, provided in this minor. We have had many requests over the past few years for a GIS minor from students majoring in NRM, Wildlife Biology, Fisheries, Marine Science, etc. A minor in GIS could potentially serve students in biology and wildlife, anthropology, earth science, engineering/mining, social sciences, all areas of management, business, and emergency planning.

GEOG F111X Earth and Environment (a university core natural science lab course) introduces students to the basic principles and driving forces of geologic, biologic, and climatic processes shaping the surface of the Earth. The course explores the interconnectedness of these systems, as well as the impact of human activity on the physical environment. The lab fosters critical thinking through the collection, analysis and evaluation of various types of data. Students are introduced to the concepts of spatial sciences and the practical use of topographic maps, aerial photos, satellite imagery, and some of the technological tools used to view, interpret, and query geographic patterns on Earth. A broad exposure to dynamic natural (geologic, biologic, climatic) systems and processes, and the patterns they create, makes this a perfect course to successfully segue students from various disciplines into the field of geography and the widely applied tools of GIS.

The other courses (GEOG/GEOS 222, GEOG 309, GEOG 338) emphasize the governing principles and tools used in mapping, visualization, and Geographic Information Systems. An ability to choose among specified courses and/ or an internship experience, will allow students to shape part of the GIS minor toward their specific academic and career interests.

Justification and Background in GIS (and application in many career fields):
GIS allows us to view, question, interpret, understand, and visualize data in many ways that reveal relationships, patterns, and trends in physical, biological, climatic and human systems on Earth. The interdisciplinary nature of many problems and the increasingly global nature of human activity is moving the field of Geography and the central tool of Geographic Information Systems (GIS) to the forefront of research, management, and decision making at local, regional, national, and global scales.

Having originally emerged from the discipline of Geography, GIS has become an essential tool in many disciplines from resource management, wildlife biology, planning, hazards and risk assessment, business, and medical and social science fields. Students with a minor in GIS will enter their respective careers with a basic understanding and skill set in GIS.

Justification of Minor in Context of Career Training and Certification:
This program satisfies the educational requirements of the GIS Certification Institute's professional GIS certification. Although there does not currently exist a national standardized GIS certification system, numerous institutes and agencies are working to define certification programs or minimal requirements for specific jobs. This minor is a first logical step in a planned development of certification program in GIS currently being developed in Geography program and School of Natural Resources and Agricultural Sciences. The result could be 'GIS certification' (however that takes shape nationally) earned via a minor in GIS, and/or undergraduate course work (e.g. via Geospatial Sciences concentrations), and/or possibly a post-graduate certification program.

Cathie J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Paleontology.

EFFECTIVE:	Fall 2012 Upon Chancellor's approval.
RATIONALE:	See the program proposal #10-UNP on file in the Governance Office, 312B Signers' Hall.

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Overview:

Paleontology is an interdisciplinary field; graduate paleontology programs may be housed within geology or biology departments. We regularly receive inquiries from students of biology and anthropology who are interested in taking paleontology courses, and the recent addition of a vertebrate paleontologist to our faculty has added new breadth and expertise to our paleontology curriculum. The current Geology minor provides a flexible option for students, but does not provide a clear path for students interested in fossil organisms. The proposed Paleontology minor is designed to provide a customized emphasis for interested BA students, Anthropology majors, or Biological Sciences majors who wish to add breadth to focus on a topic of lifelong interest, add breadth to their degree program, or pursue graduate studies in paleontology, respectively. The foundation courses will provide students with a solid grounding in geological concepts and practices. The electives allow students to strengthen their understanding of sedimentary environments and biostratigraphy (GEOS 322), investigate the morphology and evolution ofa particular group (invertebrates GEOS 315W; vertebrates GEOS 486, or plants GEOS 453), master fossil preparation and curation skills (GEOS 3170) or explore the classic and current paleontological literature (GEOS 485).

Proposed Minor Requirements:

Paleontology

College of Natural Science & Mathematics

1. Complete the following foundation courses:
GEOS FIOIX--The Dynamic Earth ..... 4 credits
GEOS F112X-The History of Earth and Life ..... 4 credits

2. Complete three of the following Paleontology electives:
GEOS F315W--Paleobiology and Paleontology ..... 4 credits
GEOS F322--Stratigraphy and Sedimentation ..... 4 credits

GEOS F3170--Paleontological Research and Laboratory Methods..... 2 credits
GEOS 453--Palynology and Paleopalynology ..... 4 credits
GEOS F486--Vertebrate Paleontology ..... 3 credits
GEOS F485-Mass Extinctions, Neocatastrophism and the History of Life ..... 3 credits

3. Minimum credits required ..... 16-20 credits

Relationship to the "Purposes of the University":

Paleontology is an exciting area of current research in Alaska and an area of growing expertise in the Dept. of Geology and Geophysics. UAF paleontologists Druckenmiller and Fowell receive regular inquiries from students who would like to study paleontology, conduct undergraduate research or volunteer at the VA Museum. Because of the interdisciplinary nature of the field, students often have difficulty figuring out which department offers paleontology courses. Many students search for a "paleontology department" and are confused not to find one. The proposed paleontology minor will help students to locate paleontology courses, expose students to results from ongoing research projects, connect faculty with interested undergraduate researchers and volunteers, and provide a conduit for disseminating new discoveries in Alaskan paleontology.

The proposed minor highlights the diversity of topics housed beneath the Geoscience umbrella and provides students with a clear path to a concentration in paleontology. Because the minor consists of courses required for all Geoscience students (GEOS 101 and GEOS 112) and elective courses that are central to the Geology (GEOS 322) and Paleontology Options (all other courses), the minor places no additional demands on faculty workloads. Unless the Paleontology minor attracts upwards of 5 students per year, we do not foresee a need for additional space. Therefore, while we expect a small increase in enrollments within the Geoscience degree program, the minor provides a service to students at little cost to the department or college.

In short, the proposed Paleontology minor will Educate, exposing students to current and classical research in the field of paleontology; Prepare students for graduate studies, biostratigraphy positions in the petroleum industry or jobs as museum technicians; Connect active researchers with an interested undergraduate population; Engage students from other BS and BA programs through active learning and student-driven projects; and Discover, offering research and field opportunities to talented undergraduates.

Cathie J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Education.

EFFECTIVE: Fall 2012
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the School of Education. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

Cathie J. Cahill 5/7/12
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/8/12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND SCHOOL OF EDUCATION UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE SCHOOL OF EDUCATION DEPARTMENTS. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

IN ADDITION TO THE UNIVERSITY COMMUNITY, SCHOOL OF EDUCATION FACULTY SERVE ALASKA'S SCHOOL DISTRICTS. MUCH OF OUR TEACHING, RESEARCH, AND SERVICE ARE CONDUCTED IN AND FOR SCHOOLS. WE THEREFORE SERVE THREE CONSTITUENCIES – UNDERGRADUATE AND GRADUATE STUDENTS; OUR PROFESSIONAL RESEARCH COMMUNITY; AND K-12 SCHOOLS, INCLUDING DISTRICTS, TEACHERS, K-12 STUDENTS, AND THEIR FAMILIES AND COMMUNITIES.

SCHOOL OF EDUCATION PROGRAMS AND COURSES ARE RESPONSIVE TO STATE LICENSURE REQUIREMENTS, NATIONAL ACCREDITATION REQUIREMENTS, AND STATE BOARD OF EDUCATION AND UA BOARD OF REGENTS' MANDATES FOR THE PREPARATION OF K-12 TEACHERS, COUNSELORS, AND ADMINISTRATORS. THESE REQUIREMENTS CHANGE PERIODICALLY, WHICH REQUIRES REGULAR REVISION TO OUR CURRICULA. THUS CURRICULAR REVISION IS A REGULAR ASPECT OF THE INSTRUCTIONAL ROLE OF FACULTY.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

FACULTY RESPONSIBLE FOR ADVISING REMOTELY-LOCATED STUDENTS TYPICALLY PROVIDE NUMEROUS SUPPLEMENTAL SERVICES TO STUDENTS. THESE ACTIVITIES MAKE ADVISING OF REMOTELY-LOCATED STUDENTS A TIME INTENSIVE ACTIVITY, WHICH SHOULD BE TAKEN INTO CONSIDERATION IN THE TENURE AND PROMOTION PROCESS.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited

to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. MAY ENGAGE IN DIVERSE INSTRUCTIONAL ACTIVITIES SUCH AS TEACHING AT RURAL OR BRANCH CAMPUSES, TEACHING DISTANCEDELIVERED COURSES, TEACHING IN SUMMER SCHOOL, AND DEVELOPMENT OF CURRICULUM MATERIALS, PROFESSIONAL DEVELOPMENT WORKSHOPS AND COURSES FOR TEACHERS AND EDUCATORS, INCLUDING THOSE UNIQUELY SUITED TO ALASKAN SCHOOLS.

i. MAY PROVIDE SUPERVISION OF STUDENTS DURING FORMAL CLINICAL PRACTICE, STUDENT TEACHING, OR INTERNSHIPS.

j. MAY INVOLVE STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN RESEARCH ACTIVITIES.

2. Components of Evaluation

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

a. systematic student ratings, i.e. student opinion of instruction summary forms, and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s), *OR SIMILAR OBSERVATIONS OF INSTRUCTION OUTSIDE CLASSROOMS,*

d. peer/department chair evaluation of course materials.

ADDITIONAL SOURCES OF EVIDENCE OF EFFECTIVENESS IN TEACHING MAY CONSIST OF BUT ARE NOT LIMITED TO:

e. INSTRUCTOR MAY UTILIZE A CLASS PRETEST/POST TEST.

f. EXAMPLES OF STUDENT PROGRESS OR SKILLS, REPRESENTED BY IMPROVEMENTS IN EARLY AND LATE SEMESTER SKILLS **OR PRODUCTS, OR OTHER MECHANISMS THAT CAN DOCUMENT IMPROVEMENT.**

g. INSTRUCTOR-DESIGNED STUDENT OPINION OF INSTRUCTION TO SUPPLEMENT (NOT REPLACE) UAF-APPROVED INSTRUCTIONAL ASSESSMENT SYSTEM.

h. LETTERS OF SUPPORT FROM STUDENTS OR PEERS.

SPECIFIC SOE CRITERIA FOR INSTRUCTIONAL PERFORMANCE BEFORE PROMOTION TO:

ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE ADVISING AND MENTORING OF STUDENTS, EFFECTIVE CLASSROOM TEACHING PERFORMANCE, AND/OR EVIDENCE OF SUPERVISION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR CO-SUPERVISOR) LEADING TO SUCCESSFUL COMPLETION OF THE DEGREE PROGRAM.

PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO: CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AWARDS FOR EXCELLENCE IN TEACHING, LEADERSHIP IN DIRECTING GRADUATE STUDENTS' RESEARCH, SIGNIFICANT EXPERIENCE AS GRADUATE COMMITTEE CHAIR LEADING TO SUCCESSFUL COMPLETION OF GRADUATE DEGREE PROGRAM(S), AND/OR EFFECTIVE RECRUITMENT OR RETENTION OF STUDENTS, AS EVIDENCED BY LETTERS OF SUPPORT FROM ADVISEES OR OTHER ADVISORS.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may include ***THE FOLLOWING ITEMS, WHICH THE UNIT CONSIDERS TO BE IMPORTANT SUPPLEMENTARY CONSIDERATIONS IN THE PROMOTION AND TENURE PROCESS***:

   a. Books, ***BOOK CHAPTERS, EDITED BOOKS,*** reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, ***INCLUDING ELECTRONIC JOURNALS AND PRESSES,*** that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers ***OR INVITED PAPERS*** before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions ***RELATED TO THE FIELD OF EDUCATION,*** selection for these performances being based on stringent auditions and approval by appropriate judges.

   f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications. ***TEXTBOOKS, CURRICULA, OR CURRICULA MATERIALS FOR K-12 SCHOOLS OR COLLEGES THAT RESULT IN PUBLICATIONS THAT ARE PEER REVIEWED OR EDITORIAL BOARD REVIEWED.***

h. Published abstracts of research papers. ***NATIONAL AND STATE EDUCATIONAL POLICY AND PLANNING THAT RESULTS IN PEERREVIEWED OR EDITORIAL BOARD REVIEWED PUBLICATION.***

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline. ***PRODUCTION OF EDUCATIONAL VIDEOTAPES OR MULTIMEDIA DIGITAL WORKS REVIEWED AND UTILIZED BY SCHOOLS, COLLEGES OR COMMUNITIES.***

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as ***EDUCATIONAL MODELS***, computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. DEVELOPMENT OF CURRICULA OR CURRICULA MATERIALS THAT ARE REVIEWED AND UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.

SPECIFIC SOE CRITERIA FOR SCHOLARSHIP PERFORMANCE BEFORE PROMOTION TO:

ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH, SCHOLARLY, OR CREATIVE PROGRAM AS EVIDENCED BY ANY OF THE FOLLOWING: REFEREED PROFESSIONAL JOURNALS, BOOKS, BOOK CHAPTERS, AND/OR EDITED BOOKS, PEER REVIEWED OR REVIEWED BY AN EDITORIAL BOARD, PROFESSIONAL REPORTS OR SCHOLARLY PRODUCTS, CURRICULAR MATERIALS, OR OTHER APPROPRIATE CREATIVE PRODUCTS IN THE FIELD OF SPECIALIZATION.

THE SUBMISSION OF RESEARCH PROPOSALS, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE SCHOLARLY PROGRAM IS OF HIGH QUALITY. MUST SHOW EVIDENCE OF SUSTAINED SCHOLARLY PRODUCTIVITY. THE FACULTY MEMBER SHOWS INDEPENDENCE AND LEADERSHIP BY THE CREATION OF SCHOLARLY IDEAS THAT INVOLVE COLLABORATIONS WITH PEERS IN

THEIR FIELD OF SPECIALIZATION, STUDENTS, SCHOOL PERSONNEL OR PERSONNEL IN STATE OR NATIONAL ORGANIZATIONS.

RESEARCH AND SCHOLARLY ACTIVITY IN EDUCATION IS NOTABLY COLLABORATIVE IN NATURE. THUS IT IS CONSIDERED COMMON PRACTICE IN THE FIELD TO PRODUCE PUBLICATIONS OR OTHER PRODUCTS COLLABORATIVELY. TO DEMONSTRATE A CONSISTENT FLOW OF RESEARCH, A FACULTY MEMBER'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED PRIOR TO THEIR AFFILIATION WITH THE UAF SCHOOL OF EDUCATION IS RELEVANT TO PROMOTION AND TENURE DECISIONS. CANDIDATES WILL DEMONSTRATE RELEVANT RESEARCH THROUOUT THEIR CAREER, AS WELL AS ADEQUATE PERFORMANCE IN RESDIENCE AT UAF.

PROFESSOR: THE SCHOLARLY PROGRAM SHOULD HAVE PRODUCED CLEAR EVIDENCE THAT CANDIDATE IS A LEADER IN THEIR FIELD. PUBLICATIONS AND OTHER PRODUCTS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL SCHOLARLY PROGRAM. A NATIONAL OR INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS, THE RECEIPT OF AWARDS, AND DOCUMENTED OPINIONS OF OTHERS IN THE FIELD IS EXPECTED. THERE SHOULD BE A RECORD OF SUCCESSFUL COMPLETION OF GRADUATE WORK BY HIS OR HER STUDENTS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth. b.

Service on or to government or public committees. c.

Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting ***IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.***

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings. i.

Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media, ***NON-REVIEWED CURRICULAR MATERIALS, INFORMATIONAL BULLETINS, JOURNALS AND NEWSLETTERS UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.***

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. PROVIDING PROFESSIONAL DEVELOPMENT FOR K-12 TEACHERS AND OTHER K-12 SCHOOL PERSONNEL AND COMMUNITY MEMBERS.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office. f.

Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations. d.

Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings. f.

Service on a national or international review panel or committee.

4. Evaluation of Service

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

SOE FACULTY TYPICALLY DEVOTE A SIGNIFICANT PERCENTAGE OF THEIR ACTIVITIES TO SERVICE. DUE TO UA BOARD OF REGENTS' AND OTHER UA ADMINISTRATIVE MANDATES, ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT LICENSURE REQUIREMENTS, AND THE REQUIREMENTS OF NATIONAL ACCREDITATION (E.G., NCATE), FACULTY HAVE RESPONSIBILITIES TO NUMEROUS COLLABORATIVE RELATIONSHIPS WITH ENTITIES EXTERNAL AND INTERNAL TO THE UNIT. SOME COLLABORATIONS RESULT IN FREQUENT TRAVEL AND SERVICE ON NUMEROUS COMMITTEES. THESE ACTIVITIES ARE OF

GREAT IMPORTANCE TO THE UNIT AND SHOULD BE EVALUATED AS SUCH.

SPECIFIC SOE CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION TO:

ASSOCIATE PROFESSOR: CONTRIBUTIONS TO DEPARTMENT/ SCHOOL/COLLEGE/UNIVERSITY MATTERS. CONTRIBUTIONS TO THE PUBLIC, INCLUDING INDUSTRY, GOVERNMENT AGENCIES AND SERVICE TO THE PROFESSION.

PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. CONTRIBUTIONS TO DEPARTMENTAL/SCHOOL/ COLLEGE/ UNIVERSITY MATTERS ARE EXPECTED AS WELL AS EFFECTIVE APPLICATION OF EXPERTISE TO PROFESSIONAL AND PUBLIC ORGANIZATIONS.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #183, May 7, 2012:

RESOLUTION:

The UAF Faculty Senate respects the goals of, but nevertheless rejects joining "Complete College America." Instead, the UAF Faculty Senate urges the Alaska State Legislature and the administration of the University of Alaska to support and encourage programs that recognize Alaska's considerable regional diversity and are tailored to address the goals of Alaska's students, rather than to bind Alaska to a rigid set of one-size-fits-all national education rules. Our best strategy is to provide support, preparation, and access to programs and degrees without any real or implied penalty for length of time to degree completion and without compromising the quality of our programs or individual classes.

Motivation

- The entire faculty, staff, and administration of the University of Alaska Fairbanks support measures to increase the ability of students to make use of UAF's educational opportunities.
- We note that 40 percent of incoming UAF students are non-traditional, enrolling after a gap of more than one year after high school graduation. A significant number of UAF students hold jobs, are raising families, and juggle a number of other life concerns while attempting to earn a degree, making graduation in four years as a measure of "success" an unrealistic ideal, yet their graduation after a longer time period is a major accomplishment and success for them.
- A large percentage of students enrolled at UAF transfer in or out at some point, complicating both one-size-fits-all program design and quantitative measures of student completion rates.
- The UAF Faculty Senate holds that no student should be denied the experience of higher education that meets the student's own definition of success or learning goals, and holds that we should be celebrating the graduation of all our students, not just those who are able to graduate the fastest.
- The University of Alaska Fairbanks should continue to work towards finding better ways to provide accessibility and flexibility for ALL our students to realize their educational goals.
- The one-size-fits-all approach of Complete College America is not appropriate for our student body. The University of Alaska Fairbanks is in the best position to evaluate the needs of its own students and determine ways to meet those needs.
- Complying with the additional reporting requirements of Complete College America would be an additional, unproductive burden on university resources.

Background and Discussion

The Complete College America program was initiated in 2009 by the Bill and Melinda Gates Foundation in an effort to enlist state governments, principally the governors, to reform higher education. The program now has additional foundation sponsors. Its goal is to increase completion rates for a "college degree or credential of value" from ~40% to ~60% by 2020. It recruits governors and state legislatures to its cause, seeing the universities and colleges themselves as the impediment to reform. At present, 30 states have joined this program, adopted its goals, and pledged to follow its requirements.

The stated national problem is insufficient completion of higher education degrees in the context of an increasing need for workers with post-secondary education. Specific problems cited are a national ~40% graduation rate in college degree and certificate programs, increasing time-to-degree, increasing student debt which grows with time-to-degree, and persistent attainment gaps for traditionally underrepresented populations.

The premise of the Complete College America program is that best practices/essential steps for increasing completion rates have been identified, but that recalcitrant colleges and universities are invested in current practices and will not change unless paid or forced to do so. State governments, in contrast, have a vested interest in actual success of students and higher education, and also have a great deal of leverage over public colleges and universities. CCA recommends that state governments should force change by requiring their public higher education institutions to adopt these best practices/essential steps. In other words, the idea is to shift higher educational policy-making away from the educational institutions and governing boards (e.g., Board of Regents) to the state legislative and executive branches which would be more responsive to the needs of the state and its students. From the CCA document "The Path Forward":

- "Institutions have strong incentives to shape reporting to mask failure and avoid confronting problems. States are much more likely than individual institutions to share and publish data to drive reform."
- "States are the best positioned to ensure reform across systems and campuses by setting goals, establishing uniform measures, and monitoring progress. They can also serve as the most efficient clearinghouses of best practices, allowing for rapid scaling of successful reforms."
- "Higher education attainment is inextricably linked to future economic success. State leadership will ensure stronger linkages between each state's economic needs and higher education delivery."

The Complete College America program issued the 2011 publication *Time is the Enemy*, which primarily advocates for full-time rather than part-time enrollment as a way to decrease time-to-degree, increase graduation rates, and decrease student debt. It also criticizes "excessive course-taking" and remedial coursework as factors that discourage students or hinder students' ability to complete degrees.

The Complete College America program also issued the 2012 publication *Remediation: Higher Education's Bridge to Nowhere*. The main theme of this publication is that most students who start in remedial classes ultimately do not graduate, and therefore remediation does not work and represents a dead end for students. It asks "Can an 'open access' college be truly open access if it denies so many access to its college-level courses?" Their research "shows that students who skip their remedial assignments do just as well in gateway courses as those who took remediation first." The report advocates either mainstreaming these students in full-credit courses with intensive tutoring support or redirecting them to "high-quality career certificate programs that embed extra help in the context of each course and lead to jobs that pay well."

From the CCA document "Structure and New Models":

> "New models are needed to significantly increase the number of students completing and completing on time. **This is systemic reform.** While colleges can implement these approaches differently, focusing on different programs and/or segments of the student population, colleges should be encouraged to **be responsive to all of these principals, not pick and choose among them**." (emphasis in the original)

The specific recommendations range from the mundane to quite dramatic. The full list is many pages long. Below are examples (some are paraphrased):

- Replace semesters with 4-8 week terms, "with fewer courses per term and fewer weeks away from school between the terms."
- "Utilize year-round attendance; no summers off."
- Require a prescribed set of courses and course sequencing for each program to reduce the complexity of registration, course selection, and the need for course advising.
- "Compress classroom instruction to reduce seat-time requirements and allow students to proceed at an accelerated pace." Classroom instruction is to be supplemented by other resources, e.g., online technology.
- "Embed remediation" in regular courses.
- "Require a certain number of credit hours be taken through online courses."
- "Offer prior learning assessments that allow students to demonstrate mastery of college-level content and test out of and/or earn credits for demonstrated mastery."
- "Require formal, on-time completion plans for every student upon enrollment, updated annually."
- "Require that students transferring with associate degrees have junior-level status at the four-year universities."
- "Enact credit caps of 120 credit hours for a Bachelor's degree and 60 credit hours for an associate degree so students do not earn excessive numbers of credits to complete a degree (allow exceptions only when necessary to maintain program accreditation)."
- "Charge students more for taking excess coursework of more than 12 additional credit hours beyond the credit caps..." [120 credits]

Some of the practices discussed by CCA are already in place in Alaska. For example, students who complete general education requirements at any of the three MAUs (UAA, UAF, UAS) can transfer to another MAU with that completion recognized. This is UA Regents' Policy. Other CCA practices are currently under discussion at UAF. One is the possibility of allowing students to demonstrate mastery of college-level content and waive certain general education (core) requirements, in order to allow students greater flexibility in selecting courses and designing their education while ensuring the intended learning outcomes.

However, some of the CCA requirements would directly contravene educational policies at UAF and systemwide. CCA requires a cap of 120 credit hours for Bachelor's degrees. In the UA system, Regents' Policy sets 120 credits as the minimum, not the maximum. Half of UAF's bachelor's degree programs currently exceed 120 credit hours, including some of its most prominent and successful undergraduate programs. Examples: Education 130 credits, Alaska Native Studies 130 credits, Earth Science 130 credits, Engineering and Mining programs 131-135 credits. There is necessarily a balance between the number of credits/courses to meet the intended learning outcomes for a degree, and the investment of time and resources this requires from both the university and the student. Undergraduate engineering programs nationwide have a higher course requirement and less room for electives than other majors; this is driven by the technical requirements of engineering, and for CCA to arbitrarily mandate that engineering programs (for example) must cap credit requirements at 120 credits would not be in the best interest of our engineering graduates, potential employers, or the State of Alaska. While engineering programs are accredited and might fall under the exception allowed by CCA, they serve as an easily understood example. Other programs also have discipline-specific reasons for their course requirements.

The Complete College America program is designed to interfere in a major way in the design of education programs in colleges and universities. It is deliberately designed as an inflexible, one-size-fits-all program in order to prevent states or higher education institutions from picking and choosing among what it sees as an essential set of prescribed practices. This structure is an attempt to remove options and

to direct the educational system from outside, to reorient it toward a specific set of priorities and "uniform metrics."

Like Complete College America, No Child Left Behind sets an ambitious goal for an educational system and imposes a rigid structure and set of requirements to force institutions to adopt its priorities and approaches. For Alaska, many of its provisions are impractical, counterproductive, and distract from other, locally developed solutions that would be more effective. They also crowd out educational experiences that are not deemed to be "essential." Similarly, the Complete College America program would eliminate much flexibility and choice both in terms of how UAF adapts to a changing world and changing needs of its students, and in terms of options that the students themselves have at UAF.

UAF needs to be able to respond to the needs and goals of its own students, without being constrained by mandates developed for students elsewhere. Ultimately, our priority is to graduate well-prepared students, and we will continue to be proactive in looking for good solutions for our students and our university.

Cathie F. Cahill 5/7/12

President, UAF Faculty Senate Date

OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
ACADEMIC YEAR 2012

WHEREAS, David Valentine has served the University in the UAF Faculty Senate for four years at UAF; and

WHEREAS, David Valentine has served as Senator to the UAF Faculty Senate from 2010 through 2012; and

WHEREAS, David Valentine served on the Curricular Affairs Committee from 2010 to the present year, during which no less than 24 motions were passed and brought before Faculty Senate; and

WHEREAS, David Valentine has distinguished himself as an active and engaged colleague in the UAF Faculty Senate, particularly with regard for the need to revitalize the university core curriculum; and

WHEREAS, David Valentine has worked tirelessly to further the work of the General Education Revitalization Committee (GERC), and was instrumental through his efforts on the Curricular Affairs Committee in the formation of the GERC, chairing GERC in 2010-11 and helping to find a chair for that committee in 2011-12; and

WHEREAS, David Valentine has not only been an active participant in committee meetings, but has listened to his colleagues and treated all ideas and perspectives with respect (even when he has respectfully disagreed!); and

WHEREAS, David Valentine has brought wit, humor, and perspective to committee discussions while simultaneously fighting to uphold the highest possible academic standards at UAF; and

WHEREAS, David Valentine has demonstrated sharp insight and made valuable contributions to many discussions of the Faculty Senate that have far-reaching implications for faculty and students and the direction of university programs; now

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes David Valentine as Outstanding Senator of the Year for Academic Year 2011-12.

Catherine J. Cahill

UAF Faculty Senate President
May 7, 2012

RECOGNITION OF SERVICE BY CATHERINE CAHILL

WHEREAS, Catherine Cahill has served the UAF Faculty Senate for nine years in a manner deserving of the UAF Faculty Senate's highest admiration and respect; and

WHEREAS, Catherine Cahill created a positive atmosphere for participation by UAF Faculty in shared governance of the University; and

WHEREAS, Catherine Cahill served as Senator to the UAF Faculty Senate from 2004-05 through 2006-07, and again during 2008-09; and

WHEREAS, Catherine Cahill served on the Graduate Academic and Advisory Committee as a member in 2004-05 and as chair in 2005-06 and 2006-07; and

WHEREAS, Catherine Cahill served as chair of the Faculty Affairs Committee in 2008-09; and

WHEREAS, Catherine Cahill served on the Faculty Senate Administrative Committee as a member from 2004-05 through 2006-07 and in 2008-09, and served as chair in 2009-10 and 2010-11 (twice as long as anyone in UAF Faculty Senate history); and

WHEREAS, Catherine Cahill served as a member of the UAF Governance Coordinating Committee from 2009-10 through 2011-12; and

WHEREAS, Catherine Cahill served as President-Elect of the UAF Faculty Senate in 2009-10 and 2010-11 (twice as long as anyone in Faculty Senate history); and

WHEREAS, Catherine Cahill served as President of the UAF Faculty Senate in 2011-12 with clear vision, distinguished dedication, and unflagging commitment; and

WHEREAS, Catherine Cahill effectively advocated for UAF Faculty and programs as a member of the UA Faculty Alliance from 2009-10 through 2011-12, notably with regard to the Academic Master Plan and the Tuition Task Force; and

WHEREAS, Catherine Cahill worked strategically and effectively on behalf of UAF Faculty on the Statewide Academic Council and Statewide Governance Council in 2011-12; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the truly outstanding service rendered the Faculty and the University by the work of Catherine Cahill as she concludes her term as President; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Catherine Cahill and expresses its appreciation for her exemplary service. (Hooray!)

Jennifer R. Reynolds

2012-13 UAF Faculty Senate President
May 7, 2012

The UAF Faculty Senate passed the following at Meeting #182, April 2, 2012 (as amended at the Faculty Senate Meeting):

RESOLUTION:

The UAF Faculty Senate recommends the following revised UAF Mission Statement:

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CAPS = Additions
[[ ]] = Deletions

> The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, [[and]] education, **AND THE ARTS,** emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

Cathleen F. Cahill 4/3/12

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #182, April 2, 2012:

MOTION:

The UAF Faculty Senate moves to confirm by acclamation the nomination of David Valentine as 2011-2012 Outstanding Senator of the Year.

EFFECTIVE: Immediately

RATIONALE: A single nomination was received for the 2011-2012 Outstanding Senator of the Year Award. It was agreed, however, that the nominee was truly outstanding. Therefore, the Administrative Committee, containing members of the OSYA committee (including past award recipients, the Faculty Senate President-Elect, and the Provost) unanimously agreed to forward the confirmation of this nomination to Faculty Senate. A formal resolution shall be prepared for presentation to the recipient at the May meeting.

Catherine J. Cahill 4/2/12

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #182, April 2, 2012:

RESOLUTION:

WHEREAS
The University of Alaska Statewide administration has proposed a policy that the University of Alaska would not hire tobacco users, or anyone whose spouse or dependents are tobacco users;

WHEREAS
A university employee may have no knowledge or control over the tobacco use of family members such as a 25-year old dependent child;

WHEREAS
Tobacco use rates are high in some countries, including many with highly productive potential university faculty and staff, and this policy would limit hiring of these potential faculty and staff;

WHEREAS
The rate of tobacco use among Alaska Natives is approximately double that of the state population as a whole, and this policy would have a disproportionate effect on the hiring of Alaska Natives by the University of Alaska;

WHEREAS
Extrapolating medical costs from lifestyle choices and its use in hiring decisions suggests the potential of institutional control over other conditions such as weight, exercise, diet, sleep, and blood chemistry, and is a form of discrimination that contradicts University of Alaska non-discriminatory hiring policies;

AND WHEREAS
Many other avenues for cost reduction in the University of Alaska's approach to health care self-insurance have not been explored or tested, including numerous suggestions from the UA Joint Health Care Committee;

THEREFORE BE IT RESOLVED
The UAF Faculty Senate condemns the proposed policy of not hiring a specific group of people based on higher predicted medical expenses, and views this as incompatible with the operation of an open, inclusive institution.

Further, the UAF Faculty Senate urges the University of Alaska administration to actively investigate suggestions from the Joint Health Care Committee, in a collaborative approach to addressing the problem.

Cathleen J. Cahill 4/2/12

President, UAF Faculty Senate Date

State of Alaska Division of Public Heath:
http://www.hss.state.ak.us/dph/infocenter/topics/tobacco.htm
http://www.hss.state.ak.us/dph/chronic/tobacco/factsheets.htm
Proposed tobacco user policy: http://www.alaska.edu/files/benefits/HealthCareFY13Q-A.pdf

Patrick Gamble, President
Phone: (907) 450-8000
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Email: ua.president@alaska.edu

UNIVERSITY of ALASKA
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910 Yukon Drive
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Fairbanks, AK 99775-5000

MEMORANDUM

DATE: May 2, 2012

TO: Cathy Cahill, President
Faculty Senate

FROM: Pat Gamble, President PKG

RE: Faculty Senate Resolution 182

This memo is in response to the UAF Faculty Senate resolution passed at meeting #182, April 2, 2012.

Thank you for the Faculty Senate input into the proposal that the University of Alaska not hire tobacco users as a long-term cost reduction to overall UA healthcare. I accept your resolution in opposition to the proposal. (Although it has become clear to me that the direction national healthcare is taking will, in fact, in the future, routinely place a personal healthcare cost on individual lifestyle choices ...a cost that is currently absorbed by the entire baseline of employees.) I also accept your observation that other avenues for cost reduction have not been explored. To that end I have approved a formal suggestion by the Staff Alliance to form a small independent task force to examine the multitude of non-traditional concepts you referred to that could replace our current pay-as-you-go process. In the meantime, HR has been directed to go back and, with JHCC, review suggestions made by a consultant a couple of years ago that were either rejected or not fully implemented at that time, to see if they have application today under our present more acute circumstances.

To be clear, nothing has been decided yet and constructive, viable suggestions (of which there are several so far) will get a full and fair vetting by Governance. It's important to keep in mind as we all wrestle with this burden that the costs we share for healthcare are the accumulation of actual individual medical charges for treatment. The university pays the provider directly as the bill comes in. The only fundamental way to significantly reduce those costs is to require less medical care. If we can't find a way to acknowledge

that and deal with it in our potential solution search, we will continue to lose ground to the increasing cost of growing medical bills.

I am committed to working this problem in a search for both near and long-term successful solutions with UAF Faculty Senate, JHCC, and all the Governance advising groups. Please thank your members for me for their contributions.

Warm regards,

PKG

cc: System Governance Office
Donald Smith, Interim Chief Human Resources Officer

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #181, March 5, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Bachelor of Arts and the Bachelor of Science degree requirements as indicated below:

EFFECTIVE: Fall 2012

RATIONALE: There are many cases in which a course might be required for a major or a minor (example: PSY F101 for a BA in Psychology) but that course also carries a General Education designator (such as "S" for Social Sciences). Strictly interpreted the way it's written, the PSY F101 could not be counted toward the required credits in Social Sciences and Humanities, no matter how many PSY credits were earned (say, 36). This would have the unintended and unfortunate consequence of requiring well over 120 credits for a B.A. degree and well over 130 for a B.S. degree if the language is not altered. This is something that has been broadly misunderstood in the advising community for many years (ever since the inception of the Core, as far as we can tell). This was brought before Curricular Affairs in 2009 and both the Registrar's Office and the Academic Advising Center was under the impression this change had already taken place.

Note that with this change, no credits used toward the major could be used toward GERs until they have gone over 30, or for a minor over 15.

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CAPS = additions
[[ ]] = deletions

2011-12 *UAF Catalog*: Pages 136, Beyond the Core:

Under Bachelor of Arts, first column, paragraph after "Minimum credits required for degree":

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex [[that are not in the primary discipline of that major or minor]] may be used to fulfill the B.A. degree requirements in humanities, social sciences or mathematics. Courses used to fulfill [[minor degree]] requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

Similarly, under Bachelor of Science, second column:

Of the above, at least 39 credits must be taken in upper-division (300-level or higher) courses. Courses beyond 30 credits in a major complex and 15 credits in a minor complex **[[**that are not in the primary discipline of that major or minor**]]** may be used to fulfill the B.S. degree requirements in mathematics or natural science. Courses used to fulfill **[[**minor degree**]]** requirements **FOR A MINOR** may be used at the same time to fill major or general distribution requirements if so designated.

Jennifer A. Reynolds for Cahill
President, UAF Faculty Senate Date 3/5/12

APPROVAL: _____ DATE: 5th March 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #181, March 5, 2012:

MOTION

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

EFFECTIVE: Upon approval by the Chancellor

RATIONALE: UAF institutional and specialized accreditation requires outcomes assessment reporting and assessment is important for the continuing improvement of curricula. To ensure that outcomes assessment information is collected regularly, with no long gaps, each program is asked to prepare a report every two years. This is consistent with the typical two year commitments that department chairs make so each department chair will know a report must be filed during their service. In addition, this change will provide timely information to summarize the implementation and results of assessment practices reported annually to the Board of Regents as required in policy P10.06.020.

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CAPS = Additions
[[ ]] = Deletions

UAF EVALUATION OF EDUCATIONAL EFFECTIVENESS POLICY

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs.

The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

The data gathered and summarized as part of the educational effectiveness evaluation process shall not be used for evaluating individual faculty. Furthermore, no student shall be denied graduation based solely upon information gathered for the educational effectiveness evaluation process.

Each faculty member's activities in developing and/or implementing programmatic and institutional educational effectiveness efforts may be summarized in the instructional section of annual evaluations and promotion and tenure files.

Evaluations shall be conducted with regard to the following:

1) Student Information

   Students shall be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and

for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum
   Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses.
3) Programmatic assessment
   Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.
4) Evaluation of Out of Class Learning
   An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted.

The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least **EVERY TWO YEARS [[four years]]** summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

A. Student outcome goals and objectives of the program,
B. The methods and criteria used to evaluate whether the goals and objectives are being met,
C. A description of what information is collected annually, and
D. How the results of such information are being used to improve the curriculum.

The report shall be presented to the dean or director's office **AND THE ACCREDITATION AND ASSESSMENT ASSISTANT IN THE PROVOST'S OFFICE BY THE END OF 9-MONTH FACULTY CONTRACTS IN MAY [[during the month of May]]**. At least some information gathering for this process shall occur annually.

Once an educational effectiveness evaluation program has been implemented for the core, the core review committee of the faculty senate shall prepare a report, at least biannually, summarizing the educational effectiveness of the components of the core curriculum. This report shall be similar in content to the report described above for individual programs but shall provide a summary for the components of the core curriculum. The components of the Core may be summarized in the report on a rotational basis, but at least some information should be gathered annually.

Jennifer R. Reynolds for Cahill
President, UAF Faculty Senate Date 3/5/12

APPROVAL: _____ DATE: 5 March 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #181, March 5, 2012:
(Missing amended language approved on May 6, 2011 has been added and highlighted below.)

MOTION:

The UAF Faculty Senate moves to approve an updated procedure to accomplish the program review process as required by Board of Regent policy and regulations (10.06).

EFFECTIVE: Immediately

RATIONALE: The existing program review process (Meeting #102, May 2001) does not fully meet Board of Regents policy and regulations on program review (10.06). The proposed process aligns with the new accreditation cycle, is a more efficient process, i.e., it is less burdensome on programs, and is intended to a yield more consistent quality of review. The process is intended for a program review cycle of 5 years, in accordance with Board of Regents policy.

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The new program review process will be completed as follows:

1. An initial brief review based on centrally generated productivity and efficiency summary and a unit supplied two-page narrative describing mission centrality, the prospective market for graduates, the existence of similar programs elsewhere in UA, and any special circumstances that explain features of the centrally generated productivity and efficiency summary (see attached program review template for more details). The information reviewed meets the requirements set by Board of Regents Policy and Regulation (10.06; attached). A single Faculty Program Review Committee comprised of one tenured-faculty member from each college and school (not including CRCD) plus five CRCD representatives will review the materials and make one of the following recommendations:
   - Continue program
   - Continue program but improve outcomes assessment process and reporting
   - Continue program but improve other specific areas or
   - Discontinue program.

   The committee will provide a brief narrative justifying their recommendation and describe any areas needing improvement prior to the next review.
2. An Administrative Program Review Committee comprised of the Deans of Colleges and Schools and 4 administrative representatives from CRCD will review the recommendations of the Program Review Committee, may request additional information from about the program, and will state their collective agreement or disagreement with the Committee's recommendation.
3. The Provost* will review the recommendations of the Faculty Program Review Committee and the Administrative Program Review Committee and take one of the following actions:
   a. Program continuation is confirmed until next review cycle

* in consultation with Chancellor's Cabinet

b. Program continuation with an action plan prepared by the program and Dean to meet improvements needed by next review cycle. Annual progress reports will be required in some cases. Actions may also include further review by an ad hoc committee.
c. Recommend to discontinue program. Program deletion will require Faculty Senate action. However, when appropriate admissions may be suspended pending action.

Jennifer A. Reynolds for Cahill
President, UAF Faculty Senate Date 3/5/12

APPROVAL: _____ DATE: 5 March 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #181, March 5, 2012:

MOTION:

The UAF Faculty Senate moves to approve a new category of registration, "Directed Study," to allow a student to contract with an instructor to enroll individually in a course that exists in the catalog, outside of the regularly-scheduled sections of the course in a given semester. The difference between "Directed Study" and the current "Individual Study" would be that "Individual Study" would be reserved for contracted 1:1 courses that do not exist in the UAF catalog. Courses taken as Directed Study would be transcripted with the existing subject and course number from the catalog and the suffix (D.S.*).

EFFECTIVE: Fall 2012

RATIONALE: The majority of current Individual Study enrollments are actually for courses that exist in the UAF catalog. The student contracts with an instructor to take an individual section of the course outside of the regular course schedule. These are posted to the student's transcript as a -97 course number. It then raises questions about course content for transfer credit to other institutions; does not meet prerequisites in Banner; and does not automatically feed into degree requirements in DegreeWorks. Reserving the -97 "Independent Study" designation only for courses that do not exist in the UAF catalog would minimize these problems for students and advisors.

Jennifer A. Reynolds for Cahill
President, UAF Faculty Senate Date 3/5/12

APPROVAL: _____ DATE: 5 March 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #181, March 5, 2012:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 3, Article V: Committees, subsection E, Permanent Committees.2. This amendment updates terminology in the bylaws and removes redundant language from the committee definition.

EFFECTIVE: Immediately

RATIONALE: The current definition of the Student Academic Development and Achievement Committee is out of date. This amendment corrects an outdated campus name, removes an unnecessarily convoluted and redundant sentence, and refines the definition of committee membership.

****

CAPS = Addition
[[ ]] = Deletion

Section 3 (ART V: Committees), subsection E., Permanent Committees:

2. The Student Academic Development and Achievement Committee will include one representative from each of the following units of the College of Rural and Community Development: Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and [[Tanana Valley Campus]] **COMMUNITY AND TECHNICAL COLLEGE**. One or more of these should be from rural campus student services. The committee will also include one representative from the Department of Developmental Education; two **AT LARGE** representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics) and one from Math; one from the College of Liberal Arts English Department; and one each from Rural Student Services, the Academic Advising Center, and the Student Support Services Program.

   The Student Academic Development and Achievement Committee shall consider policies concerning student development and retention. This committee will function as a curriculum [[council]] review committee for all developmental education courses and other courses facilitating student progress. [[Discipline based developmental education courses and other courses facilitating student progress will be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination.]]

Jennifer A. Reynolds for Cahill
President, UAF Faculty Senate Date 3/5/12

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #181, March 5, 2012:

MOTION:

The UAF Faculty Senate moves to amend the UAF Academic Honors policy as indicated below:

EFFECTIVE: Fall 2012

RATIONALE: The current catalog language is vague enough that some students might expect to be on both lists, when the intention was that they are on one or the other, but not both.

****

CAPS = additions
[[ ]] = deletions

Page 49, 2011-12 *UAF Catalog*:

ACADEMIC HONORS

Undergraduate and certificate students -- To be eligible for academic honors at the end of a semester, you must be a full-time undergraduate degree or certificate student who has completed at least 12 UA institutional credits graded with the letter grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F. If you have received an incomplete or deferred grade, your academic honors cannot be determined until those grades have been changed to permanent grades. Academic honors are recorded on your permanent record. You will make the chancellor's list with a semester GPA of 3.9 **[[and]] OR** the dean's list with a GPA of 3.5 **TO 3.89**. UAF announces the students who have earned honors each semester. Students with incompletes or deferred grades that are changed after publication of honors will not be announced separately. If you've requested that information not be released about you (under FERPA), your name will not be released to the media.

Jennifer A. Reynolds for Cahill
President, UAF Faculty Senate Date 3/5/12

APPROVAL: _____ DATE: 5 March 12
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #180, February 6, 2012:

MOTION:

The UAF Faculty Senate moves to more clearly define the academic credit hour requirements for laboratory instruction at UAF and include this definition in the UAF Catalog (currently found in the 2011-2012 UAF Catalog, page 247).

EFFECTIVE: Fall 2012

RATIONALE: Redefine the academic credit hour requirements for laboratory instruction to bring UAF academic policies in line with **UA Regulation 10.04.090** (emphases added below):

Evaluation of Student Performance and Course Level Definitions.

F. Course Numbering system

2. Academic Credit Courses

Courses with these numbers count toward undergraduate and graduate degrees and certificates as described below. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. **One credit hour represents three hours of student work** per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or **three class-hours of laboratory**) for a minimum of 2250 minutes of total student engagement, which may include exam periods.

****

[[ ]] – Deletion
CAPS – Addition
Underlined – Faculty Senate action from Meeting #175 (May 2, 2011) to be incorporated into the next Catalog.

From the 2011-2012 UAF Catalog, page 247:

Course Credits

One credit represents satisfactory completion of 800 minutes **(1 HOUR/WEEK)** of lecture, 1,600 or 2,400 minutes of laboratory (or studio or other similar activity), whichever is appropriate. (It is understood that an average student will be expected to spend 1,600 **(2 HOURS/WEEK)** minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.)

LABORATORY CLASSES REQUIRE A MINIMUM OF 2400 LAB MINUTES/CREDIT (3 HOURS/WEEK/CREDIT), OR THEY REQUIRE A MINIMUM OF 1600 LAB MINUTES (2 HOURS/WEEK/CREDIT) PLUS 800 MINUTES (1 HOUR/WEEK) OF STUDY AND/OR PREPARATION OUTSIDE OF CLASS. A COURSE SUBMISSION

WITH A LAB COMPONENT MUST INCLUDE A JUSTIFICATION (IN TERMS OF REQUIRED STUDENT WORK MINUTES OUTSIDE OF LABORATORY) IF THE LABORATORY DOES NOT REQUIRE AT LEAST 2400 LAB MINUTES PER CREDIT.

The following standards establish the minimum requirements for an academic unit of credit:

1. 800 minutes of lecture (plus 1,600 minutes of study)
2. 1,600 or 2,400 minutes of laboratory (or studio or other similar activity) + **800 OR 0 MINUTES OF OUTSIDE STUDENT WORK.**
3. 2,400-4,800 minutes of supervised practicum
4. 2,400-8,000 minutes of internship (or externship, clinical)
5. 2,400-4,800 minutes of supervised scholarly activity

Credit hours may not be divided, except half-credit hours may be granted at the appropriate rate. For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any existing semester-long course that is to be offered in a "compressed to less than six weeks" format must be approved by the college or school's curriculum council and the appropriate UAF Faculty Senate committee (Student Academic Development and Achievement Committee, Core Review Committee, Curriculum Review Committee, or Graduate Academic and Advisory Committee). Any new course proposal must indicate those course compression format(s) in which the course will be taught. Only approved course formats will be allowed for scheduling.

Following the title of each course, the number of credits is listed for each semester. Thus "3 credits" means three credits may be earned. Credit may not be given more than once for a course unless the course has been designated as repeatable for credit. Figures in parentheses at the end of course descriptions indicate the number of lecture; laboratory; and practicum, internship or scholarly activity hours the class meets each week for one semester. The first number represents lecture hours; the second, laboratory; and the third, practicum, internship or scholarly activity. For example (2+3) indicates that a class has two hours of lecture and three of laboratory work each week. A designation of (1+0+6) indicates that the course meets for one hour each week of lecture and 6 hours each week of practicum, internship or other scholarly activity.

Catherine F. Cahill 2/6/12

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 7 Feb 2012

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #179 on December 5, 2011:

MOTION:

The UAF Faculty Senate moves to amend the title of the general education objectives and student learning outcomes adopted by the UAF Faculty Senate at Meeting #175 on May 2, 2011 to clarify the undergraduate degrees to which the objectives and learning outcomes apply.

EFFECTIVE: Spring 2012

RATIONALE: In May 2011, the General Education Revitalization Committee proposed a new set of objectives and student learning outcomes intended to be used for all of UAF's baccalaureate degrees and two of UAF's associate degrees. These were adopted by the UAF Faculty Senate at meeting #175, held May 2, 2011, for the purposes of developing the next general education strategy and the strategies to be used in assessing it. Through unintentional oversight, only BA and BS degrees were listed, omitting the six other baccalaureate degrees offered at UAF. The proposed amendment brings the wording in line with the intended scope of the general education objectives and student learning outcomes.

Cathleen F. Cahill
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 12/6/11
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

See the full motion at:
http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#175

CAPS = Addition

[[ ]] = Deletion

General education objectives and learning outcomes for the undergraduate students seeking [[BA, BS,]] **BACCALAUREATE**, AA, and AS degrees at the University of Alaska Fairbanks.

The UAF Faculty Senate passed the following motion at Meeting #179 on December 5, 2011:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the Faculty Senate, Section 3 (Art. V: Committees) at subsection E.1, addressing ex officio membership of the Curricular Affairs Committee

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee recognizes that it may be productive and helpful in furthering the committee's business to add non-voting ex officio members serving short terms on an as-needed basis.

Catherine J. Cahill
President, UAF Faculty Senate Date

****

CAPS = Addition

[[ ]] = Deletion

Section 3 (ART V: Committees), subsection E.1:

The Curricular Affairs Committee will deal with curricular and academic policy changes on all levels except the graduate level.

IN ADDITION TO THE NON-VOTING EX OFFICIO MEMBER(S) APPOINTED BY THE PROVOST, THE COMMITTEE MAY ADD NON-VOTING EX OFFICIO MEMBERS FOR ONE-YEAR TERMS AS DEEMED NECESSARY.

ORIGINAL

The UAF Faculty Senate passed the following motion at Meeting #179 on December 5, 2011:

MOTION:

The UAF Faculty Senate moves to approve the Certificate in Baking and Pastry Arts.

EFFECTIVE: Fall 2012
Upon Board of Regents approval.

RATIONALE: See the full program proposal #53-UNP from the Fall 2011 review cycle on file in the Governance Office, 312B Signers' Hall.

Catherine F. Cahill
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 12/6/11
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Brief Statement of Proposed Program:

This certificate program is designed to allow the beginning student to obtain the knowledge and skills to meet the standards of the American Culinary Federation in Baking and Pastry and to successfully gain employment in the culinary and hospitality industry. The certificate transitions easily and directly into the AAS in Culinary Arts. For the past seventeen years, the Culinary Arts and Hospitality program has offered a single certificate in Culinary Arts with three concentrations: culinary arts, baking and pastry, and cooking. In the spring of 2009, the Faculty Senate approved a major change to the program eliminating the three concentrations. Thus, the existing certificate is in Culinary Arts. We propose this separate certificate to replace the Baking and Pastry concentration in the Culinary Arts Certificate. We will no longer offer a Cooking concentration under the Culinary Arts Certificate nor a separate Certificate in Cooking.

Program Goals:

For the past several years the Culinary Arts and Hospitality Department has offered a single Certificate in Culinary Arts with three concentrations: culinary arts, baking and pastry, and cooking. Last year we submitted paperwork to eliminate the cooking concentration and create two distinct certificates: culinary arts, and baking and pastry. The University accepted the culinary arts certificate as modifications to the existing certificate and asked that we forward a new Certificate in Baking and Pastry Arts.

Our goal in developing this certificate is to create a clear pathway for entry level culinarians to develop their skills in baking and pastry with the potential to gain employment. For those students wishing more advanced training, the certificate articulates with the AAS in culinary arts. We anticipate that streamlining this certificate and focusing it specifically in baking and pastry will increase the number of students who can successfully complete the certificate in a reasonable time (generally two semesters). Further, other changes to courses, which were approved last year, have eliminated any pass/fail courses from the degree and aligned the remaining new or revised courses with a curriculum which is based on industry standards and competencies set forth by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). We plan to apply for programmatic accreditation with the ACFEFAC within the next two years.

Proposed Catalog Layout – next page.

Proposed Catalog Layout:

Culinary Arts & Hospitality
UAF Community and Technical College
College of Rural and Community Development
907-455-2800
www.ctc.uaf.edu

Certificate

Minimum Requirements for Certificate: 30 credits

The culinary arts program prepares students for a career in this expanding field. Graduates can seek employment in food production or in management of restaurants, bakeries, hotels, hospitals, camps or any other facility that requires food service as part of its operation. This department offers both an associate degree and a certificate.

Certificate Program: Baking and Pastry Arts

1. Complete the general university requirements.

   COMMUNICATIONS (2-3)

2. Complete the certificate requirements.

   COMPUTATION (2-3) or

   CAH 256 Restaurant & Hospitality Cost Management (2 credits)

   HUMAN RELATIONS (2-3) or

   CAH 255 Human Resource & Supervision in Hospitality (3 credits)

3. Complete the following courses:

   CAH F101 – Introduction to the Culinary Field ..... 1 cr
   CAH F140 – Culinary I – Principles and Techniques ..... 4 cr
   CAH F146 – Introduction to Baking & Pastry ..... 4 cr
   CAH F150 – Food Service Sanitation ..... 2 cr
   CAH F248 – Intermediate Baking & Pastry ..... 4 cr

   Choose 6-9 credits from the following:

   CAH F117 – Art in Cake Icing ..... 2 cr
   CAH F154 – Food and Beverage Service ..... 2 cr
   CAH F160 – Culinary Nutrition ..... 2 cr
   CAH F161 – Pastry Tube Art ..... 1.5 cr
   CAH F171 – Gourmet Baking ..... 2 cr
   CAH F230 – Menu Planning ..... 1 cr

   Minimum credits required ..... 30 cr

RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM
Rev. 11/30/2011

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	$85,800 1.0 FTE	$0		$85,800 1.0 FTE
Adjunct Faculty (FTE's & dollars)	$40,000	$0		$40,000
Teaching Assistants (Headcount)	$17,250 (0.5 FTE)	$0		$17,250 (0.5 FTE)
Instructional Facilities (in dollars and/or sq. footage)	2,149 sq. ft.	$0		2,149 sq. ft.
Office Space (Sq. footage)	418 sq. ft.	$0		418 sq. ft.
Lab Space (Sq. Footage)	3,647 sq. ft.	$0		3,647 sq. ft.
Computer & Networking (in dollars)	$12,320	$0		$12,320
Research/ Instructional/ office Equipment (in dollars)	$0	$0		$0
Support Staff (FTE's & dollars)	$34,100 (0.5 FTE)	$0		$34,100 (0.5 FTE)
Supplies (in dollars)	$51,250	$0		$51,250
Travel (in dollars)	$2,500	$0		$2,500

UNIVERSITY of ALASKA
Many Traditions One Alaska

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAF	1b. School or College CTC	1c. Department CAH

2. Complete Program Title Culinary Arts & Hospitality

3. Type of Program

☒ Undergraduate Certificate ☐ AA/AAS ☐ Baccalaureate ☐ Post-Baccalaureate Certificate
☐ Master's ☐ Graduate Certificate ☐ Doctorate

4. Type of Action	5. Implementation date (semester, year)
☒ Add ☐ Change ☐ Delete	Fall, 2012

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)

Projected Annual Revenues in FY		Projected Annual Expenditures in FY 14	
Unrestricted		Salaries & benefits (faculty and staff)	$120,300
General Fund	$	Other (commodities, services, etc.)	$55,000
Student Tuition & Fees	$94,000	TOTAL EXPENDITURES	$175,300
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$	Year 2	$
TVEP or Other (specify):	$	Year 3	$
TOTAL REVENUES	$94,000	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$	$
b. Additional appropriation required	$	$
c. Funded through new internal MAU redistribution	$	$
d. Funds already committed to the program by the MAU[1]	$94,000	$
e. Funded all or in part by external funds, expiration date	$	$
f. Other funding source Specify Type:	$	$

8. Facilities: New or substantially (>$25,000 cost) renovated facilities will be required. ☐ Yes ☒ No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

[1]Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 5-10	Year 2: 7-12	Year 3: 7-12	Year 4: 7-12

Page number of attached summary where demand for this program is discussed:

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	
Adjunct	
Term	
Tenure track	

11. Number* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:
For more information see page of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
None			

Page number of attached summary where effects on other programs are discussed:

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list):

Page in attached summary where alignment is discussed:

15. State needs met by this program (list):

Page in the attached summary where the state needs to be met are discussed:

16. Program is initially planned to be: (check all that apply)

☒ Available to students attending classes at UAF campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed:

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

_____/_____
Provost Date

_____/_____
Chancellor Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
Chair, Academic and Student Affairs Committee Date

☐ Recommend Approval
☐ Recommend Disapproval

_____/_____
UA President Date

☐ Approved
☐ Disapproved

_____/_____
Chair, Board of Regents Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☐ Summary of Degree or Certificate Program Proposal ☐
Other (optional)

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #176 on September 12, 2011:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Marine Science.

EFFECTIVE: Fall 2011 and/or
Upon Chancellor's approval.

RATIONALE: See the program proposal #129-UNP on file in the Governance Office, 312B Signers' Hall.

Catherine J. Cahill 9/12/11
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 9/12/11
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Overview:
The minor in Marine Science will be administered by the Graduate Program in Marine Science and Limnology (GPMSL) in the School of Fisheries and Ocean Sciences. The minor outlined in this proposal will be available to undergraduate students in all degree programs. It will consist of three new introductory courses that will form the "core" requirement (2 lecture courses + 1 lab course, 7 credits total) and 6 credits in electives in other marine science courses. In addition, students will choose a minimum of 2 credits of additional electives from among selected courses in Marine Science, Fisheries, Biology and Wildlife, and Economics, for a total of 15 credits required for the minor. This program was created in response to numerous requests from Fisheries, Biology and Wildlife, and Natural Resource Management students who, after taking the single undergraduate Marine Science course currently offered (MSL 111X: The Oceans), were interested in continued coursework in the field. Unfortunately, no additional options currently exist. Fisheries students are thus expected to benefit from the breadth this

program will offer to their curriculum. In addition, we anticipate this program will appeal to students from other disciplines (e.g., Political Science, Earth Sciences, Biology & Wildlife, Environmental Science, Resource Management, Education) in which possible career paths may require and/or benefit from training in marine science (policy-making, resource management, education, seafood industry, etc.).

Objective and relationship to courses proposed:
This program will provide students with a marine-science knowledge base, skill set, and hands-on experience, which will augment their educational experience at UAF. This minor will strengthen the abilities of UAF graduates to address essential issues in research, education, management, administration or industry related to Alaska's marine resources. To address these objectives, the program will include a required two-semester core course with associated lab that will introduce students to the interdisciplinary field of marine science, including study of the unique physical, chemical and biological aspects of the marine environment, and the organisms that inhabit this environment. Building on this core foundation, students will be able to choose from a variety of more focused courses depending on their specific area of interest. The elective courses will provide more detailed study of marine biology and ecology, and the physics and chemistry of the oceans. Available electives will include field courses that will be taught at the UAF marine lab facility, the Kasitsna Bay Laboratory near Homer, AK, and will emphasize hands-on learning and student-centered research projects. Several elective options (e.g., Polar Marine Science, Dynamic Alaskan Coastline, Marine Biology and Ecology Field Course) will also emphasize polar regions, and Alaskan marine ecosystems in particular.

Undergraduates that have completed the minor in Marine Science will possess a knowledge base and skill set that will make them more competitive for a wide variety of agency and organization positions, particularly within the state of Alaska. Training provided here will be applicable in jobs with government management agencies (e.g., Alaska Department of Fish and Game, U.S. Fish and Wildlife Service), Alaska Native Organizations, non-profit conservation organizations, seafood industry, or in other policy-development, fisheries, education, or outreach capacities.

Proposed Minor Requirements:

1. Students *must* complete the following (7 credits):
MSL 211 – Introduction to Marine Science I (3 credits)
MSL 212 – Introduction to Marine Science II (3 credits)
MSL 213L—Marine Science Laboratory (1 credit)

2. Students *must* complete 6 credits from the following:
MSL 317 – Introduction to Marine Mammal Biology (3 credits)
MSL 330 —The Dynamic Alaskan Coastline (3 credits)
MSL 403— Estuaries (2 credits)
MSL 412 —Early Life Histories of Marine Invertebrates (3 credits)
MSL 431 – Polar Marine Science (3 credits)
MSL 449 – Biological Oceanography (3 credits)
MSL 463 – Chemical Coastal Processes (3 credits)

3. Students *must* complete 2 additional credits from the following:

Marine Science and Limnology

MSL 220 – Scientific Diving (2 credits)
MSL 317 – Introduction to Marine Mammal Biology (3 credits)
MSL 330 —The Dynamic Alaskan Coastline (3 credits)
MSL 403— Estuaries (2 credits)
MSL 412 —Early Life Histories of Marine Invertebrates (3 credits)
MSL 421 – Field Course in Subtidal Studies (2 credits)
MSL 431 – Polar Marine Science (3 credits)
MSL 449 – Biological Oceanography (3 credits)
MSL 450 – Marine Biology and Ecology Field Course (4 credits)
MSL 456 – Kelp Forest Ecology
MSL 463 – Chemical Coastal Processes (3 credits)
MSL 497 – Marine Field Experience (Independent Study) (1-2 credits)

Fisheries

FISH 288/BIOL 288 – Marine and Freshwater Fishes of Alaska (3 credits)
FISH 301—Biology of Fishes (3 credits)
FISH 425 – Fish Ecology (3 credits)
FISH 440—Oceanography for Fisheries (3 credits)

Biology and Wildlife

BIOL 305 – Invertebrate Zoology (5 credits)
BIOL 473 – Limnology (4 credits)

Economics

ECON 235 – Introduction to Natural Resource Economics (3 credits)

Relationship to the "Purposes of the University":

The objectives of the minor in Marine Science coincide with the UAF academic mission of providing high-quality education to undergraduates, because the minor will offer a suite of courses to augment student expertise in the natural sciences and resource management, and enable students seeking a career in fisheries or oceanographic research. Thus, the program addresses three core mission areas identified in the UAF strategic plan: Serve students; Provide quality educational opportunities and experiences; Be responsive to the needs of the state of Alaska.

Fisheries majors are expected to receive immediate benefits from this program, and many have expressed interest in additional MSL course offerings being made available to them. The Fisheries program has been growing rapidly over the last several years, with 68 students currently enrolled and numbers projected to increase to 70-80 in the next year. We also expect the program will serve students in other disciplines such as resource management and political science, as described in the sections above, and we intend to advertise the program to draw in students from these other fields.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #176 on September 12, 2011:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the College of Engineering and Mines.

EFFECTIVE: Fall 2011
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the College of Engineering and Mines. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

Catherine J. Cahill 9/12/11
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 9/12/11
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND COLLEGE OF ENGINEERING AND MINES UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE COLLEGE OF ENGINEERING AND MINES' DEPARMENT/S. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S/S' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. ***THE LEVEL OF PRODUCTIVITY EXPECTED OF A FACULTY MEMBER IN EACH AREA (TEACHING, RESEARCH, AND SERVICE) WILL BE COMMENSURATE WITH THE PERCENTAGE OF HIS OR HER WORKLOAD DEDICATED TO SUCH ACTIVITY.***

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers ***WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:***

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design; ***INCLUDING THE DEVELOPMENT OF DISTILLED KNOWLEDGE (FOR EXAMPLE: BOOKS, SOFTWARE, DOCUMENTATION) FOR STUDENT USE***;

g. may receive prizes and awards for excellence in teaching.

h. ***DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER ENGINEERING ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANEL;***

i. ***INVOLVE STUDENTS, ESPECIALLY GRADUATE STUDENTS, IN QUALITY RESEARCH ACTIVITIES;***

SPECIFIC CEM CRITERIA FOR TEACHING PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY TEACHING PROGRAM MUST BE PROVIDED, AS WELL AS EVIDENCE OF AN EFFORT TOWARD CONTINUAL IMPROVEMENT.

II. ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS CONTEMPORARY AND RELEVANT, AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT IS NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE GUIDING AND MENTORING OF STUDENTS, AND EFFECTIVE CLASSROOM TEACHING PERFORMANCE. THERE MUST BE EVIDENCE OF SUCCESSFUL COMPLETION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR CO-SUPERVISOR).

III. PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO, CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL FACILITIES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS. THERE SHOULD BE A RECORD OF CONTINUING SUCCESSFUL MENTORSHIP OF GRADUATE STUDENTS AS EXEMPLIFIED BY JOINT AUTHORSHIP OF PUBLICATIONS, INVOLVEMENT OF GRADUATE STUDENTS IN RESEARCH PROJECTS, AND COMPLETION OF GRADUATE DEGREES UNDER HIS/HER SUPERVISION SINCE THE PREVIOUS PROMOTION. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.

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

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

   and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair classroom observation(s),

   d. peer/department chair evaluation of course materials.

C. **Criteria for Research, Scholarly, and Creative Activity**
   Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art *AND ENGINEERING* work, *SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS* at galleries, *CONFERENCES AND MUSEUMS, WHERE* selection for these exhibitions *IS* being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art *AND ENGINEERING* works, *SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS,* and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CEM CRITERIA FOR RESEARCH PERFORMANCE BEFORE PROMOTION/ TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: *EVIDENCE OF RESEARCH ABILITY AND A COMMITMENT TO ESTABLISH A VIABLE RESEARCH PROGRAM.*

II. ASSOCIATE PROFESSOR: *THE FACULTY MEMBER MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM THAT PRODUCES A SATISFACTORY NUMBER OF PUBLICATIONS IN REFEREED HIGH-QUALITY PROFESSIONAL JOURNALS (PREFERABLY INDEXED IN THE WEB OF SCIENCE (SCI), THE ENGINEERING INDEX (EI), AND OTHER*

APPROPRIATE SCIENCE OR ENGINEERING INDEXES, WHERE APPLICABLE) AND PRESENTED RESEARCH RESULTS AT PROFESSIONAL MEETINGS. PAPERS IN PROCEEDINGS OF CONFERENCES KNOWN FOR RIGOROUS PEER-REVIEW AND DOCUMENTED LOW ACCEPTANCE RATES MAY BE CONSIDERED AS SUPPLEMENTAL PUBLICATIONS, WHERE APPLICABLE. THE SUBMISSION OF RESEARCH PROPOSALS AND ACQUISITION OF EXTERNAL RESEARCH FUNDING, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. SUSTAINED PRODUCTIVITY MUST BE SHOWN WITH ADEQUATE EVIDENCE OF RESEARCH ACTIVITIES AND PUBLICATIONS SINCE INITIAL APPOINTMENT, WITH THE CANDIDATE TAKING A LEADING ROLE IN RESEARCH AND PUBLICATIONS. THE FACULTY MEMBER MUST ALSO SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS RESULTING IN JOURNAL AND CONFERENCE PUBLICATIONS THAT INVOLVE STUDENTS.

III. PROFESSOR: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT NUMBER OF PEER-REVIEWED JOURNAL ARTICLES (PREFERABLY INDEXED IN SCI, EI, AND OTHER APPROPRIATE SCIENCE OR ENGINEERING INDEXES WHERE APPLICABLE), CONFERENCE PUBLICATIONS AND OTHER FORMS OF LITERATURE, WHICH ALSO REQUIRE RIGOROUS PEER REVIEW, AND ARE PUBLISHED BY WELL-ESTABLISHED PUBLISHING HOUSES. TO INDICATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM, THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUANTITY AFTER THE PREVIOUS TENURE/PROMOTION/ APPOINTMENT, WITH DOCUMENTED EVIDENCE OF HIGH QUALITY AND SHOULD DEMONSTRATE STUDENT INVOLVEMENT. A NATIONAL OR INTERNATIONAL REPUTATION OF THE CANDIDATE (E.G., AS DEMONSTRATED BY A HIGH NUMBER OF ARTICLE CITATIONS, PROFESSIONAL ACTIVITIES, PRESENTATIONS AT MEETINGS, AND DOCUMENTED OPINIONS OF OTHER ENGINEERS AND SCIENTISTS IN THE FIELD) IS EXPECTED.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be

systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY.***

j. Prizes and awards for excellence in university service.

k. ***SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.***

l. ***PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.***

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

SPECIFIC CEM CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION/TENURE OR APPOINTMENT TO:

I. ASSISTANT PROFESSOR: *EVIDENCE OF A COMMITMENT TO CONTRIBUTE TO THE SERVICE MISSION OF THE COLLEGE.*

II. ASSOCIATE PROFESSOR: *POSITIVE CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.*

III. PROFESSOR: *EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS INCLUDING COMMITTEE LEADERSHIP OR UAF FACULTY SENATE SERVICE AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS ENGINEERING SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.*

EXAMPLES OF SERVICE ACTIVITIES APPROPRIATE FOR FACULTY IN ENGINEERING INCLUDE (BUT ARE NOT LIMITED TO):

a. K-12 AND/OR INFORMAL ENGINEERING EDUCATION;

b. PRESENTATION OF ENGINEERING TO THE PUBLIC.

MEASURES OF EFFECTIVENESS OF PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

a. ACCOMPLISHMENTS GAINED THROUGH SERVICE TO ORGANIZATIONS;

b. OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.

E. Unit Criteria, Standards and Indices

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

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

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

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

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is **NOT** optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

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

1. Process of Evaluation

There will be annual evaluations of all untenured faculty members holding academic rank. Each faculty member shall submit a professional activities report to the campus director or college/school dean according to a schedule announced by the provost. The annual professional activities report will be accompanied by a current curriculum vita.

The evaluations performed by the campus director or college/school dean shall include explicit statements on progress toward meeting criteria for tenure and promotion in their written evaluations. The dean's/director's evaluation shall reference the faculty member's workload agreement in commenting on progress. The director or dean shall provide a copy of a written evaluation to the faculty member.

In the case of a faculty member having a joint appointment, the dean will coordinate the review and recommendation with the director as appropriate.

G. Periodic Evaluation of Tenured Faculty Members

1. Frequency of Evaluation

a) All tenured faculty at UAF shall be evaluated once every three years according to a schedule and process announced by the Provost.

b) For tenured faculty with joint appointments, the cognizant dean will arrange a review that assures that all appropriate administrators provide a written evaluation of the faculty member. The dean will inform the faculty member of these arrangements.

2. Annual Activities Report

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

H. Evaluation of Faculty with Special Academic Rank

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

1. Process of Evaluation

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

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

The UAF Faculty Senate reaffirmed the following resolution at Meeting #176, Sept. 12, 2011:

The following resolution was passed at Faculty Senate Meeting #146 in Fall 2007, and endorsed by a letter distributed to the UAF community in Fall 2008. The Administrative Committee would like to have the Faculty Senate reaffirm the resolution publicly at Faculty Senate Meeting #176 as the current review cycle gets underway.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2007-08 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

Cathleen J. Cahill 9/12/11

President, UAF Faculty Senate Date

The UAF Faculty Senate presented the following at Meeting #175, May 2, 2011:

OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
ACADEMIC YEAR 2011

WHEREAS, Rainer Newberry has served the university in the UAF Faculty Senate for the past nine years; and

WHEREAS, Rainer Newberry has provided a mother lode of leadership as Chair of the Curricular Affairs Committee during academic years 2003 through 2006, and 2010-2011; and

WHEREAS, Rainer Newberry has also served as Chair of the Curriculum Review Committee for the past seven years; and

WHEREAS, Rainer Newberry has served as a member of the Core Review Committee from 2010-2011; and

WHEREAS, Rainer Newberry has served as a representative of both Curricular Affairs and Curriculum Review on the Faculty Senate Administrative Committee; and

WHEREAS, Rainer Newberry has led the Curricular Affairs Committee to pay dirt in bringing 10 motions before the Faculty Senate; and

WHEREAS, Rainer Newberry engaged faculty in dialog aimed at digging to the core of academic issues ranging from courses designed for high school up to stacked graduate courses; and

WHEREAS, Rainer Newberry, unabashedly ungroomable, has provided down-to-earth, provocative and highly caffeinated advocacy for issues about which he is passionate; now

THEREFORE, BE IT RESOLVED, That the UAF Faculty Senate, not wishing to take his outstanding service for granite, recognizes Rainer Newberry as Outstanding Senator of the Year for Academic Year 2011. He rocks!

The UAF Faculty Senate passed the following at Meeting #175, May 2, 2011:

RESOLUTION OF APPRECIATION FOR JONATHAN DEHN

WHEREAS, Jon Dehn has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect, especially during his two years as President of the UAF Faculty Senate; and

WHEREAS, Jon Dehn has served as Senator to the UAF Faculty Senate from 2006-2008, as a member of the Faculty Affairs Committee from 2006-2008 and as chair of the Faculty Affairs Committee from 2007-2008; and

WHEREAS, Jon Dehn has served as a member of the Administrative Committee from 2007-2008, as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate from 2008-2009; and

WHEREAS, Jon Dehn has served as a member of the UAF Governance Coordinating Committee from 2009-20011; and

WHEREAS, Jon Dehn has served as President of the UAF Faculty Senate from 2009-2011 and with keen insight and good humor has successfully led the Faculty Senate through difficult and often contentious discussions; and

WHEREAS, Jon Dehn effectively advocated for UAF faculty as a member of the UA Faculty Alliance from 2009-2011 and as Faculty Alliance Chair from 2009-2010; and

WHEREAS, Jon Dehn, as a member of Faculty Alliance, demonstrated that faculty can collaborate across MAUs to achieve goals of importance to UA, such as finalizing the Academic Master Plan; and

WHEREAS, Jon Dehn, as Chair of Faculty Alliance and President of the UAF Faculty Senate, fought for faculty across MAUs to have a larger voice on academic issues at the UA Statewide level; and

WHEREAS, Jon Dehn constructively led the UAF Faculty Senate's effort to inform the UA Administration of the difficulties with the Health Care Audit, resulting in a change in timelines and an improvement in communications; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Jon Dehn as he concludes his extended term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Jon Dehn and expresses its appreciation for his exemplary service.

Cathie J. Cahill 5/2/11

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #175, May 2, 2011:

RESOLUTION:

The UAF Faculty Senate recommends the Office of International Programs (OIP), in consultation with national immigration legal counsel, review UAF's interpretation of the "completion date" for graduate programs used for international students, and revise the "completion date" definition to enable students to complete all program requirements before losing F-1 status.

Motivation and background

- According to U.S. immigration rules students in F-1 status have to leave the country within 2 months of the expiration of their visa, or the end date of their graduate program, whichever comes first. Currently UAF considers students in F-1 status to have completed their graduate program ten days after the date of their defense or after the last in-person meeting of a required course.
- In contrast the graduate program for non-foreign students terminates at the end of the semester during which the students have fully met all UAF graduate school requirements.
- Students often do not take in-person coursework during the semester they finish their degree, instead taking 698 (non-thesis research project) or 699 (thesis/dissertation, preparing for scholarly or research activity) which does not extend their visa eligibility under the current definition.
- Typically, a students' thesis is not 100% complete at the date of the defense. The graduate committee recommends some amount of additional work, such as collecting supplementary data or refining the existing data analysis.
- This additional post-defense work often requires access to specialized scientific instrumentation, computer software/hardware, sample collections, and datasets that are not accessible from another location.
- Due to the current definition a student can no longer be paid ten days after his/her defense. While this can be overcome by application for Optional Practical Training (OPT), the process of securing F-1 OPT status requires significant advance planning and expenditure of both student and university resources.
- Many universities use a more student-friendly definition of the "completion date," such as the end of the semester in which the student defends the thesis, the date when all requirements are fulfilled or the date of graduation and degree conferral. [See the appendix for examples.]
- Immigration law is complex and contains many ambiguous regulations. Lawyers often specialize in the field of immigration law and dedicate their whole career to serving clients in this area.
- Seeking consultation from a lawyer specializing in immigration law would aid UAF in revising its definition of the "completion date" for graduate students and ensure that U.S. immigration law is complied with.

2 May 2011



President, UAF Faculty Senate Date

Appendix:

What Constitutes 'Graduate Program Completion Date' for International Students at some other US Universities? *(compiled on: April 6, 2011)*

UAFs definition: "If you are graduating this semester and you are enrolled in classes that end in May, your program completion date will be May 12 - the last day of final exams. If you are a graduate student and enrolled in only thesis or research credits, your program completion date will be your date of project or thesis defense plus an additional 2 weeks. If you are employed on a Research or Teaching Assistantship, employment authorization ends effective with the program completion date ~ not the end of the semester ~ unless you have applied for and received your OPT card (see below)." http://www.uaf.edu/oip/news-and-announcements-1/information-and-reminders/

University of Arizona: "For graduate students, a true completion date is typically the submission date of final thesis/dissertation draft (and allowable time for revisions) or the comprehensive exam date if no thesis/dissertation is required (completion date can be any date during the calendar year)" http://internationalstudents.arizona.edu/pageview.aspx?id=19217

Boston University: "Graduate Students in Thesis or Dissertation Programs - Your official date of completion will be the day of the graduation ceremony of the semester in which submit your thesis/dissertation. You must be enrolled in that semester, as well. Please note that all students who will complete and submit their thesis/dissertation during the summer must be registered as continuing students during the summer semester to maintain lawful F-1 status." http://www.bu.edu/isso/students/prospective/immigration/f1/legal.html

University of California Berkeley: "Your completion date is the day on which all degree requirements are fulfilled, such as filing the thesis or dissertation in the Graduate Division."

Johns Hopkins University: "The University considers the date that President Daniels signs the official degree roster (which can only be done after the Graduate Board has signed off on it) as the student's completion date. This is the date referenced for University processes, community wide." http://semps.ses.hsa.jhu.edu/stujob/employer.cfm?pid=4&grad=1&bk=emp

NC State University: "For Master's thesis and Ph.D. students, program completion is defined by OIS for non-immigrant status-related benefits purposes as successful defense and the subsequent draft submission, provided that a student is registered at the time of defense". http://www.ncsu.edu/ois/current/completion.php

Minnesota State University: "Graduate students completion date is the day on which all degree requirements are fulfilled, such as filing your thesis or dissertation in Graduate Programs." http://www.mnstate.edu/intl/opt.cfm

Virginia Tech Graduate School: "International students who have some work remaining on their thesis or dissertation and who plan to defend any time during the semester are required to enroll for 3 credit hours. The 3-hour enrollment documents your need to be physically present on campus for the semester, utilizing university resources and pursuing degree requirements (which are required for continued eligibility for F-1/J-1 status)."

Washington University in St. Louis: "This completion of studies date is the date a student completes all requirements for his/her specific degree program, not necessarily the official commencement date established by the institution." http://oisshome.wustl.edu/students/current/RegResp/F1OPT

The UAF Faculty Senate passed the following at Meeting #175 on May 2, 2011:

MOTION:

The UAF Faculty Senate moves to amend the academic dismissal policy for graduate students (currently stated on page 48 of the 2010-2011 UAF Catalog) as follows:

EFFECTIVE: Fall 2011

RATIONALE: This amendment combines two existing items [(c) and (d)] that are defined to be "unsatisfactory performance." It also adds a paragraph delineating the consequences that may result if one is academically dismissed from a graduate program.

****

[[ ]] = Deletions
CAPS = Additions

ACADEMIC DISMISSAL

Graduate students –If recommended by the department chair, the graduate advisory committee, and the dean of the college or school, and approved by the Dean of the Graduate School, a student will be dismissed because of unsatisfactory performance. Unsatisfactory performance is deemed as one or more of the following:

a. Exceeding maximum time limit for degree.

b. Not being registered at UAF for a minimum 6 credits per year unless on approved leave of absence.

c. Having less than 3.0 cumulative GPA ON COURSEWORK DIRECTLY RELATED TO DEGREE REQUIREMENTS FOR TWO CONSECUTIVE SEMESTERS. [[for courses taken since admission to graduate school.]]

[[d. Being on probationary status for more than two consecutive semesters.]]

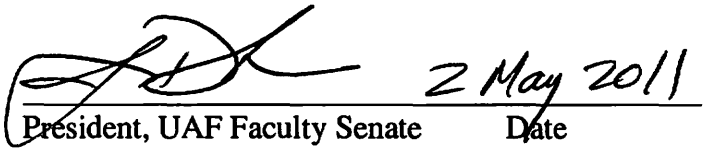
[[e]]**d.** Violating the Student Code of Conduct.

[[f]]**e.** Lacking progress as judged by the advisory committee and documented on the student's annual report.

[[g]]**f.** Having substantive inaccuracies in the student's application for admission.

If the student does not have a graduate advisory committee, dismissal can occur upon the recommendation of the department chair and the dean of the college or school, with approval by the Dean of the Graduate School.

THE CONSEQUENCES OF BEING ACADEMICALLY DISMISSED FROM YOUR GRADUATE PROGRAM ARE SIGNIFICANT AND MAY INCLUDE ALL OF THE FOLLOWING RAMIFICATIONS. YOUR STATUS WILL BE CHANGED FROM BEING A GRADUATE DEGREE-SEEKING STUDENT TO A NON-DEGREE STUDENT. ANY CLASSES YOU MAY HAVE PRE-REGISTERED FOR WILL BE DROPPED. YOU WILL HAVE A PRINTABLE NOTATION ON YOUR TRANSCRIPT THAT WILL STATE YOU WERE "ACADEMICALLY DISMISSED FROM DEGREE PROGRAM." YOU WILL NOT BE ELIGIBLE TO RECEIVE ANY TEACHING OR RESEARCH ASSISTANTSHIPS OR OTHER GRADUATE FELLOWSHIPS. OPPORTUNITIES TO RECEIVE FINANCIAL AID WILL BE SEVERELY LIMITED.



2 May 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #175 on May 2, 2011:

MOTION:

The UAF Faculty Senate moves to approve the following set of objectives and student learning outcomes for the purpose of developing the next general education curriculum and assessment system for all undergraduate students seeking BA, BS, AA, and AS degrees.

General education objectives and learning outcomes for the undergraduate students seeking BA, BS, AA, and AS degrees at the University of Alaska Fairbanks:

1. **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts.
   - Competence will be demonstrated for the foundational information in each subject area, its context and significance, and the methods used in advancing each.
2. **Develop Intellectual and Practical Skills across the curriculum**, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning.
   - Proficiency will be demonstrated across the curriculum through critical analysis of proffered information, well-reasoned solutions to problems or inferences drawn from evidence, effective written and oral communication, and satisfactory outcomes of group projects.
3. **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaskan issues.
   - Facility will be demonstrated through analyses of issues including dimensions of ethics, human and cultural diversity, conflicts and interdependencies, globalization, and sustainability.
4. **Integrate and Apply Learning,** including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.
   - Preparation will be demonstrated through production of a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

EFFECTIVE: Fall 2011

RATIONALE:

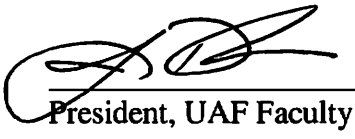
The American Association of Colleges and Universities (AACU) has assembled a framework of learning outcomes entitled "Liberal Education and America's Promise" (LEAP). This framework recognizes four broad goals of general education: increase disciplinary knowledge, develop thinking skills, connect academic work with societal issues, and prepare for lifelong learning.

The General Education Revitalization Committee (GERC) and its predecessor, the Core Revitalization and Assessment Group (CRAG), both found support within themselves and among the broader UAF faculty for revision of the UAF Core Curriculum to incorporate a LEAP-based set of learning outcomes. During 2011, the GERC circulated drafts for comment to academic deans, department chairs, curriculum councils, and faculty for comment; it also held two faculty forums to solicit feedback. The overwhelming thrust of the feedback has been supportive of the approach and direction of the working drafts. All of the feedback received has been carefully considered, and much of it has been incorporated into the proposed set of objectives and learning outcomes.

The overall result is a set of learning outcomes that reflects the near-consensus view of the GERC (9 Yea, 0 Nay, 1 Abstain, 1 absent). The challenge has been to set goals that are at once both general enough to not dictate strategy or tactics in achieving them, yet concrete enough that assessment efforts will be able to gain traction. The GERC proposes the following set of learning outcomes with three disclaimers. First, these learning outcomes do not necessarily correspond to courses; many are explicitly envisioned as being addressed across the entire curriculum. Second, the GERC remains divided about how best to advance student understanding of the increasingly pervasive role of technology in society as well as its societal consequences. Third, there should be significant continuity between the committees tasked with establishing the objectives and learning outcomes, the new general education curriculum, and the outcomes assessment.

Therefore the General Education Revitalization Committee, through the Curricular Affairs Committee, proposes

1. that the UAF Faculty Senate adopt the above objectives and learning outcomes as the basis on which to develop the next general education strategy for UAF and to develop assessment strategies for their achievement, and
2. that these objectives and learning outcomes be treated as a "living document" subject to revisions approved by the Faculty Senate or designated committees
3. that these objectives and learning outcomes will not replace the current objectives of the core curriculum until the process of developing a new general education curriculum and outcomes assessment is completed.



2 May 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #175 on May 2, 2011:

MOTION:

The UAF Faculty Senate moves to amend the policies on course compression and course approval as shown below:

EFFECTIVE: Fall 2011

RATIONALE: If core courses are important enough to be reviewed for compressed offerings, then why not all courses? Are not all courses important? Doing so creates a uniform evaluation method for this variety of course offerings. Further, we ought to be able to use the lessons learned in compressing core courses to non-core courses. Along those lines we intend to have guidelines for course compression created as part of the 'course and degrees manual'.

****

[[ ]] = Deletions
BOLD CAPS = Additions

Any EXISTING SEMESTER-LONG course THAT IS TO BE OFFERED IN A "compressed to less than six weeks" FORMAT must be approved by the college or school's curriculum council AND THE APPROPRIATE UAF FACULTY SENATE COMMITTEE (SADA, CORE REVIEW, CURRICULUM REVIEW OR GAAC). Any NEW [[core]] course [[compressed to less than six weeks must be approved by the Core Review Committee.]] PROPOSAL MUST INDICATE THOSE COURSE COMPRESSION FORMAT(S) IN WHICH THE COURSE WILL BE TAUGHT. ONLY APPROVED COUSE FORMATS WILL BE ALLOWED FOR SCHEDULING

2 May 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #175 on May 2, 2011:

MOTION:

The UAF Faculty Senate moves to enforce core assessment compliance across delivery methods.

EFFECTIVE: Fall 2011

RATIONALE: This motion ensures that courses bearing the core designator will be assessed in the same manner across delivery methods. Currently many correspondence courses and summer session courses do not observe the core assessment.

****

[[ ]] = Deletions
BOLD CAPS = Additions

ALL UAF COURSES BEARING A CORE DESIGNATION MUST COMPLY WITH CORE ASSESSMENT. THIS INCLUDES COURSES OFFERED THROUGH DISTANCE DELIVERY AS WELL AS COURSES NOT OFFERED IN FALL/ SPRING SEMESTERS.

2 May 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____
Chancellor's Office

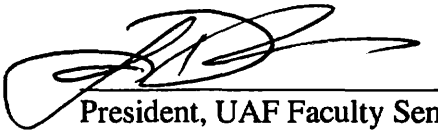
DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #175, May2, 2011:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312B Signers' Hall]

EFFECTIVE:	Immediately
RATIONALE:	These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.



2 May 2011

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #175 on May 2, 2011:

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2011. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 2, 2011

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

Catherine F. Cahill 5/2/11

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #175 on May 2, 2011:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2011-2012 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled well in advance to allow for reservations at the Wood Center and to facilitate planning for Faculty Senate members.

Meeting #:	Date	Time	Type
176	Mon., Sept. 12, 2011	1-3 PM	Audio Conference
177	Mon., Oct. 3, 2011	1-3 PM	Face to Face*
178	Mon., Nov. 7, 2011	1-3 PM	Audio Conference
179	Mon., Dec. 5, 2011	1-3 PM	Audio Conference**
180	Mon., Feb. 6, 2012	1-3 PM	Face to Face
181	Mon., Mar. 5, 2012	1-3 PM	Audio/Video Conference
182	Mon., Apr. 2, 2012	1-3 PM	Audio Conference
183	Mon., May 7, 2012	1-3 PM	Face to Face

*The CSW Women Faculty Luncheon occurs the following day, Oct. 4.
**Physical location being determined. Ballroom closed for renovations.

Catherine J. Cahill 5/2/11
President, UAF Faculty Senate Date

MOTION: **ORIGINAL**

The UAF Faculty Senate moves to endorse the 2011-2012 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

Cathy J. Cahill 5/2/11
President, UAF Faculty Senate Date

****

STANDING COMMITTEES

Curricular Affairs Committee
- Anthony Arendt, GI (12)
- Jungho Baek, SOM (12)
- Carrie Baker, CLA (12)
- Retchenda George-Bettisworth, CLA (13)
- Brian Himelbloom, SFOS (12)
- Diane McEachern, CRCD Kuskokwim (13)
- Debra Moses, CRCD CTC (13)
- Rainer Newberry, CNSM (12) – (2010-11 chair) convener
- Todd Radenbaugh, CRCD Bristol Bay (13)
- David Valentine, SNRAS (12)

Faculty Affairs Committee
- Ken Abramowicz, SOM (13)
- Mike Davis, CRCD Bristol Bay (12)
- Chris Fallen, IARC (13)
- Karen Gustafson, CLA (13)
- Cecile Lardon, CLA (13)
- Jeremy Mathis, SFOS (13)
- Andrew Metzger, CEM (12) – convener
- Margaret Short, CNSM (13)

Unit Criteria Committee
- Vladimir Alexeev, IARC (13)
- Sukumar Bandopadhyay, CEM (13)
- Perry Barboza, CNSM (12) – (2010-11 chair) – convener
- Stephen Golux, CLA (13)
- Karen Jensen, CLA (12)
- Debra Jones, CES (12)
- Cathy Winfree, CRCD CTC (13)

PERMANENT COMMITTEES

Committee on the Status of Women
- Melanie Arthur, CLA (12)
- Nilima Hullavarad, INE (13)
- Stefanie Ickert-Bond, IAB (12)
- Jessica Larsen, GI (13)
- Jenny Liu, CEM (13)
- Ellen Lopez, CANHR (13)
- Shawn Russell, CRCD (12)
- Derek Sikes, CNSM (13)
- Kayt Sunwood, Women's Center
- Jane Weber, CRCD (12) – Chair

Core Review Committee

CLA:
- Derek Burleson, English (13)
- David Henry, Humanities (12)
- Chanda Meek, Social Sciences (12)
- Jean Richey, Communication (12)
- Anne Christie, Library (13)
- *Pending*, At-Large CLA (13)

CNSM:
- Latrice Laughlin, Math (12) – (2010-11 chair) – convener
- Rainer Newberry, Science (12)

College Reps:
- John Craven, CNSM
- Kevin Berry, SOM

Faculty Appeals & Oversight Committee
- Julie Cascio, CES (13)
- John Gimbel, CNSM (12)
- Marianne Kerr, CES (13)
- Jerry McBeath, CLA (13)
- David Mollett, CLA (12)
- Thomas Zhou, SOM (13)

Continued next page

Faculty Development, Assessment & Improvement

Stephen Brown, CES (13)
Josef Glowa, CLA (12) – (2010-11 chair) – convener
Duff Johnston, CLA (13)
Julie L. Joly, SNRAS (13)
Franz Meyer, GI (13)
Alexandra Oliveira, SFOS (12)
Joy Morrison, Faculty Development Office - ex officio

Graduate Academic & Advisory Committee

Donie Bret-Harte, CNSM (13)
Vincent Cee, CLA (13)
Lara Dehn, SFOS (12)
Orion Lawlor, CEM (13) – convener
Elisabeth Nadin, CNSM (13)
Chung-sang Ng, CNSM (13)
Sue Renes, SOEd (12)
Xiong Zhang, CEM (12)

Research Advisory Committee

Roger Hansen, GI
Sarah Hardy, SFOS (13)
John Heaton, CLA (13)
Joanne Healy, SOEd (13)
Kris Hundertmark, IAB
Orion Lawlor, CEM (13)
Peter Webley, GI, ARSC – convener
Mike West, GI
Mark Myers, VCR – ex officio

Curriculum Review

Rainer Newberry (2010-11 chair) – convener
Membership updated with unit curriculum council chairs in Fall 2011.

Student Academic Development & Achievement Committee

(Appointed Membership)

Jane Allen/Nancy Ayagarak, KUC Campus
Lillian Anderson-Misel, Registrar's Office
John Creed, Chukchi Campus
Linda Hapsmith, Academic Advising Center
Cindy Hardy, CRCD/DevEd – (10-11 chair) - convener
Amy Keith, CRCD
Ginny Kinne, Academic Advising Center
Joe Mason, Northwest Campus
Desiree Salvador, UAF CTC
David Maxwell, Math/CNSM (13)
Curt Szuberla, Science/CNSM (13)
Dave Veazey, Science/SNRAS
Gabrielle Russell, Rural Student Services
Sandra Wildfeuer, CRCD/IAC

The UAF Faculty Senate confirmed the following at Meeting #174 on April 4, 2011:

CONFIRMATION:

The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2011 nomination according to the award criteria, and forwards the nomination of Rainer Newberry for consideration by the Faculty Senate.

PROCEDURE--After appropriate discussion, the full Senate shall vote by secret ballot. A simple majority vote of those attending will be necessary for the Senate to confirm an OSYA.

This nomination was confirmed on the basis of the following ballot:

CONFIRMATION BALLOT
Outstanding Senator of the Year Award

Please vote to CONFIRM the following nominee to receive the 2011 Outstanding Senator of the Year Award.

_X_ Rainer Newberry

****

4 April 2011

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #174 on April 4, 2011:

RESOLUTION:

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect of the UAF Faculty Senate for 2011-2012 on the basis of the following ballot.

BALLOT
PRESIDENT-ELECT

Please vote for one individual to serve as the President-Elect of the UAF Faculty Senate for 2011-12.

__X__ Jennifer Reynolds

****

4 April 2011

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at Meeting #174 on April 4, 2011:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership. This amendment adds a new subsection *E. Changes in Unit Representation* that specifies how changes in unit representation on the Faculty Senate will be implemented, including changes that occur in during a representative's term of office.

EFFECTIVE: Fall 2011

RATIONALE: While the existing Bylaws specify how to handle vacancies in existing seats on the Faculty Senate, they do not specify how to implement changes in the number of seats that each unit has, nor changes in unit affiliation of sitting representatives. These issues have arisen in 2010-2011 with the transfer of the Department of Computer Science from CNSM to CEM, and with reapportionment of the Faculty Senate for the first time in at least a decade. The reapportionment takes effect with Faculty Senate elections in Spring, 2011.

The amendment to section *D. Vacancies* broadens the reasons for which an alternate should be appointed to fill a seat on the Faculty Senate. The existing language of the Bylaws, by specifying "death, resignation, or transfer of an elected representative of the Senate," limits appointment of alternates to those circumstances. The addition of "other reason why an elected representative can no longer represent the unit" allows for additional circumstances such as recall (procedure described in section *F. Absenteeism*), a change in unit affiliation of a sitting representative, or other unforeseen events.

The principles underlying the new section *E. Changes in Unit Representation* are: (1) sitting representatives should serve out their terms; and (2) adjustments to the number of representatives for each unit should be made at the time of regularly scheduled elections or by attrition, whichever occurs first.

****

4 April 2011

President, UAF Faculty Senate Date

CAPS = Addition
[[ ]] = Deletion

B. Representation shall be by academic or research unit and based on the number of qualifying faculty in each unit as described below.

C. Election Procedure

D. Vacancies

1. In the case of death, resignation, [[or]] transfer [[of an elected representative of the Senate]], **OR OTHER REASON WHY AN ELECTED REPRESENTATIVE CAN NO LONGER REPRESENT THE UNIT,** an alternate shall immediately become the representative. The president of the Senate will appoint a replacement **FROM AMONG THE UNIT'S ELECTED ALTERNATES,** with the concurrence of the affected constituency[[,]] and the consent of the Administrative Committee.

E. CHANGES IN UNIT REPRESENTATION

1. **CHANGES IN A UNIT'S NUMBER OF REPRESENTATIVES ON THE FACULTY SENATE SHALL BE IMPLEMENTED AT THE TIME OF THE NEXT SCHEDULED ELECTION. REDUCTIONS IN A UNIT'S NUMBER OF REPRESENTATIVES SHALL BE ACCOMPLISHED BY ATTRITION, AS TERMS EXPIRE. INCREASES IN A UNIT'S NUMBER OF SENATE REPRESENTATIVES SHALL BE IMPLEMENTED THROUGH ELECTION OF ADDITIONAL REPRESENTATIVES AT THE NEXT SCHEDULED ELECTION.**

2. **REPRESENTATIVES SHOULD SERVE OUT THE TERMS TO WHICH THEY ARE ELECTED. THIS INCLUDES BUT IS NOT LIMITED TO REPRESENTATIVES WHO HOLD OFFICE AT A TIME OF REAPPORTIONMENT OF THE FACULTY SENATE, AND THOSE WHOSE UNIT AFFILIATION CHANGES DURING A TERM OF OFFICE. IF THE REPRESENTATIVE IS NO LONGER AFFILIATED WITH THE UNIT FROM WHICH THEY WERE ELECTED, THEN AN ALTERNATE SHALL BE APPOINTED AND BOTH SHALL SERVE CONCURRENTLY TO THE END OF THE TERM. THIS MAY LEAD TO A TEMPORARY INCREASE IN THE NUMBER OF ELECTED REPRESENTATIVES SERVING ON THE FACULTY SENATE.**

[[E.]] **F.** Absenteeism

[[F.]] **G.** Recall

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #174 on April 4, 2011:

MOTION:

The UAF Faculty Senate moves to approve the A.A.S in Paramedicine.

EFFECTIVE: Fall 2012
Upon Board of Regents approval.

RATIONALE: See the full program proposal #38-UNP from the Fall 2010 review cycle on file in the Governance Office, 312B Signers' Hall.

Requires 69-73 credits comprised of A.A.S. degree requirements, and 6 credits for Emergency Medical Technician, 8 credits in Clinical Rotation, 24 credits in Paramedicine, 12 credits in Paramedic Internship, and 8 credits in Anatomy and Physiology and/or Biology core courses.

****

4 April 2011
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4 April 2011
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

BRIEF STATEMENT OF PROPOSED PROGRAM

Program Goals

1. Brief identification of objectives and subsequent means for their evaluation

The Mission Statement of the Paramedic Program is to educate paramedic students to be competent entry-level paramedics. The program strives to produce paramedics with outstanding clinical abilities who will be prepared to enter the health professions workforce and be eligible for National certification and an Alaska paramedic license.

To reach the goal of the mission statement the following objectives will be met by the paramedic students at the end of this educational program:

Cognitive Domain: Upon completion of the program students will demonstrate the ability to comprehend, apply and evaluate clinical information to their role as paramedics. (Assessments: Exam, quiz and class assignment scores)

Psychomotor Domain: Upon completion of the program the student will demonstrate the technical proficiency in all skills necessary to fulfill their role as a paramedic. (Assessments: Skill Sheets, Preceptor Evaluations (including evaluation of run reports) review of Clinical Logs)

Affective Domain: Upon completion of the program the student will demonstrate personal behaviors consistent with professional and employer expectations for a paramedic. (Assessments: Professional Behavior Assessment, Preceptor Evaluations)

2. Relationship of program objectives to "Purposes of the University"

The University has a long-standing interest in educating individuals to meet workforce needs in Alaska. Paramedics work for fire departments, hospitals, flight services and other entities engaged in emergency medicine. Further, the Strategic Plan 2010 seeks to increase participation in experiential learning. The proposed Emergency Medical Services AAS includes experiential learning in each of the practicum courses – a total of 36 credit hours. The proposed AAS is also related to statements in Vision 2017, including:

- Emphasize development of career and employability skills throughout UAF curriculum with active involvement of potential employers.
- Identify career pathways and clusters appropriate to all UAF programs, consistent with U.S. Department of Labor categories.
- Ensure basic competencies of all UAF students in communication, computation and critical thinking.

In addition, the proposed AAS is part of a career ladder that begins with tech-prep courses in high school (including a health careers track at Hutchison High School), the paramedic academy, the AAS in Emergency Medical Services, and the Bachelor's of Emergency Management.

3. Occupational/other competencies to be achieved

Fulfill didactic and clinical competency requirements for students to sit for national paramedic exam and become licensed paramedics

Ensure basic competencies of all UAF students in communication, computation and critical thinking.

Proposed Catalog Layout:

Emergency Medical Services

College of Rural and Community Development
Community and Technical College

907-455-2853
www.ctc.uaf.edu/programs/emergency/

A.A.S. Degree

Minimum Requirements for Degree: 69 - 73 credits

The UAF emergency medical services program offers students excellent didactic instruction, clinical experiences, state of the art simulation labs, and practical vocational experience for the student seeking to become a paramedic. Upon completion of the program, the paramedic graduate will demonstrate competency in the following terminal objectives:

1. Be able to safely manage the scene of an emergency.
2. Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients.
3. Establish and/or maintain a patent airway, oxygenate and ventilate a patient.
4. Integrate pathophysiological principles and assessment findings to formulate a
    - field impression and implement a treat plan for:
    - the trauma patient
    - the medical patient
    - neonatal, pediatric, and geriatric patients, diverse patients, and chronically ill patients.
    - patients with common complaints.
5. Take a proper history and perform a comprehensive physical exam on any patient, and communicate the findings to others.
6. Be able to properly administer medications.
7. Be able to communicate effectively with patients,
8. Complete a comprehensive paramedic examination with a minimum score of 80%.

At the completion of the paramedic course, students are able to participate in the national paramedic exam. After receiving their national certification, students can apply for their paramedic license through the Alaska State Medical Board.

Special admission requirements include:

The applicant completes an application prior to being admitted into the paramedic course. The applications are reviewed by the program's medical director and advisory board. This application process ensures the applicants selected do not have a background of criminal activity which would inhibit them from being licensed in the state.

Other special requirements are:

Current EMT-basic certification: EMS 170, "Emergency Medical Technician I."
Complete HLTH 114, "Fundamentals of Anatomy and Physiology."

Major -- A.A.S. Degree
Emergency Medical Services

1. Complete the general university requirements.
2. Complete the A.A.S. degree requirements.
3. Complete the following program (major) requirements:*
   EMS F170--EMT: Emergency Medical Technician I--6 credits
   EMS F181--Clinical Rotation I--4 credits
   EMS F183--Clinical Rotation II--4 credits
   EMS F280--Paramedicine I--12 credits
   EMS F282--Paramedicine II--12 credits
   EMS F283--Paramedic Internship--12 credits
   HLTH F114--Fundamentals of Anatomy and Physiology (4)
   or BIOL F111X and F112X--8 credits
4. Minimum credits required: 69 - 73 credits

*Student must earn a C (2.0) grade or better in each course.

Budget Resource Commitment Form

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	1.5 FTE $159,808	0		1.5FTE $159,808
Adjunct Faculty (FTE's & dollars)	1.82 $53,286	0		1.82 $53,286
Program Assistants (Headcount)	6	0		6
Instructional Facilities (in dollars and/or sq. footage)	1,640 sq. ft.	0		1,640 sq. ft.
Office Space (Sq. footage)	771 sq. ft.	0		771 sq. ft.
Lab Space (Sq. Footage)	843 sq. ft.	0		843 sq. ft.
Computer & Networking (in dollars)	$12,320	0		$12,320
Research/ Instructional/ office Equipment (in dollars)	$49,000	0		$49,000
Support Staff (FTE's & dollars)	$39,942	0		$39,942
Supplies (in dollars)	$38,435	0		$38,435
Travel (in dollars)	$6,565	0		$6,565

UNIVERSITY of ALASKA

Board of Regents Program Action Request
University of Alaska
Proposal to Add, Change, or Delete a Program of Study
(University Regulation R10.04.020)

1a. Major Academic Unit (choose one) UAF	1b. School or College CTC	1c. Department Paramedicine

2. Complete Program Title Associate of Applied Science, Paramedicine

3. Type of Program

☐ Undergraduate Certificate ☒ AA/AAS ☐ Baccalaureate ☐ Post-Baccalaureate Certificate

☐ Masters ☐ Graduate Certificate ☐ Doctorate

4. Type of Action

☐ Add ☒ Change ☐ Delete

5. Implementation date (semester, year)

Fall, 2011

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached).

Projected Annual Revenues in FY 12		Projected Annual Expenditures in FY 12	
Unrestricted		Salaries & benefits (faculty and staff)	$
General Fund	$	Other (commodities, services, etc.)	$
Student Tuition & Fees	$	TOTAL EXPENDITURES	$
Indirect Cost Recovery	$	One-time Expenditures to Initiate Program (if >$250,000)	
TVEP or Other (specify):	$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	$
Federal Receipts	$	Year 2	$
TVEP or Other (specify):	$	Year 3	$
TOTAL REVENUES	$	Year 4	$

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.

Revenue source	Continuing	One-time
a. In current legislative budget request	$	$
b. Additional appropriation required	$	$
c. Funded through internal MAU redistribution:	$	$
d. Funded all or in part by external funds, expiration date	$	$
e. Other funding source Specify Type:	$	$

8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

Year 1: 25	Year 2: 25	Year 3: 25	Year 4: 25

Page number of attached summary where demand for this program is discussed: page 2

9. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	
Adjunct	
Term	1.5
Tenure track	

10. Number* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty: None
For more information see page N/A of the attached summary.

11. Other programs affected by the proposed action (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
None			
None			

Page number of attached summary where effects on other programs are discussed: N/A

12. Specialized accreditation or other external program certification to needed or anticipated. List all that apply or 'none':
The UAF Paramedic Program is nationally accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

13. Aligns with University or campus mission, goals, and objectives (list):
- Responsiveness to State Needs
- Increase the types of healthcare providers
- Educational Quality
- Workforce Training

Page in attached summary where alignment is discussed: page 1

14. State needs met by this program (list):

According to the Alaska Department of Labor and Workforce Development, a 26 % increase is projected for Paramedic and Emergency Medical Technicians positions.

Page in the attached summary where the state needs to be met are discussed: page 1

15. Program is initially planned to be:

☒ Available to students attending classes at UAF campus.
☐ Available to distance students.
☐ Partially available to distance students.
(More than one box may be checked if applicable.)

Page # in attached summary where distance delivery is discussed: N/A

Submitted by the University of Alaska Fairbanks with the concurrence of its Faculty Senate.

_____/_____
Authorized MAU Signature Date

☐ Approved
☐ Disapproved
_____/_____
Chair, Academic and Student Affairs Committee Date

☐ Approved
☐ Disapproved
_____/_____
Chair, Board of Regents Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but their original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☒ Summary of Degree or Certificate Program Proposal.

☐ Other (optional)

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #174 on April 4, 2011:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the SFOS Fisheries Division.

EFFECTIVE: Fall 2011

RATIONALE: The committee assessed the unit criteria submitted by the SFOS Fisheries Division. Revisions were agreed upon by the department representative and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

****

4 April 2011
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5 Apr. 2011
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE

AND

FISHERIES DIVISION UNIT CRITERIA

STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE FISHERIES DIVISION OF THE SCHOOL OF FISHERIES AND OCEAN SCIENCES. CAPITALIZED TEXT REFLECTS ADDITIONS AND CLARIFICATIONS TO UAF REGULATION. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL AS PROMOTION AND TENURE.

CHAPTER I
Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II
Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III
Periodic Evaluation of Faculty

A. General Criteria

Criteria outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV**,** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty. Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. EFFECTIVE TEACHING ENABLES LEARNERS TO GAIN KNOWLEDGE AND /OR SKILLS. EFFECTIVE TEACHERS WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR.

EFFECTIVE TEACHERS:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for THEIR students;

b. express positive regard for students, develop good rapport with students**,** show interest/enthusiasm for the subjectS BEING TAUGHT;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at AN appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

h. SUCCESSFULLY MENTOR GRADUATE STUDENTS;

i. MAY WRITE TEXT BOOKS, TEXTBOOK CHAPTERS, OR ARTICLES ON TEACHING METHODS, DEVELOP CASE STUDIES, ORGANIZE TEACHING WORKSHOPS, OR PREPARE COURSE MODULES FOR BROAD DISTRIBUTION.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

TEACHING IS AN IMPORTANT ROLE OF FISHERIES DIVISION FACULTY. FACULTY MEMBERS DISCHARGE THEIR RESPONSIBILITY BY TEACHING FORMAL COURSES, ADVISING UNDERGRADUATE AND GRADUATE STUDENTS, DIRECTING INDEPENDENT STUDIES (497 OR 697), SUPERVISING EXPERIENTIAL LEARNING AND INTERNSHIPS, AND CONDUCTING INFORMAL COURSES OR WORKSHOPS. TEACHING AND ADVISING GRADUATE STUDENTS IS MORE DEMANDING THAN TEACHING AND ADVISING UNDERGRADUATE STUDENTS; NEVERTHELESS, THE EXTRA EFFORT FACULTY INVEST IN GRADUATE TEACHING AND ADVISING ARE CENTRAL TO FISHERIES DIVISION'S MISSION. FACULTY WORKLOAD ASSIGNMENTS MAY REFLECT DISSIMILAR LOADS RELATED TO FORMAL CLASSROOM TEACHING AND GRADUATE AND UNDERGRADUATE ADVISING LOADS; HOWEVER THE GUIDELINE EXPECTATION IS THAT FACULTY MEMBERS WILL TEACH AT LEAST FOUR ACADEMIC CREDITS IN THE CLASSROOM EACH YEAR. QUALITY OF CLASSROOM TEACHING IS INDICATED BY PEER EVALUATIONS OF COURSE MATERIALS, PEER EVALUATIONS OF TEACHING PERFORMANCE, AND THE RECURRING LEVEL OF ENROLLMENT IN CLASSES. QUALITY GRADUATE ADVISING IS INDICATED BY THE SUCCESS OF STUDENTS IN COMPLETING DEGREES UNDER THE FACULTY MEMBER'S SUPERVISION, AND IN THEIR SUBSEQUENT EMPLOYMENT IN PROFESSIONAL OR SCIENTIFIC CAPACITIES. FACULTY WILL BE RECOGNIZED FOR ADVISING GRADUATE STUDENTS WHO ARE NOT BASED IN SFOS IN THE SAME WAY THAT THEY ARE RECOGNIZED FOR ADVISING GRADUATE STUDENTS WHO ARE BASED IN SFOS. ADDITIONAL EVIDENCE OF EFFECTIVE TEACHING AND MENTORING INCLUDES RESULTS OF STUDENT EVALUATIONS, PEER-REVIEWED PUBLICATION OF STUDENTS' THESIS OR DISSERTATION RESEARCH; STUDENT PRESENTATIONS AT REGIONAL, NATIONAL AND INTERNATIONAL MEETINGS; AND AWARDS TO STUDENTS.

RECOGNIZING THAT WORKLOAD ASSIGNMENTS VARY AMONG FACULTY MEMBERS THE GUIDELINE EXPECTATION IS THAT EACH CANDIDATE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST TWO SUCCESSFUL GRADUATE STUDENTS WHO HAVE COMPLETED DEGREES UNDER HER OR HIS SUPERVISION. SIMILARLY, EACH CANDIDATE FOR PROMOTION TO PROFESSOR SHOULD BE ABLE TO IDENTIFY AT LEAST SIX SUCCESSFUL GRADUATE STUDENTS. IN ADDITION, CANDIDATES FOR PROMOTION SHOULD BE ABLE TO IDENTIFY AT LEAST TWO REGULARLY SCHEDULED COURSES THAT THEY HAVE DEVELOPED OR HAVE PRIMARY RESPONSIBILITY FOR DELIVERING AND WHICH ARE CENTRAL TO THE UNDERGRADUATE OR GRADUATE PROGRAM REQUIREMENTS.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate TO the mission of their unit, and equally importantLY, results of their work must be

disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by peers**,** juries, recognized artists, or critics.

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

FACULTY IN FISHERIES APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF SUBSTANTIAL, HIGH-QUALITY CONTRIBUTIONS IN RESEARCH. WHILE THERE IS NO SUBSTITUTE FOR THE EXERCISE OF GOOD JUDGMENT ON THE PART OF THOSE WHO ARE CALLED UPON TO ASSESS RESEARCH AND SCHOLARLY PRODUCTIVITY, IT IS THE RESPONSIBILITY OF EACH FACULTY MEMBER TO EXPLAIN AND/OR OTHERWISE PROVIDE EVIDENCE OF THE SIGNIFICANCE OF THEIR RESEARCH AND SCHOLARLY ACTIVITIES. THE VARIED NATURE OF RESEARCH AND SCHOLARLY CONTRIBUTIONS MAKE IT DIFFICULT TO IDENTIFY SIMPLE CRITERIA FOR ASSESSING THE QUALITY AND SIGNIFICANCE OF SUCH CONTRIBUTIONS. IN GENERAL, THE PRIMARY EVIDENCE OF HIGH QUALITY RESEARCH IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED PEER-REVIEWED JOURNALS, BOOKS OR OTHER MEDIA AND EVIDENCE OF SUBSTANTIAL CONTRIBUTION TO RESEARCH IS PRIMARY AUTHORSHIP BY THE APPLICANT OR HIS OR HER STUDENT, OR LEADERSHIP AS PRINCIPAL INVESTIGATOR OF THE RESEARCH—QUALITY, AS JUDGED BY FISHERIES DIVISION FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY. FISHERIES DIVISION FACULTY ARE EXPECTED TO AUTHOR AN AVERAGE OF AT LEAST ONE REFEREED PUBLICATION PER YEAR. THUS CANDIDATES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST SIX REFEREED PUBLICATIONS; CANDIDATES FOR PROMOTION TO PROFESSOR ARE EXPECTED TO HAVE AUTHORED AT LEAST TWELVE REFEREED PUBLICATIONS. THESE EXPECTATIONS SHOULD BE INTERPRETED IN THE CONTEXT OF ACTUAL WORKLOAD AND ADJUSTED ACCORDINGLY.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH THE UAF FISHERIES DIVISION, IS RELEVANT TO TENURE AND PROMOTION DECISIONS. IN ADDITION, THE NATURE OF THEIR WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION AND TENURE DECISIONS. THE STANDARD FOR TENURE, PROMOTION TO ASSOCIATE PROFESSOR, AND SATISFACTORY POST-TENURE REVIEW IS SATISFACTORY RESEARCH PERFORMANCE FOR THE PERIOD BEING EVALUATED. THE STANDARD FOR PROMOTION TO PROFESSOR IS SUSTAINED, EXCELLENT RESEARCH PERFORMANCE, RECOGNIZED NATIONALLY AND INTERNATIONALLY.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service". The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service".

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities that extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. UNREMUNERATED Consulting IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, OR PROGRAM.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

g. Editing or refereeing articles or proposals for professional journals or organizations**.**

4. OTHER SERVICE: CURATION

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND THE UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN FISHERIES, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH, AND SERVICE.

CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:

a. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);

b. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

c. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;

d. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);

e. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

f. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;

g. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;

h. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;

i. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS AND INTERNATIONAL TREATIES AND AGREEMENTS THAT PERTAIN TO THE COLLECTION.

SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

a. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

b. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

   (I). CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

   (II). CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

   (III). CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGS OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.

   (IV). CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.

c. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA.

d. CURATORS WILL ACTIVELY SUBMIT GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC, AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. HE OR SHE MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

5. Evaluation of Service

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

UNIVERSITY AND PUBLIC SERVICE IS EXPECTED OF ALL FISHERIES FACULTY. PERTINENT SERVICE IS RELATED TO THE FACULTY MEMBER'S PROFESSIONAL EXPERTISE OR UNIVERSITY POSITION. SOME MEMBERS MAY HAVE GREATER OR LESSER THAN AVERAGE ASSIGNMENTS IN SERVICE AND THE EXPECTATIONS OF THEM SHOULD BE ADJUSTED ACCORDINGLY. HOWEVER, EXCEPT FOR FACULTY ON SABBATICAL LEAVE, THE GUIDELINE EXPECTATION IS THAT EVERY FACULTY MEMBER WILL SPEND AT LEAST ONE MONTH OF TIME ANNUALLY ON SERVICE RELATED ACTIVITIES REGARDLESS OF THEIR LEVEL OF RESEARCH AND TEACHING. SERVICE IS TYPICALLY LIMITED TO 5 UNITS (APPROXIMATELY 1.5 MONTHS) UNLESS OTHERWISE AUTHORIZED IN THE WORKLOAD PROPOSAL. THE MIX OF PUBLIC, UNIVERSITY, PROFESSIONAL, AND OTHER SERVICE MAY VARY WITH THE FACULTY MEMBER'S FIELD OF EXPERTISE AND STAGE OF CAREER. SOME FACULTY MAY HAVE SUBSTANTIAL ADMINISTRATIVE OR SPECIAL ASSIGNMENTS THAT INCREASE THE SERVICE PORTION OF THEIR WORKLOAD. EVIDENCE OF HIGH-QUALITY PERFORMANCE CAN INCLUDE SPECIFIC ACCOMPLISHMENTS RELATED TO THE SERVICE. SERVICE ON NATIONAL OR INTERNATIONAL BODIES IS EXPECTED OF CANDIDATES FOR PROMOTION TO PROFESSOR.

FOR FACULTY PROVIDING CURATION SERVICES, THE APPLICATION FOR PROMOTION SHOULD INCLUDE A LETTER PREPARED BY A COMMITTEE OF TENURED CURATORS AT THE MUSEUM. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

The UAF Faculty Senate passed the following at Meeting #173 on March 7, 2011:

MOTION:

The UAF Faculty Senate, upon the recommendation of the Faculty Development, Assessment and Improvement Committee, moves to approve the following actions:

- New electronic student evaluations will not be implemented without Faculty Senate approval.

- More research on this issue will be done at the administrative level in order to complement the FDAI committee's concerns and recommendations (attached).

Effective: Immediately

Rationale: During extensive discussions in the Faculty Development, Assessment and Improvement Committee, areas were identified that indicate that some aspects of online surveys of teaching are unreliable. Reasonable arguments can also be made in favor of electronic evaluations, for example, under the following circumstances:

- electronic evaluations may be the only practical choice in some distance delivery situations.

- security has been an issue at UAF with the paper-based IAS forms; however, switching to electronic evaluations will not necessarily prevent this from ever happening again.

This motion asks for more research on this complex issue that is so crucial to our professional lives as teachers. The motion also seeks to ensure that faculty concerns are addressed before a decision on the implementation of electronic student evaluations is made.

****

7 March 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 1 April 2011

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

Attachment to Motion submitted by the FDAI Committee:

To: Faculty Senate
From: Josef Glowa, FDAI

This is a summary of what has been discussed in our committee regarding the pros and cons of electronic student evaluations. Committee member Melanie Arthur deserves special credit for digging more deeply into this issue, and compiling and summarizing some crucial data (see below). Attached are the two articles that best illustrate the current unreliable state of online surveys of teaching.[1]

- The first attached article compares modes of administration (paper vs online), finding a huge difference in response rates for in-class versus online evaluations (70% versus 29%, in the absence of special incentives for online evaluators). They included two additional groups of online evaluations, one in which the instructor provided an in-class demo of the online evaluation website and another in which a "modest" grade incentive was offered for completing the online evaluation. In the extra credit case, the response rates were comparable for paper and online evaluations. It should be noted, though, that no similar incentive was offered to the in-class students. Perhaps they could have gotten a response rate closer to 90% for the in-class evaluations if they had offered extra credit there? This was a single institution study of business classes and has not, to our knowledge, been replicated.
- The second attached article is a lengthier review of practices, emphasizing the quality of ratings by different modes of administration, and emphasizing the importance of response rates. It reviews studies that have compared in-person and online and finds a difference in response rates ranging from 37 to <1% lower, with an average difference of 23% (notably in the 1% case the in-person evaluation only had a 33% response and included only distance ed courses). The author describes strategies that have been used to raise response rates, but notes in summary that these have typically NOT been used. In their absence, online surveys can be expected to fall well below the acceptable response rate. (Of course, this does not engage the question of students' ability to effectively evaluate their instructors, which is outside the scope of this discussion)
- Acceptable response rates: Survey research methods texts (e.g. Babbie's Practice of Social Research) suggest that an absolute minimum response rate from which to draw valid conclusions is 50%, and 70% is desirable.
- There is precedent (described in the second attached article) for using a combination of paper and online within a single institution. It is worth looking into more deeply if the administration appears completely inflexible in their desire to switch to online evaluation.
- There is a lot more research out there on this topic, and both attached articles include lengthy bibliographies if one wishes to dig deeper. These two pieces appeared to be good representatives of the available literature.
- Of note, UAA has not adopted an effective institution-wide strategy for improving response rates. Instead, they now write on their reports that the data cannot be considered valid for evaluative purposes in the case of low response rates.

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[1] Curt J. Dommeyer*, Paul Baum, Robert W. Hanna & Kenneth S. Chapman, 2004. Gathering faculty teaching evaluations by in-class and online surveys: their effects on response rates and evaluations. *Assessment & Evaluation in Higher Education* Vol. 29, No. 5: 611-623.

Duncan D. Nulty, 2008. The adequacy of response rates to online and paper surveys: what can be done? *Assessment & Evaluation in Higher Education* Vol. 33, No. 3: 301–314.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #173 on March 7, 2011:

MOTION:

The UAF Faculty Senate moves to allow a foreign language test exemption and Core credit waiver for qualifying foreign students entering UAF via a formal transfer or articulation agreement as specified below, by adding the following UAF Catalog statement on page 40, as indicated:

Effective: Fall 2011

Rationale: The UAF Core allows students who have studied a foreign language for two semesters or more to substitute such study for six credits of courses from the Perspectives on the Human Condition portion of the Core. Current Faculty Senate policy allows undergraduate students transferring from other universities to transfer such credit if it is earned at the university level.

7 March 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 29 Mar 2011

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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CAPS and **Bolded** - Addition
[[ ]] – Deletion

After the "Credit for Language Testing" section on page 40 of the 2010-2011 *UAF Catalog*, and before the "DANTES-DSST (Standardized Subject Test)," enter:

- **LANGUAGE TEST EXEMPTION/CORE CREDIT WAIVER – INTERNATIONAL ARTICULATION AGREEMENTS**

STUDENTS WHO ARE SPEAKERS OF NON-ENGLISH LANGUAGES TRANSFERRING FROM FOREIGN PARTNER UNIVERSITIES TO UAF ARE EXEMPTED FROM TAKING A FOREIGN LANGUAGE TEST TO DEMONSTRATE FLUENCY IN THAT LANGUAGE. THE "LANGUAGE EXEMPTION/CORE CREDIT WAIVER" FORM SHOULD BE FILLED OUT

AND FILED WITH THE OFFICE OF ADMISSIONS AND THE REGISTRAR. UPON APPROVAL, THE STUDENT WOULD HAVE SIX CREDITS OF CORE PERSPECTIVES ON THE HUMAN CONDITION WAIVED.

NOTE: THIS APPLIES ONLY TO STUDENTS PARTICIPATING IN FORMALIZED ARTICULATION AGREEMENTS ESTABLISHED BETWEEN UAF AND PARTNER INSTITUTIONS.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #172 on February 7, 2011:

MOTION:

The UAF Faculty Senate moves to consider students transferring to UAF with an Associate of Science (AS) or Associate of Arts (AA) degree from a regionally accredited school satisfying one of the criteria below, as having satisfied the **100 and 200 level** UAF General Education (Core) requirements.

Effective: Fall 2011

Rationale: We recognize that UAF's Core Curriculum is a means to an end: ensuring that UAF graduates have a broad liberal education. AA and AS degrees which meet one of the requirements listed below have been purposefully designed to include a broad, liberal education component similar in purpose and scope to our own Core Curriculum. Students graduating from these programs have some exposure to math, science, humanities and social sciences and are adequately prepared to enter upper-division coursework at a 4-year university. Applied degrees (such as AAS) are not included, as they do not have the same broad liberal education component. This policy will allow UAF academic units to create 2+2 articulation agreements with qualified community colleges, and attract qualified students to finish bachelor's degrees at UAF. The goal is to attract students who have demonstrated success at the community college level; who have completed the intermediate goal of the AA or AS; who are ready to step into upper-division standing (where we have significant capacity) and who are likely to succeed and graduate from UAF programs.

7 February 2011
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 8 Feb 2011
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Students transferring to UAF with an Associate in Science (AS) or Associate in Arts (AA) degree from a regionally accredited school satisfying one of the criteria below will be considered as having satisfied the **100 and 200 level** UAF General Education (Core) requirements.

1. The AA or AS degree is from the University of Alaska
   OR
2. The public Universities in the State in which the community college is located also waive their core requirements in lieu of completing an AA or AS degree, that is, have an established 2+2 program.
   OR
3. The community college and (or) community college district is accredited by the Northwest Commission on Colleges and Universities. (This is the one we are in).
   OR
4. The associate program has been approved by the Core Review Committee as satisfying the 100 and 200 level General Education requirements.

   HOWEVER, schools and degree programs which meet the above criteria but supply inadequately prepared students may be designated 'unacceptable' if so voted by the Core Review Committee.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #172 on February 7, 2011:

MOTION:

The UAF Faculty Senate moves to adopt the following changes to the readmission of academically disqualified students policy described in the *UAF Catalog* (below):

Effective: Fall 2011

Rationale: Current catalog language is too vague to be helpful to faculty and staff in advising students who have been academically disqualified. It also provides no benchmarks to measure a student's suitability for readmission.

As always, students with extenuating circumstances could request special consideration for readmission. Exceptions to the policy could be made per professional judgment of the Dean, Registrar or Provost/Vice Provost at the request of the student's Advisor.

UAA currently requires completion of 12 credits for readmission to any level program, but is considering a change in their policy to allow readmission after 9 credits. UAS requires raising cumulative GPA to 2.0 for readmission, regardless of the number of credits required to get there.

7 February 2011
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 8 Feb 2011
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Current *UAF Catalog* language: Page 48

Academic Disqualification
Undergraduate students -- Undergraduate students on probation whose semester and cumulative GPAs are less than 2.0 at the end of spring semester will be disqualified from degree-seeking status. Disqualified students may continue their enrollment at UAF only as non-degree students,

are limited to a maximum of 10 credits per semester and must register in person. Credit load overrides are permitted under certain circumstances. To be eligible for reinstatement in an academic degree program, the student is expected to earn at least a C grade (2.0) in all courses taken as a non-degree student. To be restored to degree-seeking status, the student must apply for readmission. A student may be reinstated but may still be on probation.

PROPOSED catalog language:

Academic Disqualification
Undergraduate students – Undergraduate students on probation whose semester and/or cumulative GPA falls below a 2.0 for two consecutive regular (Fall/Spring or Spring/Fall) semesters will be placed on Academic Disqualification. Academically disqualified students may continue their enrollment at UAF only as non-degree students, are limited to 10 credits per semester, and are ineligible for most types of financial aid.

To be eligible for readmission to an academic degree program, the student must:

1. Complete nine (9) credits for a baccalaureate or associate program, or six (6) credits for a certificate program, with a 2.0 GPA or higher for those credits, after being disqualified. The courses may be completed at UAF and/or another regionally-accredited institution and must be letter-graded. Grades of 'P' or 'CR' will not be considered. In considering students for readmission, deans will look for coursework taken that relates to the student's intended program.

   Students seeking readmission into an occupational endorsement program must have a 2.0 cumulative GPA.

OR

2. Achieve a 2.0 cumulative grade point average by repeating courses at UAF previously failed and reapply for admission

Readmission to a degree program is not automatic or guaranteed. The student must reapply and the application must be approved by the dean. The student may apply to the same program from which they were disqualified, or to a different program or level (e.g. baccalaureate, associate or certificate). Readmission may be granted with a status of "probation" or with other conditions as specified by the dean. It is vitally important for academically disqualified students to work closely with their academic advisor in developing a realistic and timely educational plan.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #172 on February 7, 2011:

MOTION:

The UAF Faculty Senate moves to replace the "Grades and Grade Point Average (GPA)" paragraph on page 201 of the 2010-2011 UAF Catalog with the revision shown below.

Effective: Fall 2011

Rationale: Some faculty and students have found the current grade and GPA requirements needed to earn a graduate degree to be vague. Potential confusion could result in delayed graduation and significant cost to complete degree requirements that a student thought were already completed.

7 February 2011
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 8 Feb 2011
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF Catalog, page 201:

- **Grades and Grade Point Average (GPA)**
  You must have a cumulative GPA of 3.0 in the courses identified on your Advancement to Candidacy form to remain in good standing and to graduate. In addition, for the purpose of satisfying degree requirements you must earn a B (3.0) or better (no P grades) in each F400-level course and a C (2.0) grade or better in each F600-level course. NOTE: A B- is below a 3.0 and, if obtained in an F400 course, will not count for meeting degree requirements; likewise, a C- is below a 2.0 and, if obtained in an F600-level course, will not count for meeting degree requirements.

The UAF Faculty Senate passed the following at Meeting #172 on February 7, 2011:

MOTION:

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Permanent) of the Faculty Senate Bylaws by adding the Research Advisory Committee.

EFFECTIVE: Immediately.

RATIONALE: UAF is a nationally ranked research university, and its faculty should have a voice in setting research policy and a vehicle to guide administrators in the needs of the research enterprise. The committee will serve as a conduit of communication both for faculty at large to address issues and needs as well as a sounding board for administration to get a response from faculty on research matters. The committee can also work with and advise other senate committees with regard to research.

7 February 2011

President, UAF Faculty Senate Date

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[[ ]] = Deletion
CAPS = Addition

Sect. 3 (ART V: Committees)

PERMANENT

8. THE RESEARCH ADVISORY COMMITTEE CONSISTS OF UP TO TEN VOTING MEMBERS, A CHAIR AND CO-CHAIR, ALONG WITH AT LEAST ONE EX OFFICIO MEMBER WHO IS THE VICE CHANCELLOR FOR RESEARCH. THE COMMITTEE EXISTS TO REVIEW ISSUES OF RESEARCHERS AT THE UNIVERSITY OF ALASKA FAIRBANKS AND TO PROVIDE REPORTS, RECOMMENDATIONS, AND RESOLUTIONS TO THE UAF FACULTY SENATE ON BEHALF OF THE UAF RESEARCH COMMUNITY. THE RESEARCH ADVISORY COMMITTEE WILL PROVIDE A CONNECTION BETWEEN THE FACULTY AND THE UAF VICE CHANCELLOR FOR RESEARCH, AND ADVISE THE VCR ON DEVELOPING PRODUCTIVE RELATIONSHIPS WITH THE DIFFERENT RESEARCH FACILITIES ACROSS UAF.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #172 on February 7, 2011:

MOTION:

The Faculty Senate moves to **AMEND THE 2011-12 CATALOG TO REFLECT** a one year math placement test expiration and revise the following UAF catalog statement under the Mandatory Placement heading on page 33, as indicated:

Effective: Fall 2011

Rationale: Placement test expiration periods are inconsistent across the UA system. Students attending different institutions within the system are confused by the differences. A common message is requested.

Furthermore, it is the hope of the SADA Committee and the Developmental Math and Math faculty that this motion leads to Banner enforcement of prerequisites for math placement.

7 February 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 8 Feb 2011

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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CAPS and **Bolded** - Addition
[[ ]] – Deletion

UAF Catalog, page 33:

Mandatory Placement
Students who do not meet basic skills standards in reading, writing and mathematics must complete appropriate Developmental Education courses. Such students may not enroll in

100-level or above courses that depend on these skills until they have satisfactorily met the exit criteria of the appropriate Developmental Education course(s).

Students without appropriate standardized test scores (such as ACT Plus Writing, SAT, ASSET or ACCUPLACER), advanced placement credits, transfer credits or prerequisite coursework must have UAF-approved placement test scores prior to registering for classes their first semester at UAF. Placement exams must be taken within two calendar years prior to the start of the course, **EXCEPT FOR MATHEMATICS PLACEMENT EXAMS WHICH MUST BE TAKEN WITHIN ONE CALENDAR YEAR.** Students may not enroll in classes unless they meet the placement requirements. Placement into appropriate developmental or core classes must be done with the help of an academic advisor. Placement tests are available at every UAF community campus as well as Testing Services, the Academic Advising Center, Tanana Valley Campus, Rural Student Services, Center for Distance Education and Northern Military Programs at Fort Wainwright, Eielson Air Force Base and Delta Career Advancement Center.

For placement into English F111X or any developmental English course, students must also have a scored writing sample such as an SAT or ACT writing sample, or a UAF-generated writing sample given along with ASSET, COMPASS, or ACCUPLACER or other placement tests.

Students who enroll in a developmental or core course without meeting the requirements may be withdrawn from the course through the faculty-initiated withdrawal process. Prerequisite courses must be taken within two calendar years prior to the start of developmental and lower division core math courses. Students may not enroll in Perspectives on the Human Condition courses unless they meet the placement requirements for English F111X (including reading). Students may not enroll in core science classes unless they have placement at DEVM F105 or above and placement into English F111X.

The UAF Faculty Senate passed the following at Meeting #172 on February 7, 2011:

MOTION:

The UAF Faculty Senate moves to request that the System Wide Office address the issue of verification of health care dependents for all employees such that:

(1) delay the timeline for response to the audit to June 1;
(2) utilize existing information at UA, through each HR office, rather than inconvenience every employee at considerable cost;
(3) accept legal liability for unauthorized release and/or loss of personal information in accordance with state and federal law;
(4) set up criteria, such as during open enrollment, to verify this data on a regular basis in house;
(5) publicize the requirements in an inclusive and positive manner to ensure compliance with state and federal law and to avoid misunderstandings in the future;
(6) include employees in decisions regarding their benefits and employment practices through the shared governance vehicle before costly decisions like this are made,
(7) report to the Faculty Senate the costs and benefits of the audit.

EFFECTIVE: Immediately

RATIONALE: A recent request (31 January 2011, see attached) from the Statewide Office of the University of Alaska required every employee to reaffirm the status of their dependents or potentially risk their loss of coverage. The timeline for this was 4 weeks, insufficient time for many in this diverse and dynamic group within the framework of their academic duties at UAF.

Though the need to provide health insurance in a cost effective manner is recognized by the Senate, this approach is neither cost-effective or would even ensure lasting change in the current system. Re-evaluating this policy is recommended to adopt a time-line that would take into account the academic workload and travel for sabbatical and field work, use existing information present at UAF, and prepare a plan to inform employees and update this data using an existing framework.

The current approach is onerous, provides a significant impact on the majority of the employees and was done without recognition of shared governance. As a result it appears to be an ineffective use of precious University resources, financial, expertise and goodwill among the employees.

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7 February 2011

President, UAF Faculty Senate Date

Attachment referenced in the rationale for Motion about Health Care Dependent Verification (above):

-------- Forwarded message --------
From: Michael Humphrey <mjhumphrey@alaska.edu>
Date: Mon, Jan 31, 2011 at 9:09 AM
Subject: [Benefits: UAF] Dependent Audit
To:
Cc: UAA All <benefits-uaa-l@lists.uaf.edu>, sdbutro@alaska.edu, UAS All <benefits-uas-l@lists.uaf.edu>, UAF All <benefits-uaf-l@lists.uaf.edu>

To all UA Faculty and Staff

As part of University of Alaska's ongoing efforts to control the cost of our health plan, we want to ensure that only eligible dependents are enrolled. ConSova is contacting every employee who has one or more dependents enrolled in a UA's health plan and is asking for verification of their eligibility.

It is important that you review the information ConSova is sending you. It is critical you respond to the verification audit by the February 28 deadline whether or not you have all required documentation.

If you have questions after reviewing the information ConSova sent you, call ConSova at 1-866-430-1267.

Thank you for your cooperation during this important project.

Frequently Asked Questions

Who is ConSova?

ConSova is a Human Resources firm that specializes in the dependent eligibility verification process and has conducted many dependent audits for Fortune 500 companies and governmental organizations.

Can I black out my financial information and Social Security number on these documents?

You may cross out all financial information and the first five digits of your Social Security number on any documents you provide. The last four digits of you SSN are required for accurate data match.

What guarantee do we have that our personal documents will be kept secure?

ConSova considers security and confidentiality a very serious matter. They employ state-of-the-art encryption technology to safeguard sensitive data. All documentation received is scanned and maintained on encrypted drives. In the event a ConSova system is stolen, the data is encrypted and will not be accessible to anyone. The server that maintains Dependent Eligibility Verification systems and scanned images is only accessible on ConSova's Local Area Network located in Lakewood, Colorado. This Local Area Network is a closed system and not accessible via Virtual Private Network or any other interactive connection.

ConSova Associates have audited over 1.5 million dependents in the past seven years, and they have never been accused or alleged to have not protected the private personal information of its clients' employees.

University of Alaska realizes and understands that employees may have concerns about releasing this information to a third party. We assure you that every precaution has been taken to ensure your information is kept confidential. This is no different than what our other service providers must prove (Premera, Caremark, VSP). You can help protect your own privacy by following the instructions included with the

letter you will receive from ConSova.
Will the submitted documents be retained by ConSova? If so, for how long?

Documentation received from University of Alaska employees will be batched and maintained in a secure location monitored only by ConSova employees. ConSova will destroy all documentation and wipe all hard drives containing protected health information 30 days after the dependent verification is completed.

Can my local Human Resources Department review my documents to determine eligibility of my dependents instead of ConSova?

No. The University of Alaska will not review any documentation for the verification process. All documents must be provided to ConSova for review.

If I am unable to supply documentation by the deadline for my eligible dependent, will University of Alaska terminate my dependent from the plan?

The University of Alaska will terminate a dependent due to the inability to provide documentation that verifies eligibility.
However, if you are in contact with ConSova during the verification process and ConSova is aware of an issue you may be experiencing in gathering the appropriate documents, then your dependent will not be automatically terminated if you do not meet the deadline. ConSova is willing to assist you through this process, including helping you contact agencies to locate the documents you need.

Where should I go if I have questions?

The general information documents that have been sent out will be posted online at www.consova.com/universityofalaska. It may help you to review them. If after reviewing you still don't find the answer to your question, call 1-866-430-1267.

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Mike Humphrey
Director of Benefits
University of Alaska
PO Box 755610
Fairbanks, AK 99775-5140

((office): 907.450.8226
((Fax): : 907.450.8201
: (email):mike.humphrey@alaska.edu

http://www.alaska.edu/benefits/

Nothing will ever be attempted if all possible objections must first be overcome.
Samuel Johnson

Mike Humphrey
Director of Benefits
University of Alaska
PO Box 755610
Fairbanks, AK 99775-5140

Voice: 907.450.8226
Fax: 907.450.8201
mjhumphrey@alaska.edu

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #171 on December 6, 2010:

MOTION:

The UAF Faculty Senate urges instructors of letter-graded, undergraduate courses to publicize and distribute to students on the first day of class UAF regulations with regards to the grades of 'C' and below, as applicable to the course taught. These include the material in the table listed below.

Grade	Definition and academic implications	Grade Points
C+	Satisfactory to Fair: satisfactory level of performance, with some mastery of material	2.3
C	Average: satisfactory level of performance and level of competency in the subject. **A minimum grade of C (2.0) is required for all prerequisite and major courses.**	2.0
C-	Barely satisfactory: **Minimum grade required for all Core (X) Courses. A grade of C- (1.7) in a class which is a prerequisite for another class or in a class required for a student's major will result in the student being required to retake the class.**	1.7
D+, D, and D-	Below Average: Fair to poor level of competency in the subject matter. **A grade of D+, D or D- in a Core (X) class will automatically require the student to re-take the class to receive core credit, starting Fall 2011.**	1.3, 1.0, 0.7

EFFECTIVE: Following the approval of the Motion to Specify the Minimum Grade for Baccalaureate Core Courses (currently pending), this motion would be effective Fall 2011.

RATIONALE: Specifying the minimum passing grade for prerequisite, degree major, and core courses will help eliminate grading policy confusion for instructors and their students.

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4 February 2011

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4 Feb 2011

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #171 on December 6, 2010:

MOTION:

The UAF Faculty Senate moves to recommend the University Regulation R10.04.090.C.11 be clarified as follows:

[[ ]] – Deletions
CAPS and Bold – Additions

Regents Regulation R10.04.090.C.11:

C. Grades Definitions

11. I, or Incomplete

A grade of "I" indicates that a student has not completed the coursework by the end of the course. A final grade and credit will be withheld without penalty until the course requirements are met within an approved time, not to exceed one year. After one year, the "I" **EITHER** becomes a permanent grade **OR CHANGES TO "F" ACCORDING TO MAU FACULTY SENATE POLICY.**

EFFECTIVE: Following the approval of the Motion to Specify the Minimum Grade for Baccalaureate Core Courses (currently pending), this motion would be effective immediately upon UA President approval.

RATIONALE: UAF Faculty Senate policy (approved Spring 2006) is for an 'I' to become an 'F'. This clarifies the University Regulation (which the UA President can modify) which states 'I" becomes 'permanent I'. Our request is to make UA Regulation in line with UAF Faculty Senate Policy without affecting the other MAUs.

****

President, UAF Faculty Senate — Date: 4 February 2011

APPROVAL: _____ Chancellor's Office — DATE: 4 Feb 2011

DISAPPROVED: _____ Chancellor's Office — DATE: _____

The UAF Faculty Senate passed the following at Meeting #170, November 8, 2010:

MOTION:

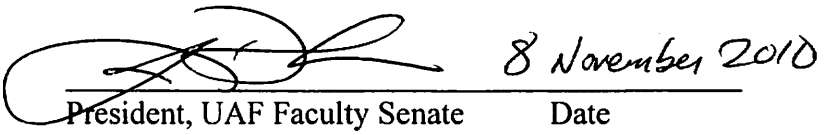
The UAF Faculty Senate moves to amend the Constitution of the Faculty Senate, Article IX, section 1, to state that the most current version of Robert's Rules of Order shall be the parliamentary "guidelines" for the Faculty Senate rather than the "authority".

Effective: Immediately

Rationale: Robert's Rules of Order in regard to a governing body serve the function to facilitate the mission of that body such that they:

- Are subordinate to the Constitution and Bylaws of a governing body
- Support majority rule while preserving the rights of the minority
- Are to facilitate collegial debate regarding matters of policy

In fact, past practice of the UAF Faculty Senate has demonstrated the use of Robert's Rules of Order in this manner. The "authority" of the UAF Faculty Senate is derived from its voting majority and its mandate in the University of Alaska Board of Regents and UAF Policy.



8 November 2010

President, UAF Faculty Senate Date

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CAPS = Addition

[[ ]] = Deletion

ARTICLE IX - Parliamentary Authority

Sect. 1 The parliamentary [[authority]] **GUIDELINES** shall be the most recent version of Robert's Rules of Order.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #170, November 8, 2010:

MOTION:

The UAF Faculty Senate moves to specify that students must earn a minimum grade of 'C-'(1.7) in all baccalaureate core ('X') classes in order to satisfy core requirements. However, there may be additional constraints on the grade, e.g., minimum of C (2.0) if to be used as a prerequisite for another course.

EFFECTIVE: Fall 2011

RATIONALE: A grade of D+, D, and especially D- means that a student has learned very little from a class. A grade higher than the minimum needed to pass is required for core classes. Under the proposed system, a student who receives a grade less than C- in a core class receives course credit, but not core credit. This will also align UA internal course transfers better with transfers of credit from outside of the UA system. Currently, a course from outside the UA system will only transfer to the UA system if a grade of C- or higher is received.

8 November 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4 Feb 2011
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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See next page for suggested UAF Catalog revisions:

Suggested revised page for catalog (page 47)

Grade	Definition and academic implications	Grade Points
A+	Superior performance: awarded to a small fraction of students in any class	4.0
A	Excellent: indicates originality and independent work & a thorough mastery of subject	4.0
A-	Very Good: nearly complete mastery of subject	3.7
B+	Good to very good: considerable competence in the subject matter	3.3
B	Good: ability above the average level of performance	3.0
B-	Good to Fair: some—but incomplete—mastery of the subject matter	2.7
C+	Satisfactory to Fair: satisfactory level of performance, with some mastery of material	2.3
C	Average: satisfactory level of performance and level of competency in the subject. A minimum grade of C (2.0) is required for all prerequisite and major courses.	2.0
C-	Barely satisfactory: Minimum grade required for all Core (X) Courses. A grade of C- (1.7) in a class which is a prerequisite for another class or in a class required for a student's major will result in the student being required to re-take the class. A C- may affect athletic eligibility and academic standing, as a minimum cumulative GPA of 2.0 is required.	1.7
D+	Fair to poor level of competency in the subject matter. A grade of D+ in a core (X) class will automatically require the student to re-take the class to receive core credit.	1.3
D	Below Average: poor level of competency in the subject matter. Receiving this grade will automatically require the student to re-take the class to receive core credit.	1.0
D-	Far below average: the lowest passing grade and one for which core classes will need to be re-taken.	0.7
F	Failure: insufficient mastery of the subject matter. Grade will be counted in the student's GPA calculation but no course credit is received.	0.0

Computing your GPA

Course	Credits	Grade	Credits x Grade points per credit	= Grade points
BIOL F111X	4	A-	4 cr x 3.7 pts	14.8
COMM F131X	3	C	3 cr x 2.0 pts	6.0
ENGL F111X	3	C-	3 cr x 1.7 pts	5.1
MATH F107X	4	B	4 cr x 3 pts	12.0
HIST F131	3	F	3 cr x 0 pts	0.0
Total	16			37.9
			37.9 grade pts / 16 credits =	2.37 GPA

Course	Credits	Grade	Credits x Grade points per credit	= Grade points
BIOL F111X	4	C-	4 cr x 1.7 pts	6.8
COMM F131X	3	C	3 cr x 2.0 pts	6.0
ENGL F111X	3	C	3 cr x 2.0 pts	6.0
MATH F107X	4	C-	4 cr x 1.7 pts	6.8
HIST F131	3	C	3 cr x 2.0 pts	6.0
Total	16			31.6
			31.6 grade pts / 16 credits =	1.98 GPA

Note the effect of the C- grades in the second example. The cumulative GPA is now 1.98 which is below "good standing" and will affect athletic eligibility. The student will be placed on probation if their cumulative GPA is now also below 2.0. In addition, because MATH F107X and BIOL F111X are prerequisites for other courses, the C- grades (1.7) are considered not passing and the student must repeat these courses.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #170, November 8, 2010:

MOTION:

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

EFFECTIVE: Fall 2011
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Alaska Native Studies and Rural Development. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

8 November 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 29 April 2011
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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See the attached DANSRD Unit Criteria.

This change in unit criteria was held pending clarification of research and service activities, and in determination of "appropriate judges" of research and creative activity. My approval is based on the 18 Feb 2011 memorandum from Executive Dean Bernie Joseph and DANSRD Director Miranda Wright, and discussions with DANSRD Director and faculty. Memo attached. BR

UNIVERSITY OF ALASKA FAIRBANKS

Department of Alaska Native Studies and Rural Development
College of Rural and Community Development

Fairbanks Campus: Brooks Bldg. Room 315, P.O. Box 756500, Fairbanks, AK 99775 · 907-474-6528 office · 907-474-6325 fax
Anchorage Office: 2221 E. Northern Lights Blvd. Ste 200, Anchorage, AK 99508 · 907-279-2700 office · 907-279-2716 fax

MEMO TO: Brian Rogers, Chancellor

THROUGH: Bernice Joseph, Executive Dean

FROM: Miranda Wright, Director, DANSRD

DATE: February 18, 2011

Thank you for meeting with Ralph Gabrielli and me and for letting us know your concerns about our DANSRD unit criteria. Thanks, also, for your very helpful suggestions for clarifying and strengthening our document, and for inviting us to respond in this way.

The first concern relates to possible difficulties in discriminating between research and service. Our department agrees with the language in Regulations: research must be characterized by inquiry and originality and must contain a dissemination element. So while, for example, carrying out a community survey and reporting the results may have value, it is fundamentally a service. If, however, one were to have created the survey tool, and then applied it, interpreting the results and drawing conclusions and making recommendations and reporting and discussing them in some public forum, we would call this research and would be confident that most university colleagues would agree.

The other concern relates to the determination of appropriate judges. This is easy when the work being evaluated is an article sent to a journal with academic standing. In an applied program, however, when the work is the product of action research carried on in a community and done for the benefit of the community, identifying who is the best judge is not so clear. In cases like this, we believe that local or regional leaders who are positioned to say whether a contribution has been made are the best and most appropriate judges. To provide greater clarity and objectivity, however, we propose that when non-traditional judges are intended as evaluators of research and creative activities, the circumstances and individuals will be discussed with CRCD's executive dean and that her approval in advance will be required.

Thank you, again, for sharing your concerns and for your consideration of the approach outlined here.

This motion was amended on the Faculty Senate floor on October 11, 2010 to include "for this year only"; and a friendly amendment on page 2 was proposed by the Provost's Office and approved by the Administrative Committee on May 6, 2011.

The UAF Faculty Senate passed the following at its October 11, 2010 Meeting #169:

MOTION:

The UAF Faculty Senate moves to approve an updated procedure to accomplish the program review process as required by Board of Regent policy and regulations (10.06).

Approved frequency: for this year only, as amended on
EFFECTIVE: Immediately the Senate floor.

RATIONALE: The existing program review process (Meeting #102, May 2001) does not fully meet Board of Regents policy and regulations on program review (10.06). The proposed process aligns with the new accreditation cycle, is a more efficient process, i.e., it is less burdensome on programs, and is intended to a yield more consistent quality of review.

11 October 2010
President, UAF Faculty Senate Date

APPROVAL: _____ **DATE:** 10-12-10
Chancellor's Office

DISAPPROVED: _____ **DATE:** _____
Chancellor's Office

****

The new program review process will be completed as follows:

1. **An initial brief review based on centrally generated productivity and efficiency summary and a unit supplied two-page narrative describing mission centrality, the prospective market for graduates, the existence of similar programs elsewhere in UA, and any special circumstances that explain features of the centrally generated productivity and efficiency summary (see attached program review template for more details). The information reviewed meets the requirements set by Board of Regents Policy and Regulation (10.06; attached). A single Faculty Program Review Committee comprised of one tenured-faculty member from each college and school (not including CRCD) plus five CRCD representatives will review the materials and make one of the following recommendations:**
   - **Continue program**
   - **Continue program but improve outcomes assessment process and reporting**
   - **Continue program but improve other specific areas or**

Program Review Process
Approved by Faculty Senate 10/11/10

- Discontinue program.

The committee will provide a brief narrative justifying their recommendation and describe any areas needing improvement prior to the next review.

2. An Administrative Program Review Committee comprised of the Deans of Colleges and Schools and 4 administrative representatives from CRCD will review the recommendations of the Program Review Committee, may request additional information from about the program, and will state their collective agreement or disagreement with the Committee's recommendation.
3. The Provost will review the recommendations of the Faculty Program Review Committee and the Administrative Program Review Committee and take one of the following actions:
   a. Program continuation is confirmed until next review cycle
   b. Program continuation with an action plan prepared by the program and Dean to meet improvements needed by next review cycle. Annual progress reports will be required in some cases. Actions may also include further review by an ad hoc committee.
   c. Recommend to discontinue program. Program deletion will require Faculty Senate action. However, when appropriate admissions may be suspended pending action.

in consultation with Chancellor's cabinet

Program Review Template

The program will provide the following information (submit electronically to LaNora Tolman <latolman@alaska.edu> by December 1 – your Dean may ask for this information earlier to review it):

1. A current outcomes assessment plan and summary for each academic program (see attached appendix for more detail)
2. Concise narratives responding to the following (no more than 2 pages):
   a. The prospective market for program graduates expressed need by clientele in the service area and documented needs of the state (note if program is included in state high demand job area list) and/or nation. The following sites provide state and national employment related information:
      i. UA System list of high demand job programs
      http://www.alaska.edu/swbir/performance/metrics/MetricDetail/HDJTable1.pdf
      ii. State of Alaska Department of Labor
      http://www.labor.state.ak.us/research/lodata/occproj.htm
      iii. U.S. Department of Labor Bureau of Labor Statistics http://www.bls.gov/oco/

   Programs may use other appropriate data, e.g., placement information they collect or information from professional societies but should avoid anecdotal information. Continuing education such as baccalaureate enrollment for AA or AAS programs or graduate or professional school placement for baccalaureate programs can be included if appropriate. It is recognized that market data may not be available or appropriate for all programs.
   b. A description of unique and significant service achievements by unit faculty during the past three academic years. These service achievements should be ones where local or regional expertise was needed or were exceptional because of the achievement made. Please do not include common service functions such as

refereeing journals, service on UAF committees or science fair judging. The following examples illustrate what is wanted:

i. Civil Engineering faculty worked with the local school district to implement a pre-engineering curriculum track.
ii. A Fisheries faculty member served on the North Pacific Fisheries Management Council
iii. An Anthropology faculty member serves as editor of a major journal in the field
iv. Music faculty participate in the Fairbanks Symphony, a collaboration between UAF and the local community

c. A narrative addressing whether similar programs exist elsewhere in the UA system and briefly describe differences and/or justify program duplication. If the program is special or unique in the national context, the program should describe why.
d. A narrative explaining any unusual features observed in the demand and productivity summaries listed below.
e. Programs with faculty in the fine and performing arts units should supply a list of performances and exhibits by faculty from annual activities reports for 3 years. The Provost's Office will provide a list of publications by unit faculty in the previous three calendar years compiled from annual unit plans.
f. A brief narrative describing successful partnerships resulting in scholarships, equipment or in-kind services during the past three years.
g. Indicate whether the program has specialized accreditation (identify the professional association or accrediting body) or not.

<u>The Provost's Office will provide the following by November 1:</u>

- A list of publications by unit faculty in the previous three calendar years compiled from annual unit plans. Fine and performing arts units should supply a list of performances and exhibits by faculty from annual activities reports for 3 years.
- The UA Statewide annual list of unit principal investigators supported on external funding and the amount of funding over the past three years

<u>PAIR and/or Financial Services will provide the following demand and productivity summaries by November 1:</u>

- A graph illustrating 5- year trends in the following:
  - SCH lower division (developmental coursework listed as well for select units)
  - SCH upper division (500 level SCH not included unless specifically requested)
  - SCH graduate
- A graph illustrating 5-year trends in the following:
  - SCH by students outside the major
  - SCH by students outside the college/school
- A graph or table illustrating 5-year trends in distance SCH partitioned by those offered through the Center for Distance Education (CDE) and those not offered through CDE.
- A graph illustrating 5-year trends in the number of majors by degree/certificate type
- A table or graph illustrating the gender and ethnicity distribution of majors over 5 years
- A graph illustrating 5-year trends in the number of degrees/certificates awarded by type

- Average number of declared majors in program over 4 years /average number of degrees (certificates) over 4 years (no intention to compare across different degrees)
- A numerical summary of the following information for the previous fiscal year:
    - *Total department annual budget
    - **Tuition revenue generated by all designators associated with department
    - FTE faculty positions and a list of faculty funded by the program with an indicator as to whether the faculty member was an active PI
    - FTE staff positions

*= Where department budgets are problematic to obtain, measures of the cost of the program will be developed by the college or school, described and used or college/school budget used.
**= approximate tuition revenue will be determined by ignoring in-state/out-of-state and whether tuition waivers were applied or not.

Appendix A. Evaluating a Programmatic Outcomes Assessment Report

Program will submit the following outcomes assessment information:

- An assessment plan for each program; programs are encouraged, but not required, to include employment placement and/or graduate school enrollment information as part of their assessment process.
- Assessment information collected and summarized during the previous three years
- A summary of programmatic revisions (improvements) resulting from the assessment information

The Program Review Committee will assess the quality of the programmatic assessment process. Quality shall be assessed based on at least the following characteristics:

1) Assessment Plan
    a. Each program has its own outcomes assessment appropriate to the certificate or degree (the same plan for cannot be used programs of different levels, e.g., associate and baccalaureate because the outcomes should differ)
    b. Multiple measures of student outcomes are utilized
    c. Assessment includes direct evidence of student learning (student survey results are considered indirect evidence)

2) Assessment information is collected and summarized on a regular basis.

3) The assessment summary is based on aggregate student information not a statement about individual student outcomes. The intent of the process is to assess the effectiveness of the curriculum not individual performance. In addition, it is important to be able to share assessment information with external evaluators without violating FERPA.

4) Where the assessment process results in the identification of weaknesses in student outcomes, documented curricular changes have occurred intended to improve student outcomes.

ORIGINAL

The UAF Faculty Senate reaffirmed the following resolution at Meeting #168, Sept. 13, 2010

The following resolution was passed at Faculty Senate Meeting #146 in Fall 2007, and endorsed by a letter distributed to the UAF community in Fall 2008. The Faculty Affairs and Administrative Committees would like to have the Faculty Senate reaffirm the resolution publicly at Faculty Senate Meeting #168 as the current review cycle gets underway.

RESOLUTION

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2007-08 review cycle.

RATIONALE:

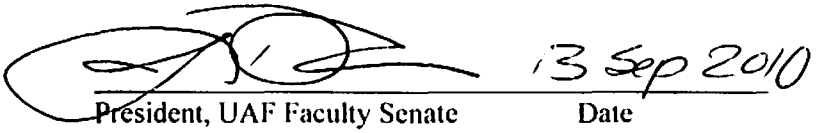
1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.



13 Sep 2010

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #168, Sept. 13, 2010:

MOTION:

The UAF Faculty Senate moves to approve the elimination of the B.S. degree in Statistics.

EFFECTIVE: Fall 2011

RATIONALE: See the program proposal #99-UPCh. on file in the Governance Office, 314 Signers' Hall.

13 Sep 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 21 Sept 2010
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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A proposal to eliminate the B.S. program in Statistics has been submitted because of low enrollments. Changes proposed to makes statistics an option in the mathematics major have been approved. Statistics courses are largely service courses for other departments, so little impact is anticipated.

Elimination of Statistics B.S. Program

Over the past five years the number of students enrolled in the Statistics B.S. program been very small (fewer than 5) and the number of students graduating from the program has never been more than 2 or 3 in a year.

The B.S. program in Mathematics has a statistics option and we have submitted revisions to this program/option to accommodate students interested in statistics. The Statistics baccalaureate program was built upon existing service courses; the existing statistics option in the Mathematics B.S. program will continue to be offered using these courses. Enrollment in statistics courses remains strong at both the undergraduate and graduate level because these courses provide a service to other

departments or the Statistics M.S. program. Thus, we anticipate little impact on other programs, the personnel directly involved with the program, or the budget of the department. This change will allow the statistics faculty to dedicate a bit more of their effort to the much stronger M.S. program in Statistics which helps provide Biometricians for the Alaska Department of Fish and Game and the U.S. Department of Interior, Wildlife Division. Currently 3 baccalaureate students are majored in Statistics. The M.S. program has 8 students enrolled. Undergraduate course enrollments in Statistics courses for Spring and Fall semesters 2008 - 2009 are given below (dashes indicate course not taught that semester).

	Spring 2008	Fall 2008	Spring 2009	Fall 2009
STAT F200	105	85	100	71
STAT F300	21	--	26	25
STAT F401	32	41	32	16
STAT F402	--	15	--	22
STAT F461	17	--	--	--

Students currently in the Statistics B.S. program will be allowed to complete their programs under the catalogs they are eligible to use or move to the old or newly proposed statistics option in the Mathematics program. Only one course change is being implemented that may impact such students; STAT 480, Senior Project, will be eliminated and replaced with STAT 454 Statistical Consulting Seminar in the newly proposed statistics option in the Mathematics program. Students wanting to complete a Senior Project rather than take STAT 454 will be given that option. We will keep the Senior Project in the catalog for the next 3 years to accommodate such students. There is no other statistics program available within the UA System so internal transfers are not an issue.

Background Information

The original instructional program request for the B.S. Degree in statistics is unavailable. The following description of the program and its goals is taken from the UAF course catalogue.

Statistics is a collection of methods and theories for making decisions or estimating unknown quantities from incomplete information. Statistical techniques are useful, for example, in estimation plant, animal and mineral abundances; forecasting social, political and economic trends; planning field plot experiments in agriculture; performing clinical trials in medical research; and maintaining quality control in industry. Employment opportunities are excellent for statisticians in many of these areas of application.

The curriculum for the B.S. degree program in statistics was developed using guidelines proposed by the American Statistical Association and provides graduates with a strong mathematics, computation and statistics background and integrates this with an area of application. The program allows considerable flexibility in the choice of the area of application by requiring a major in any area offered by UAF.

Although enrollment in undergraduate statistics courses is typically high, the number of students declaring the statistics major has remained low. There are currently three students seeking the B.S. degree in statistics. Over the past five years the number of students enrolled in the Statistics

B.S. program been very small (fewer than 5) and the number of students graduating from the program has never been more than 2 or 3 in a year.

The B.S. Degree in Statistics has no space requirements, nor any special personnel or support service costs.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #168, Sept. 13, 2010:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the Faculty Senate, Section 3 (Art. V: Committees) at subsection E.6, addressing membership requirements for the Core Review Committee.

Effective: Immediately

Rationale: Allowing membership of the college representatives who are already tasked with assessing core courses will improve communication between the Core Review Committee and the colleges regarding substantive changes and additions to baccalaureate core courses.

13 Sep 2010

President, UAF Faculty Senate Date

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CAPS = Addition

[[ ]] = Deletion

Section 3 (ART V: Committees), subsection E.6, paragraph two:

The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, Communication, and Library Science) and one faculty member from a non-core component area. Membership on the committee will include an undergraduate student, **AND REPRESENTATIVES FROM THE COLLEGES SPECIFICALLY TASKED WITH CORE ASSESSMENT**.

ORIGINAL

The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The Faculty Senate Curricular Affairs Committee moves to revise the following for the Bachelor of Arts degree (pages 126-127 of the 2009-10 UAF catalog) for all students. This revision addresses that students who bring in a Bachelor's degree from another institution can already have met the minor complex requirement.

EFFECTIVE: Fall 2010

RATIONALE: Currently, some departments are already practicing this (through a petition process) although it is not an official policy. Students who have a bachelor's degree from regionally accredited institution should not be held to meeting the minor requirement for the UAF Bachelor of Arts. Students often bring in courses from a previous bachelor's degree to the BA and often need to petition to meet the minor requirements. Currently, an associate of applied science (A.A.S.) degree or certificate of at least 30 credits earned at another institution may be used to meet requirements for a minor for the Bachelor of Arts (B.A.) degree. This would eliminate the need to petition, and student run around, and streamline graduating processing.

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CAPS = Addition

[[ ]] = Deletion

Bachelor of Arts (page 126)

Requirements

Complete the baccalaureate core (38 – 39 credits)

Complete the following B.A. requirements in addition to the core:

- Humanities and social sciences (18 credits)
    - Any combination of courses at the F100-level or above, with a minimum of 6 credits from the humanities and a minimum of 6 credits in the social sciences OR up to 12 credits in a single non-English language taken at the university level and a minimum of 6 credits in social science.

ORIGINAL

- Mathematics (3 credits)
  - One course at the F100-level or above in mathematical sciences (math, computer science, statistics)
- Complete one of the following:
  - Minor complex* at least 15

* Departmental requirements for majors and minors may exceed the minimums indicated. Specific requirements are listed in the following section. STUDENTS WHO HOLD A BACHELOR'S DEGREE FROM A REGIONALLY ACCREDITED INSTITUTION ARE NOT REQUIRED TO COMPLETE THE MINOR COMPLEX.

(page 127)

An associate of applied science (A.A.S.) degree or certificate of at least 30 credits earned at any regionally accredited college or university may be used to meet requirements for a minor for the bachelor of arts (B.A.) degree. STUDENTS WHO HOLD A BACHELOR'S DEGREE FROM A REGIONALLY ACCREDITED INSTITUTION ARE NOT REQUIRED TO COMPLETE THE MINOR COMPLEX. See a list of certificate programs and A.A.S. degrees offered at UAF.

****

5 May 2010

President, UAF Faculty Senate — Date

APPROVAL: _____ DATE: 5/24/10

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

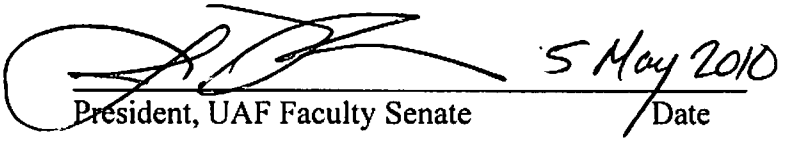
MOTION:

The Faculty Senate Curricular Affairs Committee moves to change study day policy to:

> There will be a study day between the last day of classes and the first day of final exams unless doing so requires that final exams be held on the Saturday immediately before Commencement.

EFFECTIVE: Effective immediately.

RATIONALE: In order to meet the minimum number of contact hours during spring semester, the Last Day of Instruction is required to be the Monday before commencement (when the spring semester begins before Alaska Civil Rights Day). The required one day (passed at Faculty Senate Meeting #20 on 9/17/1991) results in final exams ending the Saturday before commencement. For graduating seniors, this results in conflicts with commencement rehearsal, commencement weekend events and family visitors. Some faculty also schedule their exams on this day.



President, UAF Faculty Senate — 5 May 2010 / Date

APPROVAL: _____ DATE: 19 May 2010

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 314 Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

President, UAF Faculty Senate — 5 May 2010 — Date

APPROVAL: _____ DATE: 6 May 2010
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the CLA Departments of English and Philosophy & Humanities.

EFFECTIVE: Fall 2010
Upon Chancellor's Approval

RATIONALE: The committee assessed the unit criteria submitted for review by the CLA Departments of English and Philosophy & Humanities. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

5 May 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/13/10
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT,
PROMOTION, AND TENURE
AND
DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES UNIT
CRITERIA
STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA MAY BE USED IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***SOME FACULTY SERVE ON A LARGE NUMBER OF GRADUATE COMMITTEES, AND SUCH WORK IS HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS.***

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***POSSIBLY INCLUDING THE DEVELOPMENT OF VALUED TEACHING RESOURCES SUCH AS IT-BASED EDUCATIONAL TOOLS;***

   g. may receive prizes and awards for excellence in teaching.

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

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

   and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair classroom observation(s),

   d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain

active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and/OR approval by peers in the discipline. ***BOOKS AND SCHOLARLY ARTICLES ARE HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, INCLUDING BOOKS SELECTED BY EDITORS RATHER THAN BY EDITORIAL BOARDS OR THROUGH PEER REVIEW.***

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval. ***GRANTS ARE VALUED, BUT THERE IS NO EXPECTATION THAT FACULTY WILL WRITE OR ADMINISTER GRANTS DUE TO THE SMALL NUMBER OF GRANTS AVAILABLE FOR FACULTY WORKING IN THESE DISCIPLINES.***

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers. ***PRESENTATION OF RESEARCH PAPERS OR OTHER SCHOLARLY OR CREATIVE WORK IS VALUED. HOWEVER, TRAVEL FUNDS ARE, AT TIMES, DIFFICULT TO OBTAIN FOR FACULTY IN THIS UNIT. A LACK OF SUCH PRESENTATIONS SHOULD NOT COUNT AGAINST FACULTY.***

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications. ***CITATION INDEXES ARE NOT REGARDED AS RELIABLE INDICATORS OF STANDING IN THE HUMANITIES, AND ARE NOT COMMONLY USED. A HIGH LEVEL OF CITATION MIGHT INDICATE A HIGH STANDING IN A FACULTY MEMBER'S FIELD. HOWEVER, A LOW LEVEL OF CITATION SHOULD NOT BE TAKEN TO INDICATE A LACK OF STANDING. THIS UNIT VALUES QUALITATIVE REVIEWS OF RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY.***

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. ***READINGS OR OTHER PRESENTATIONS OF CREATIVE AND/OR SCHOLARLY WORK (OUTSIDE OF CONFERENCE PRESENTATIONS) ARE VALUED BY THESE DEPARTMENTS***.

o. ***THE CREATIVE AND SCHOLARLY WORKS PRODUCED BY FACULTY ARE EXPECTED TO BE SUBJECT TO A RIGOROUS REVIEW PROCESS THROUGH PEER-REVIEW, REVIEW BY AN EDITORIAL BOARD, OR EDITOR. CREATIVE AND SCHOLARLY PRODUCTIONS ARE VALUED FOR ALL FACULTY, AND MAY INCLUDE (BUT ARE NOT LIMITED TO) POETRY, FICTION, CREATIVE NON-FICTION, FILMS, DRAMATIC WORKS, DRAMATIC PRODUCTIONS, WEBPAGES, AND SCHOLARLY EDITIONS AND***

TRANSLATIONS OF EXISTENT TEXTS. ALTHOUGH THE DEPARTMENTS VALUE CONVENTIONALLY PUBLISHED WORKS, THEY ALSO VALUE WORK RIGOROUSLY REVIEWED BUT DISSEMINATED BY OTHER MEANS, SUCH AS (BUT NOT LIMITED TO) WORK PRESENTED ELECTRONICALLY THROUGH WEBPAGES, OR THROUGH PUBLIC PERFORMANCES.

p. ***THIS UNIT VALUES COLLABORATIVE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY, INCLUDING WORK PRODUCED WITH COLLABORATORS OUTSIDE THE ENGLISH DEPARTMENT AND THE DEPARTMENT OF PHILOSOPHY AND HUMANITIES.***

q. ***SUCCESSFUL RESEARCH, SCHOLARLY, AND CREATIVE WORK IN THESE FIELDS IS NOT CONTINGENT ON THE AVAILABILITY OF GRANTS OR ON THE SERVICES OF GRADUATE ASSISTANTS AND POSTDOCTORAL RESEARCHERS FUNDED BY THEM.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies. ***SIGNIFICANT FACULTY PARTICIPATION IN DEPARTMENTAL COMMITTEES IS OFTEN EXPECTED IN ORDER TO RUN THE PROGRAMS OFFERED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, AND THIS WORK IS HIGHLY VALUED. ALSO, SOME FACULTY FROM THIS UNIT PARTICIPATE IN INTERDISCIPLINARY PROGRAMS ON CAMPUS, AND THIS UNIT VALUES THAT SERVICE. NOT ALL FACULTY FROM THIS UNIT ARE INVOLVED IN INTERDISCIPLINARY PROGRAMS, HOWEVER, AND ABSENCE OF SUCH SERVICE SHALL NOT BE VIEWED NEGATIVELY.***

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY***.

j. Prizes and awards for excellence in university service.

k. ***SERVING AS AN OUTSIDE EXAMINER TO OTHER GRADUATE PROGRAMS IN THE UNIVERSITY***.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the CLA Department of Theatre.

EFFECTIVE: Fall 2010
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the CLA Department of Theatre. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

5 May 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/13/10
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

AND DEPARTMENT OF THEATRE UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE THEATRE DEPARTMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

Chapter II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these

requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

THEATRE FACULTY

THE STANDARDS PRESENTED IN BOLD CAPITALS AS ADDED OR EMPHASIZED FOR THE DEPARTMENT OF THEATRE HEREAFTER IN THIS DOCUMENT ARE DRAWN FROM THE ASSOCIATION FOR THEATRE IN HIGHER EDUCATION (ATHE) GUIDELINES FOR EVALUATING TEACHER/ARTISTS FOR PROMOTION AND TENURE (REV. 5/2000), WHICH STATES IN PART:

> **"THIS DOCUMENT IS INTENDED FOR ALL INSTITUTIONS WITH FACULTY IN THEATRE AND PERFORMANCE STUDIES. IT FOCUSES ON THE ASSUMPTION THAT PREPARATION OF THEATRICAL EVENTS FOR PUBLIC PERFORMANCE ALLOWS THE TEACHER/ARTIST A VIABLE OPPORTUNITY FOR DEMONSTRATING ARTISTIC ACHIEVEMENT WHICH IS CRUCIAL TO PROMOTION AND TENURE DECISIONS…THE PRODUCTION OF PLAYS AND PERFORMANCES (HEREAFTER REFERRED TO AS**

THEATRICAL EVENTS) AND THE STUDY THEREOF CONSTITUTES THE DISCIPLINE OF THEATRE. IN RECOGNITION OF THE ARTISTIC COMPONENT OF THEATRE, MOST INSTITUTIONS OF HIGHER EDUCATION NOW INCLUDE 'CREATIVE ACTIVITY' AS A LEGITIMATE COMPONENT FOR PROMOTION AND TENURE CONSIDERATION…IN ADDITION, THIS DOCUMENT IS CONGRUENT WITH THE NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE (NAST) ACCREDITATION GUIDELINES, WHICH STATE THAT CREATIVE PRODUCTION AND PROFESSIONAL WORK IN THEATRE MUST BE EQUIVALENT TO SCHOLARLY PUBLICATION OR RESEARCH AS A CRITERION FOR ADVANCEMENT."

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. **ADDITIONAL ADVISING OBLIGATIONS IN THE DEPARTMENT OF THEATRE INCLUDE: STUDENT DRAMA ASSOCIATION AND FILM CLUB; STUDENT-PRODUCED THEATRICAL EVENTS, LIKE *WINTER SHORTS*, *FAMOUS FOR FIFTEEN PLAYWRIGHTING FESTIVAL, STUDENT FILM FESTIVAL* AMONG MANY OTHERS BOTH ON AND OFF CAMPUS; STUDENT ACTORS, DIRECTORS, OR DESIGNERS WORKING ON OFF-CAMPUS PROJECTS AT ANOTHER THEATRE COMPANY; UNDERGRADUATE RESEARCH PROJECTS, INCLUDING STUDENT THESIS PROJECTS; COACHING FOR GRADUATE SCHOOL AND U/RTA AUDITIONS AND PORTFOLIO REVIEWS; SUPERVISION OF STUDENT LABOR AND ASSISTANTS IN ALL PRODUCTION AND MANAGEMENT AREAS OVERSEEN BY THE DEPARTMENT.**

- **Effectiveness in Teaching**
  Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. **FACULTY IN THE THEATRE DEPARTMENT HAVE UNUSUALLY HIGH TEACHING AND ADVISING LOADS. EXCELLENCE IN TEACHING IS THE DEPARTMENT'S HIGHEST PRIORITY.**

EXCELLENCE IN RESEARCH/CREATIVE WORK AND SERVICE MAY NOT COMPENSATE FOR AN INSUFFICIENT TEACHING RECORD.

Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. SIGNIFICANTLY REVISE COURSES TO REFLECT NEW DEVELOPMENTS IN THE FIELD;

h. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. ADDITIONAL CLARIFICATION ON THE EVALUATION OF CREATIVE ACTIVITY/ SCHOLARSHIP IN THE DISCIPLINE OF THEATRE

a. DIRECTORS, ACTORS, AND DESIGNERS ARE EVALUATED BY PEERS AND CHOSEN FOR PROFESSIONAL WORK AFTER A SCREENING PROCESS THAT PARALLELS THE REVIEW PROCESS USED FOR PRINTED FORUMS.

b. UAF FACULTY CURRENTLY ARE REQUIRED TO CATEGORIZE THEIR CREATIVE ACTIVITY IN ANNUAL REPORTS, 4TH YEAR REVIEWS, TENURE REVIEWS, AND POST TENURE REVIEWS AS LOCAL, STATEWIDE, NATIONAL, OR INTERNATIONAL. THE FOLLOWING STANDARDS SHOULD BE USED FOR THE PURPOSES OF THIS CATEGORIZATION. A LOCAL OR STATEWIDE THEATRICAL PRODUCTION/ CONFERENCE/ EVENT MAY BE INCLUDED IN THE NATIONAL OR INTERNATIONAL CATEGORY IF IT MEETS ONE OR MORE OF THE FOLLOWING: 1) THE PROFESSIONAL VISIBILITY OF THE THEATRE ARTIST IS JUDGED TO GO BEYOND THE STATE/ COUNTRY 2) THE MAJORITY OF THE THEATRE ARTISTS/ COLLABORATORS/ PARTICIPANTS INVOLVED ARE FROM OUT OF STATE/ COUNTRY 3) THE PRODUCTION DREW AN AUDIENCE WHICH WAS NATIONAL OR INTERNATIONAL IN SCOPE.

c. PART OF A THEATRE ARTIST'S RECORD, HOWEVER THE LACK OF A PRINTED REVIEW SHOULD NOT BE CONSTRUED AS A NEGATIVE ASSESSMENT OF THE WORK OF THE THEATRE ARTIST. THE THEATRE ARTIST CAN HAVE NO CONTROL OVER WHETHER A REVIEWER IS PRESENT OR WHETHER A REVIEW IS ULTIMATELY PRINTED.

d. ALTHOUGH THE THEATRE DEPARTMENT STRIVES TO ACQUIRE GRANTS, GRANT FUNDING IN THE ARTS IS OFTEN SCARCE.

e. **EXTERNAL PEER EVALUATIONS MAY INCLUDE REPRESENTATIVES OF THE LOCAL, STATEWIDE, NATIONAL AND INTERNATIONAL THEATRE COMMUNITIES.**

2. **Achievement in Research, Scholarly and Creative Activity**
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

3. **Components of Research, Scholarly and Creative Activity**
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship **OR CREATIVE ARTISTRY**.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. PLAYWRIGHTING, SCREENWRITING, PRODUCTION DRAMATURGY, NEW PLAY DEVELOPMENT AND WORKSHOPPING, LITERARY MANAGEMENT.

n. CRITICAL REVIEWS, CRITICAL DRAMATURGY, THEATRE ANTHROPOLOGY, BASIC PERFORMANCE RESEARCH, SCRIPT PREPARATION, PEER REVIEWS OF PRACTICE AND WRITING, CONSULTING.

o. DESIGN (LIGHT, SET, COSTUME, SOUND, PROJECTION).

p. DIRECTING, ACTING, COACHING (VOCAL, STYLE, MOVEMENT, STAGE OR SCREEN COMBAT OR STUNTS), CHOREOGRAPHIC WORK.

q. FILM-MAKING, VIDEO DOCUMENTATION, VIDEO EDITING, DVD AUTHORING, MULTI-MEDIA AND WEB CREATION.

r. PRODUCING, SEASON PLANNING, BUDGETING, PRODUCTION MANAGEMENT AND COORDINATION, STAGE MANAGEMENT, TECHNICAL DIRECTION, PUBLIC RELATIONS, MARKETING.

s. INVITED PRESENTATIONS, LECTURES, AND INVITATIONS TO TEACH MASTER CLASSES OR LEAD INTENSIVE WORKSHOPS.

4. DOCUMENTATION OF ABOVE CREATIVE ACTIVITY MAY INCLUDE (BUT IS NOT LIMITED TO):

a. WRITTEN EVALUATION BY THE CHAIR, FACULTY PEERS, EXTERNAL PEERS, OR OUTSIDE EXPERTS.

b. REVIEWS IN THE PROFESSIONAL MEDIA.

c. SCRIPTS OF ORIGINAL PRODUCED PLAYS, INCLUDING ADAPTATIONS AND TRANSLATIONS.

d. PHOTOGRAPHIC IMAGES OF PRODUCTIONS, WORKING DRAWINGS, RENDERINGS, DVDS, CDS, LIGHT PLOTS, SET MODELS, DESIGN PORTFOLIOS, AND OTHER SUPPORTING MATERIAL.

e. RESEARCH AND ANALYTICAL MATERIALS, DIRECTORS' PRODUCTION BOOKS, STUDY GUIDES, PROGRAM NOTES, OUTREACH MATERIALS, AND LABAN NOTATION.

f. MARKETING AND PUBLIC RELATIONS MATERIALS (INCLUDING POSTERS, PROGRAMS, RADIO, TELEVISION, NEWSPAPER, AND WEB-BASED INTERVIEWS).

g. EVIDENCE OF OUTREACH ACTIVITIES, SUCH AS SYMPOSIA, SEMINARS, WORKSHOPS, AND OTHER EVENTS.

h. LETTERS FROM THE PUBLIC.

i. TESTIMONIALS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its

units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth **INCLUDING OUTREACH WITH LOCAL SCHOOLS, SPECIAL SCHOOL PERFORMANCES, SCHOOL VISITS, PARTICIPATION IN CAMPUS-WIDE OUTREACH EVENTS SUCH AS *I'M GOING TO COLLEGE* AND *UAF INSIDE OUT.***

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. **SUPPORT OF LOCAL COMMUNITY MEMBERS OR ORGANIZATIONS, INCLUDING LOANING OF THEATRE UAF COSTUMES AND PROPS.**

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews **INCLUDING AUTHORSHIP OF ACCREDITATION OR OTHER COMPREHENSIVE PROGRAM REPORTS.**

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

k. **DEVELOPMENT OF ASSESSMENT PROGRAMS.**

l. **PARTICIPATION IN FACULTY DEVELOPMENT WORKSHOPS.**

m. **ASSISTING WITH THEATRE DEPARTMENT FUNDRAISING EVENTS.**

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation **OR MEMBERSHIP** in professional organizations **INLCUDING BUT NOT LIMITED TO: AEA, SAG, AFTRA, SDC, IATSE, USA, TCG, ATHE.**

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for Natural Sciences at the College of Natural Science and Mathematics.

EFFECTIVE: Fall 2010
Upon Chancellor's approval.

RATIONALE: The committee assessed the Natural Sciences unit criteria submitted for review by CNSM. With some minor revisions, the unit criteria were found to be consistent with UAF guidelines.

5 May 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5/13/10
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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September 7, 2004 (with modifications by faculty on 10-02-09)

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: ANNUAL REVIEW, PRE-AND POST-TENURE, PROMOTION, TENURE REVIEW

AND

NATURAL SCIENCES UNIT CRITERIA

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING NATURAL SCIENCE FACULTY IN CNSM. ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CNSM FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THE CNSM MATHEMATICAL, STATISTICS AND COMPUTER SCIENCE DISCIPLINES CRITERIA ARE SUBMITTED AS A SEPARATE DOCUMENT.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment.

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

B. Academic Titles.

Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline.

C. Process for Appointment of Faculty with Academic Rank.

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

D. Process for Appointment of Faculty with Special Academic Rank.

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

E. Following the selection process.

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

F. Letter of Appointment.

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

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

CHAPTER III.

Periodic Evaluation of Faculty

IT IS EXPECTED THAT THE CRITERIA FOR ASSISTANT PROFESSOR ARE TO BE MET FOR THE FOURTH YEAR COMPREHENSIVE REVIEW. FOR PROMOTION TO AND TENURE AS ASSOCIATE PROFESSOR, AN ASSISTANT PROFESSOR HAS TO MEET THE CRITERIA AT THE ASSOCIATE LEVEL. FOR PROMOTION TO FULL PROFESSOR AN ASSOCIATE PROFESSOR HAS TO MEET THE CRITERIA FOR FULL PROFESSOR. CRITERIA FOR ASSOCIATE AND FULL PROFESSOR INCLUDE AN ASSUMPTION THAT CRITERIA AT THE PREVIOUS LEVEL(S) CONTINUE TO BE MET. LISTED EXAMPLES ARE NOT MEANT TO IMPLY THAT ALL OF THOSE PROVIDED ARE EQUALLY MERITORIOUS.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV **AND NATURAL SCIENCES UNIT CRITERIA, STANDARDS, AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. **TRIPARTITE FACULTY APPLYING FOR TENURE AND/OR PROMOTION ARE STRONGLY ENCOURAGED TO GIVE A SEMINAR ON THEIR RESEARCH TO THEIR PEERS BEFORE THE PEER-UNIT COMMITTEE MEETS IN THAT YEAR TO AID IN THESE CONSIDERATIONS.**

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

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility. The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. **WHEN EVALUATING THE QUALITY OF THE TEACHING, CONSIDERATION SHOULD BE GIVEN TO THE NATURE OF THE COURSE (E.G., CORE, NUMBER OF STUDENTS, WRITING INTENSIVE, STUDENT DEMOGRAPHICS, ETC.).** Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR**:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

2. **Components of Evaluation**

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

SPECIFIC SCIENCES CRITERIA FOR TEACHING PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY AND CURRENT TEACHING PROGRAM IN THE DEPARTMENT. IAS SCORES SHOULD SHOW THAT THE MAJORITY OF STUDENTS RATE COURSES FAVORABLY (≥3.0 AS A BENCHMARK), AND, IF NOT, THERE SHOULD BE A DEFINITE UPWARD TREND SHOWING IMPROVEMENT IN IAS SCORES OVER TIME. COURSE MATERIALS SUCH AS SYLLABI, EXAMS, PROJECTS AND HOMEWORK SHOULD REFLECT THE COURSE DESCRIPTION AND BE CONTEMPORARY. THE FACULTY SHOULD PROVIDE EVIDENCE FOR ACTIVE SUPPORT OF STUDENT RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL.**

- **ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE TEACHING MATERIAL IS CONTEMPORARY AND RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE - BUT IS NOT LIMITED TO - COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, VERSATILITY IN INSTRUCTIONAL ASSIGNMENTS, EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS, OR HIGH QUALITY IAS OR OTHER TEACHING EVALUATIONS (E.G. PEER-EVALUATION). THE**

RECORD MUST ALSO SHOW ACTIVE AND SUCCESSFUL MENTORSHIP IN RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL. SUCH MENTORSHIP CAN INCLUDE MEMBERSHIP ON GRADUATE ADVISORY COMMITTEES.

- **<u>PROFESSOR</u>: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE MAJOR IMPROVEMENTS IN COURSE AND CURRICULUM OFFERINGS, SECURING FUNDS TO ENHANCE INSTRUCTIONAL AND/OR LABORATORY SETTINGS, LEADERSHIP IN DEPARTMENTAL LEVEL CURRICULUM CORE REVISIONS, STUDENT LEARNING OUTCOME ASSESSMENTS, STUDENT ADVISING, AND MENTORING OF GRADUATE STUDENTS TO THE COMPLETION OF THEIR DEGREE. THE FACULTY MUST SHOW A CONSISTENT RECORD OF HIGH QUALITY TEACHING.**

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum,

b. They must be evaluated by appropriate peers,

c. They must be evaluated by peers external to this institution so as to allow an objective judgment,

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performance in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges;

f. **INVITATION TO EDIT OR REFEREE ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS CAN BE TAKEN AS EVIDENCE OF OBTAINING STATURE FROM COLLEAGUES**

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g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs, and systems for the processing of data,

genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CRITERIA FOR SCIENCE RESEARCH PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION, NORMALLY A SUB-DISCIPLINE OF THE NATURAL SCIENCES (WITH THE OPTION OF RESEARCH IN SCIENCE EDUCATION). THIS SHOULD INCLUDE SEVERAL OF THE FOLLOWING:**
  - **RECRUITING GRADUATE AND/OR UNDERGRADUATE RESEARCH STUDENTS**
  - **PEER-REVIEWED PUBLICATIONS FROM RESEARCH PERFORMED AT LEAST IN PART DURING THEIR CURRENT APPOINTMENT**
  - **PROPOSALS THAT WERE EITHER FUNDED OR RECEIVED FAVORABLE REVIEWS.**
  - **ACQUIRING DATA THAT PROMISES TO RESULT IN PUBLICATIONS**
  - **ESTABLISHING A PROFESSIONAL REPUTATION THAT DEMONSTRATES VISIBILITY IN THE SCIENTIFIC COMMUNITY**
  - **PRESENTATIONS SUCH AS TALKS OR POSTER PRESENTATIONS AT SCIENTIFIC MEETINGS**

- **ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT TRANSLATE INTO PROJECTS THAT INVOLVE BOTH GRADUATE AND UNDERGRADUATE STUDENTS. EXAMPLES FOR SUCH A SUCCESSFUL RESEARCH PROGRAM MAY INCLUDE:**
  - **PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS DEMONSTRATING SIGNFICANT SCIENTIFIC CONTRIBUTIONS AS MEASURED BY STANDARD INDICES (E.G. PUBLICATION RATE, CITATION RATES, JOURNAL IMPACT FACTOR). IT IS IMPORTANT FOR THE FACULTY MEMBER TO CLEARLY DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS IN THE NARRATIVE.**
  - **PUBLICATION OF DISCIPLINE-RELEVANT DATA AND METADATA, CONTRIBUTION TO CYBER STRUCTURE, OR CONTRIBUTING TO PUBLICLY AVAILABLE COMPUTER MODELS**

- **PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS**
- **LEADERSHIP IN PREPARATION AND SUBMISSION OF RESEARCH PROPOSALS**
- **ACQUISITION OF EXTERNAL RESEARCH FUNDING**
- **HAVING DEMONSTRATED SUCCESSFUL MENTORING OF GRADUATE STUDENTS IN THE FACULTY'S FIELD OF EXPERTISE WHICH CAN BE DEMONSTRATED FOR INSTANCE BY GRADUATING THE STUDENT, STUDENT PRESENTATIONS AND PUBLICATIONS, STUDENT AWARDS OR GRANT SUCCESS, PROFESSIONAL PLACEMENT OF STUDENTS AFTER GRADUATION.**

- **<u>PROFESSOR</u>: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT QUALITY AND QUANTITY OF PUBLICATIONS TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM. THERE SHOULD BE A RECORD OF STUDENT INVOLVEMENT INCLUDING SUCCESSFUL MENTORING OF GRADUATE STUDENTS. IT IS EXPECTED THAT THE FACULTY MEMBER SHOULD HAVE ATTAINED AN INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS AND BY CITATIONS OF PUBLICATIONS OR DOCUMENTED OPINIONS OF OTHER SCIENTISTS IN THE FIELD). EVIDENCE OF QUALITY PUBLICATIONS MAY INCLUDE DATA CONCERNING:**
  - **THE NUMBER OF CITATIONS EACH PAPER RECEIVED**
  - **THE QUALITY OF THE JOURNALS SUCH AS THEIR "IMPACT FACTOR"**
  - **EXTERNAL REVIEWS STATING THE PAPERS MADE MAJOR CONTRIBUTIONS**
  - **INVITED TALKS AND BOOK CHAPTERS**
  - **PROFESSIONAL AWARDS**

AS A POINT OF CLARIFICATION, THERE IS NO EXPECTATION FOR FACULTY AT ANY RANK TO AMASS PUBLICATIONS AS EITHER FIRST OR SOLE AUTHOR. IT IS COMMON FOR MANY DISCIPLINES TO HAVE THE PRIMARY AUTHOR LISTED LAST (OFTEN AS CORRESPONDING AUTHOR), AND IT IS CONSIDERED FAVORABLE FOR STUDENTS TO BE INCLUDED AS COAUTHORS OR FIRST AUTHORS. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR ROLE AND CREATIVE CONTRIBUTIONS IN MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE ROLE ALSO APPLIES TO COLLABORATIVE PROPOSALS.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service".

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults and/or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations**.**

f. Consulting**.**

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs **CONTRIBUTIONS INCLUDING INTERVIEWS**, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activities include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accrediting reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring **INCLUDING SERVING AS NEW FACULTY MENTORS.**

j. Prizes and awards for excellence in university service.

k. SERVING ON COMMITTEES THAT REPRESENT THE UNIVERSITY AT OTHER PROFESSIONAL INSTITUTIONS.

3. **PROFESSIONAL SERVICE**

a. Editing or refereeing articles or proposals for professional journals or organizations (**IF NOT COUNTED AS RESEARCH; SEE C.2.F.**).

b. Active participation in professional organizations;

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings**.**

f. Service on a national or international review panel or committee.

G. SERVING AS A MENTOR/ADVISOR, COMMITTEE MEMBER OR EXTERNAL EXAMINER FOR STUDENTS AT OTHER INSTITUTIONS.

4. Evaluation of Service

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

MEASURES OF EFFECTIVENESS OF SERVICE PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

- **ACCOMPLISHMENTS OF THE EFFORT OF ORGANIZATION TO WHICH SERVICE WAS PROVIDED.**
- **OFFICIAL RECOGNITION OF QUALITY OF SERVICE (E.G., AWARDS, LETTERS OF RECOMMENDATION).**
- **OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.**

SPECIFIC CRITERIA FOR SERVICE PERFORMANCE:

- **ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA.**
- **ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTION TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE**

PUBLIC, AND/OR EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.

- **<u>PROFESSOR:</u> EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS MANDATORY. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS ARE EXPECTED, INCLUDING SERVICE TO THE GENERAL PUBLIC AND/OR ALASKAN TEACHERS.**

<u>E. CRITERIA FOR CURATION AS A SERVICE COMPONENT WHEN</u>

<u>RELEVANT.</u>

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY AT CNSM, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH, AND SERVICE.

1. **CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:**

    A. **MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);**

    B. **INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;**

    C. **FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;**

    D. **MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);**

E. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

F. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;

G. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;

H. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;

I. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS AND INTERNATIONAL TREATIES AND AGREEMENTS THAT PERTAIN TO THE COLLECTION.

2. <u>SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:</u>

<u>ASSISTANT PROFESSOR AND CURATOR</u>

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

A. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

B. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

1. CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

2. CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR

EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

3. **CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.**

4. **CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.**

C. **CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF A SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE AND COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.**

D. **CURATORS WILL ACTIVELY SUBMIT GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.**

<u>ASSOCIATE PROFESSOR AND CURATOR</u>

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC, AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH MUST BE EVIDENT.

<u>PROFESSOR AND CURATOR</u>

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES

AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. HE OR SHE MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

3. EVALUATION OF CURATION

A COMMITTEE COMPOSED OF THE TENURED CURATORS AT THE MUSEUM WILL PROVIDE AN EVALUATION TO THE UNIT PEER COMMITTEE. IN CASE THERE IS JUST ONE OR NO TENURED CURATORS, IT IS IMPERATIVE THAT TWO OF THE EXTERNAL REVIEWERS BE CURATORS. IN FORMULATING CRITERIA, STANDARDS, AND INDICES FOR EVALUATION, PROMOTION, AND TENURE, THE MUSEUM SHOULD INCLUDE EXAMPLES OF CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

OUTSTANDING SENATOR OF THE YEAR AWARD FOR JENNIFER REYNOLDS

WHEREAS, Jennifer Reynolds has served the university in the UAF Faculty Senate for six years; and

WHEREAS, Jennifer Reynolds served as a valuable member of the Graduate Academic Advisory Committee during the 2003-04 and 2004-05 academic years, and the Faculty Affairs Committee during the 2007-08 through 2009-10 academic years; and

WHEREAS, Jennifer Reynolds has provided leadership as Chair of the Faculty Affairs Committee during academic year 2009-10; and

WHEREAS, Jennifer Reynolds worked tirelessly to change the Faculty Senate bylaws to ensure all faculty and units are fairly represented in the Faculty Senate; and

WHEREAS, Jennifer Reynolds was instrumental in the careful assessment and evaluation of electronic faculty activity reporting; and

WHEREAS, Jennifer Reynolds has provided thoughtful, well-researched analysis on many issues important to faculty, including promotion and tenure issues; now

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Jennifer Reynolds as Outstanding Senator of the Year for Academic Year 2009-2010.

OUTSTANDING SENATOR OF THE YEAR AWARD FOR ANNE CHRISTIE

WHEREAS, Anne Christie has served the university in the UAF Faculty Senate for the past three years; and

WHEREAS, Anne Christie has served as a valuable member of the Faculty Affairs Committee during the 2008-09 and 2009-10 academic years; and

WHEREAS, Anne Christie worked tirelessly to change the Faculty Senate bylaws to ensure all faculty and units are fairly represented in the Faculty Senate; and

WHEREAS, Anne Christie performed extensive research to determine the use of non-regular faculty in teaching across UAF; and

WHEREAS, Anne Christie has provided clear and intelligent input on many issues important to faculty, including promotion and tenure issues;

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Anne Christie as Outstanding Senator of the Year for Academic Year 2009-2010.

The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The UAF Faculty Senate moves to adopt the following calendar for its 2010-2011 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled well in advance to allow for reservations at the Wood Center and to facilitate planning for Faculty Senate members.

Meeting #:	Date	Day	Time	Type
168	9-13-2010	Monday	1:00 PM	Video/Audio Conference
169	10-11-2010*	Monday	1:00 PM	Face to Face*
170	11-08-2010	Monday	1:00 PM	Audio Conference
171	12-06-2010	Monday	1:00 PM	Audio Conference
172	2-07-2011	Monday	1:00 PM	Face to Face
173	3-07-2011	Monday	1:00 PM	Video/Audio Conference
174	4-04-2011	Monday	1:00 PM	Audio Conference
175	5-02-2011	Monday	1:00 PM	Face to Face

*Proposed date for possible Chancellor's reception in the evening. Allows rural faculty to plan ahead to attend. Also, the CSW Women Faculty Luncheon occurs the following day.

5 May 2010

President, UAF Faculty Senate / Date

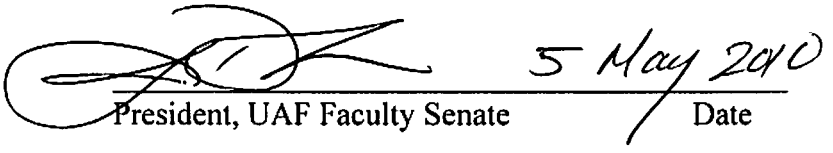
The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The UAF Faculty Senate moves to endorse the 2010-2011 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.



5 May 2010

President, UAF Faculty Senate Date

2010-11 Faculty Senate Committees

STANDING COMMITTEES

Curricular Affairs
- Anthony Arendt, GI (12)
- Jungho Baek, SOM (12)
- Carrie Baker, CLA (12)
- Christa Bartlett, CRCD/TVC (11)
- Sarah Fowell, CNSM (11)
- Brian Himelbloom, SFOS (12)
- Falk Huettmann, CNSM (11) - *Sabbatical*
- Debra Moses, CRCD/TVC (11)
- *Subbing for Sarah Fowell:*
- Rainer Newberry, CNSM (12) – Convener
- David Valentine, SNRAS (12)

Faculty Affairs
- Jane Allen, CRCD/KUC (11)
- Andy Anger, CRCD/TVC (11)
- Mike Davis, CRCD (12)
- Lily Dong, SOM (11)
- Roger Hansen, GI (11)
- Kenan Hazirbaba, CEM (12)
- Cecile Lardon, CLA (11)
- Morris Palter, CLA (11)
- Andrew Metzger, CEM (12)
- Jennifer Reynolds, SFOS (11) – Convener

Unit Criteria
- Perry Barboza, CNSM (12)
- Heidi Brocious, CLA (11)
- Karen Jensen, CLA (12)
- Debra Jones, CES (12)
- Ute Kaden, SoEd (11) – Convener
- Julie McIntyre, CNSM (11)
- Tim Wilson, CLA (11)

PERMANENT COMMITTEES

Committee on the Status of Women
- Melanie Arthur, CLA (12)
- Stefanie Ickert-Bond, IAB (12)
- Jessica Larsen, GI (11)
- Jenny Liu, CEM (11)
- Janet McClellan, CLA (11)
- Shawn Russell, CRCD (12)
- Derek Sikes, CNSM (11)
- Diane Wagner, CNSM (11)
- Jane Weber, CRCD (12) – Chair/Convener

Core Review
- CLA:
- Christine Coffman, English (12)
- David Henry, Humanities (12)
- Chanda Meek, Social Sciences (12)
- Jean Richey, Communication (12)
- Diane Ruess, Library (11)

Core Review - Continued
- Siri Tuttle, At-Large CLA (11)
- CNSM:
- Latrice Bowman, Math (12) – Convener
- Rainer Newberry, Science (12)

Student Academic Development & Achievement Committee – *To be further updated*
- Colleen Angaiak, Rural Student Services
- Jane Allen/Nancy Ayagarak, KUC Campus
- John Creed, Chukchi Campus
- Dana Greci, CRCD/DevEd
- Linda Hapsmith, Academic Advising Center
- Cindy Hardy, CRCD/DevEd – Convener
- Joe Hickman, Student Support Services Program
- Joe Mason, Northwest Campus
- Margaret Short, Math/CNSM (11)
- Sandra Wildfeuer, CRCD/IAC

Faculty Appeals & Oversight Committee – *To be further updated*
- Carol Barnhardt, SoEd (11)
- Roxie Dinstel, CES (11)
- Maureen Hogan, SoEd (11) – Convener
- Leonard Kamerling, CLA (11)
- David Mollett, CLA (12)
- Christa Mulder, CNSM (11)
- Charlie Sparks, SOM (11)

Faculty Development, Assessment & Improvement
- Melanie Arthur, CLA (11)
- Julie L. Joly, SNRAS (11)
- Marianne Kerr, CES (11)
- Diane McEachern, CRCD/KUC (11)
- Joy Morrison, Faculty Development Office
- Alexandra Oliveira, SFOS (11)
- Larry Roberts, CLA (11) – Convener

Graduate Academic & Advisory Committee
- Ken Abramowicz, SOM (12) – Co-convener
- Donie Bret-Harte, CNSM (11)
- Larissa-Ariane Dehn, SFOS (12)
- Regine Hock, CNSM (11)
- Orion Lawlor, CNSM (11) – Co-convener
- Anupma Prakash, CNSM (11) – *Fall sabbatical*
- Sue Renes, SoEd (12)
- Amber Flora Thomas, CLA (11)
- Xiong Zhang, CEM (11)

Advisory Research Committee (Ad hoc)
- Roger Hansen, GI (11) – Convener
- Kris Hundertmark, IAB
- Orion Lawlor, CNSM (11)
- Sarah Mincks, IMS
- Peter Webley, GI, ARSC
- Tom Weingartner, SFOS
- Mike West, GI

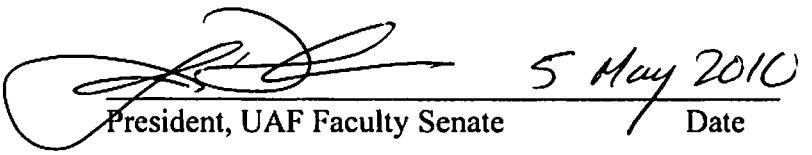
The following was passed at the May 3, 2010, Faculty Senate Meeting #167:

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2010. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 3, 2010

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.



President, UAF Faculty Senate Date

ORIGINAL

The following was passed at the April 5, 2010, Faculty Senate Meeting #166:

MOTION

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection B.4 (page 13). This amendment changes the way split appointments are handled in reapportionment calculations for representation on the Faculty Senate.

EFFECTIVE: Fall 2010

RATIONALE: This amendment would drop the use of split appointments to adjust faculty counts for individual units in reapportionment calculations. The change would help to make the reapportionment procedure much less labor-intensive, with minor effect on the outcome.

At present, the Geophysical Institute (GI), the International Arctic Research Center (IARC), and the Institute of Arctic Biology (IAB) are now represented in a Research Institutes "conglomerate group."

In reapportionment calculations using 2008-2009 data, under the current Faculty Senate Bylaws, the GI and IARC would each qualify for separate representation regardless of whether split appointments are taken into account. IAB would qualify for the minimum representation by 2 senators and the representation of CNSM would decrease from 6 to 4 senators. In addition, a new "conglomerate group" emerges, composed of INE, UAA CHSW/SON, ARSC, OFC, and the Museum. This new group would be represented by the minimum 2 senators, increasing the size of the Senate by 2 members.

In contrast, with this amendment that drops consideration of split appointments, IAB would have only 2 faculty with primary appointments in IAB in 2008-09 (and none in 2009-10). Of the 38 qualifying IAB faculty in 2008-09, 35 had appointments split with CNSM, 1 had an appointment split with SNRAS, and 2 had 50-67% research faculty appointments in IAB without an academic appointment elsewhere. IAB would not qualify for separate representation, CNSM would retain its 6 senators, and the new "conglomerate group" would not form, as it depends on the existence of split appointments.

The amendment specifies that in the case of evenly split appointments, for apportionment purposes the faculty member is to be counted in the tenure-granting unit. This is in accord with the concept that faculty should be represented in the unit of the primary appointment, as the rank of faculty with this type of split appointment is set by the tenure-granting unit and thus it may be seen as the primary unit. This is also in accord with a separate proposed amendment to section C.2, stating that faculty with evenly split appointments will vote in the tenure-granting unit.

NOTE: The difference between *Version 1* and *Version 2* is relevant to tenure-track faculty with split appointments in which the fraction of the appointment in a research unit is greater than 50%. In 2008-09, seven faculty with split appointments in CNSM and IAB had 62-75% of their appointments in IAB. Seven others had split appointments with 25% in an academic unit and 75% in the Museum. Thirteen had split appointments with 25% in an academic unit and 75% in GI.

Under *Version 1*, the reapportionment procedure adheres more closely to the actual division of effort by the faculty member for the year in which reapportionment takes place. The primary unit

is considered to be that in which the faculty member has the greatest fraction of his/her appointment, regardless of whether it is in an academic or research unit. IAB still would not qualify for separate representation, but in this version the faculty with > 50% appointment in IAB would be counted in IAB rather than in an academic unit, and would vote with whatever unit IAB decided to affiliate with (i.e., GI, IARC, CNSM, etc.). Note that this procedure would require details of appointments for all faculty with split appointments. This would require less effort than the current procedure, in which details are required for all UAF faculty, but more effort than Version 2.

Under *Version 2*, these faculty would be counted in the tenure-granting unit, even though the majority of their appointment in any given year may be in a research institute. The justification for this is twofold. First, the appointment may change from year to year, and the information on each faculty member's appointment is not readily available; thus it is desirable to avoid using these details for reapportionment. Second, an appointment in a tenure-granting unit may be considered the primary appointment on the grounds that it determines the faculty member's rank.

5 April 2010

President, UAF Faculty Senate Date

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CAPS = Addition
[[ ]] = Deletion

VERSION 1

3 ||4.|| **FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE UNIT OF PRIMARY APPOINTMENT OR, IN THE CASE OF EVENLY SPLIT APPOINTMENT, IN THE TENURE-GRANTING UNIT.** ||Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.||

VERSION 2

3 ||4.|| **TENURE-TRACK FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE TENURE-GRANTING UNIT. RESEARCH FACULTY AND OTHER QUALIFYING FACULTY WITH SPLIT APPOINTMENTS WILL BE COUNTED ONLY IN THE UNIT OF PRIMARY APPOINTMENT.** ||Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.||

ORIGINAL

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, existing subsection B.8 (page 14). This amendment addresses the frequency of reapportionment for the purpose of Faculty Senate representation.

EFFECTIVE: Fall 2010

RATIONALE: The current bylaws require reapportionment "for the elections held in even numbered years or upon two-thirds vote of the Senate." Reapportionment every two years is deemed excessive because the distribution of faculty among units at UAF does not change significantly over two-year time periods. In practice, reapportionment seems to have been conducted at 5-10 year intervals. This motion will change the Bylaws to specify a 7-year interval, and will synchronize the reapportionment process with UAF accreditation reviews in order to make use of the data on faculty distribution that is compiled for that purpose by the Provost's Office. The alternate provision for reapportionment upon a 2/3 vote of the Senate is retained.

5 April 2010

President, UAF Faculty Senate Date

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CAPS and **Bolded** - Addition
[[ ]] – Deletion

6 [[8]]. Re-apportionment will be done **IN THE YEAR OF ACCREDITATION REVIEW OF UAF, EXPECTED TO BE EVERY SEVEN YEARS,** [[for the elections held in even numbered years]] or upon two-thirds vote of the Senate.

ORIGINAL

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection C.1 (page 14). This amendment addresses the procedure for election of representatives from research institutes to the Faculty Senate.

EFFECTIVE: Fall 2010

RATIONALE: The current Bylaws are written with the assumption that the research institutes will not qualify for separate representation on the Faculty Senate. Instead, they are grouped into a "conglomerate group." The Bylaws specify that elections for Faculty Senate representatives for the research institutes are to be held by the Senate office. This provision is reasonable because there is no central organization or administrative office for such a collection of research institutes. However, several research institutes are now large enough for separate representation on the Faculty Senate. Each of them has the same organizational ability to run internal elections as the academic units have. This amendment removes the assumption that research institutes will not have separate representation, and specifies that all individual units represented on the Faculty Senate, i.e., research institutes as well as schools and colleges, are responsible for their own elections and election procedures. The Senate office will continue to have responsibility for elections by any "conglomerate groups."

5 April 2010

President, UAF Faculty Senate Date

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CAPS and **Bolded**= Addition
[[ ]] = Deletion

C. Election Procedure

1. Election shall be **CONDUCTED** by the **REPRESENTED** [[academic]] units, or **BY** the Senate office for **ANY CONGLOMERATE GROUPS,** [[the research institutes]] to provide representatives to the Senate according to Article III of the Senate Constitution. Elections and election procedures are the responsibility of the units, subject to the following:

...

ORIGINAL

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection C.2 (page 14). In reference to election of representatives to the Faculty Senate, this amendment addresses the voting procedure for faculty with split appointments (in multiple units).

EFFECTIVE: Fall 2010

RATIONALE: For the purpose of faculty representation on the UAF Faculty Senate, this change brings the election procedure into alignment with the procedure for reapportionment. In reapportionment, faculty with split appointments will be counted in a single unit. This motion changes the election procedure so that faculty vote in that same unit.

NOTE: Selection of *Version 1* or *Version 2* should match the selection for section B.4 (now B.3) in a separate motion.

5 April 2010

President, UAF Faculty Senate Date

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CAPS and **Bolded**= Addition
[[ ]] = Deletion

VERSION 1:

C. Election Procedure

...

2. A faculty member may vote for Senate representatives in only one unit. That unit must be the unit of primary appointment or, in the case of evenly split appointment, the **TENURE-GRANTING UNIT** [[unit of the faculty member's choice]].

VERSION 2:

C. Election Procedure

...

2. A faculty member may vote for Senate representatives in only one unit. **FOR TENURE-TRACK FACULTY, THAT UNIT MUST BE THE TENURE-GRANTING UNIT. RESEARCH FACULTY AND OTHER QUALIFYING FACULTY MUST VOTE IN THE UNIT OF PRIMARY APPOINTMENT.** [[That unit must be the unit of primary appointment or, in the case of evenly split appointment, the unit of the faculty member's choice]].

ORIGINAL

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to reaffirm the Alaska Native Language Center (ANLC) and Alaska Native Language Program (ANLP) Unit Criteria.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Alaska Native Language Center (ANLC) and Alaska Native Language Program (ANLP). Revisions were agreed upon by the department representative and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

5 April 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4/6/10
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UNIVERSITY OF ALASKA FAIRBANKS

REGULATIONS FOR THE

APPOINTMENT AND EVALUATION OF FACULTY

ALASKA NATIVE LANGUAGE CENTER (ANLC) AND ALASKA NATIVE LANGUAGE PROGRAM (ANLP) UNIT CRITERIA
STANDARDS AND INDICES

This adaptation of the UAF and Board of Regents criteria for promotion and tenure is specifically designed for evaluation of Alaska Native Languages faculty and should also be used

for annual evaluations. Items in boldface caps are added because of their relevance to ANLC and ANLP faculty and are additions and clarifications to the existing regulations.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

D. Process for Appointment of Faculty with Special Academic Rank
Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they

become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV **AND ALASKA NATIVE LANGUAGE CENTER/PROGRAM UNIT CRITERIA, STANDARDS AND INDICES,** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of

instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. **INSTRUCTORS OF ALASKA NATIVE LANGUAGES OFTEN DEAL WITH STUDENTS IN SMALLER GROUPS. BECAUSE OF THE DEMOGRAPHY OF ALASKA NATIVES AND THE ENDANGERED STATUS OF ALL ALASKA NATIVE LANGUAGES, INDIVIDUAL STUDY CLASSES ARE OFTEN THE ONLY MEANS OF PROVIDING CRUCIAL INSTRUCTION TO MEMBERS OF SMALL NATIVE GROUPS WHO HAVE THE POTENTIAL TO BECOME LINGUISTS AND LANGUAGE SPECIALISTS.**

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching.

   h. DESIGN THEIR OWN CLASSROOM MATERIALS TO A MUCH GREATER EXTENT THAN IN MOST OTHER DISCIPLINES, SINCE PUBLISHED INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES ARE LIMITED.

2. **Components of Evaluation**

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. **THE MISSION OF ANLC PROVIDES FOR THE PRODUCTION AND DISTRIBUTION OF NATIVE LANGUAGE PUBLICATIONS TO THE PEOPLE OF ALASKA AND NATIVE GROUPS IN PARTICULAR. THE ALASKA NATIVE LANGUAGE CENTER'S PUBLICATION PROGRAM IS AN EFFECTIVE MEANS OF ACCOMPLISHING THIS GOAL AND IS VIEWED AS A REPUTABLE PRESS IN THE FIELD OF NATIVE AMERICAN LINGUISTICS. ANLC IS FOREMOST IN PUBLISHING IN ATHABASCAN WORLDWIDE AND FOREMOST IN ESKIMO-ALEUT PUBLISHING IN NORTH AMERICA. MANUSCRIPTS TO BE PUBLISHED ARE REVIEWED BY APPROPRIATE SPECIALISTS OUTSIDE THE INSTITUTION WHEREVER POSSIBLE.**

PUBLICATIONS INTENDED FOR THE PUBLIC AND ESPECIALLY THE NATIVE COMMUNITY OFTEN TAKE A DIFFERENT FORM FROM OTHER SCHOLARLY RESEARCH. THESE MATERIALS ARE EVALUATED BY THEIR INTENDED USERS IN LANGUAGE COMMUNITIES AND BY OTHER LINGUISTS AND LANGUAGE SPECIALISTS WHO PRODUCE SIMILAR MATERIALS. ANLC FACULTY ARE EXPECTED TO PRODUCE BOTH SCHOLARLY AND APPLIED PUBLICATIONS.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

m. **GRAMMARS, DICTIONARIES, TEXTS, AND INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES.**

n. **OTHER MEANS OF DISSEMINATING INFORMATION ABOUT ALASKA NATIVE LANGUAGES, SUCH AS MAPS, CD'S, AUDIO TAPES, VIDEO TAPES, AND WEB PAGES.**

o. **THE DESIGN OF TEMPLATES FOR DICTIONARIES, GRAMMARS, TEXT COLLECTIONS, AND TEACHING MATERIALS APPLICABLE TO CLOSELY RELATED LANGUAGES.**

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service." **BECAUSE OF ITS STATEWIDE MISSION, ANLC IS STRONGLY COMMITTED TO PUBLIC SERVICE TO ALASKA NATIVE COMMUNITIES.**

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. **TEACHING IN NOT-FOR-CREDIT SITUATIONS.**

m. **PARTNERSHIPS WITH NATIVE ORGANIZATIONS AND LANGUAGE PROGRAM SUPPORT, INCLUDING MATERIALS PRODUCTION AND TEACHER EDUCATION. EVIDENCE OF SUCH SERVICE INCLUDES ACTIVITIES IN SUPPORT OF COMMUNITY LANGUAGE GOALS, SUCH AS WORKSHOPS AND NOT-FOR-CREDIT COURSES, NATIVE LANGUAGE TEACHER EDUCATION, AND MATERIALS RESULTING FROM THESE ACTIVITIES.**

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

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

WITHIN ANLC, EXCELLENCE IN SERVICE IS DEMONSTRATED BY

a. **SUSTAINED ENGAGEMENT AND COLLABORATION WITH LANGUAGE COMMUNITIES THAT RESULT IN LOCAL LEADERSHIP OR RESEARCH IN LANGUAGE EFFORTS,**

b. **PARTICIPANT EVALUATIONS OF WORKSHOPS OR OTHER ACTIVITIES,**

c. **MATERIALS CREATED SPECIFICALLY FOR A WORKSHOP,**

d. **SUCCESSFUL OUTCOMES OF MENTORING.**

E. Unit Criteria, Standards and Indices

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

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

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed and approved by the cognizant dean who will

forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

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

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is **NOT** optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

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

1. Process of Evaluation

There will be annual evaluations of all untenured faculty members holding academic rank. Each faculty member shall submit a professional activities report to the campus director or college/school dean according to a schedule announced by the provost. The annual professional activities report will be accompanied by a current curriculum vita.

The evaluations performed by the campus director or college/school dean shall include explicit statements on progress toward meeting criteria for tenure and promotion in their written evaluations. The dean's/director's evaluation shall reference the faculty member's workload agreement in commenting on progress. The director or dean shall provide a copy of a written evaluation to the faculty member.

In the case of a faculty member having a joint appointment, the dean will coordinate the review and recommendation with the director as appropriate.

G. Periodic Evaluation of Tenured Faculty Members

1. Frequency of Evaluation

a) All tenured faculty at UAF shall be evaluated once every three years according to a schedule and process announced by the provost.

b) For tenured faculty with joint appointments, the cognizant dean will arrange a review that assures that all appropriate administrators provide a written evaluation of the faculty member. The dean will inform the faculty member of these arrangements.

2. Annual Activities Report

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

H. Evaluation of Faculty with Special Academic Rank

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

1. Process of Evaluation

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

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

ORIGINAL

The following was passed at the April 5, 2010, Faculty Senate Meeting #166:

MOTION

The UAF Faculty Senate moves to approve an Associates of Applied Science in Drafting Technology.

EFFECTIVE: Fall 2010

RATIONALE: See the program proposal #37-UNP on file in the Governance Office, 314 Signers' Hall.

5 April 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4/6/10
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Brief statement of the proposed program, its objectives and career opportunities.

The proposed Associate of Applied Science in Drafting Technology consists of courses that prepare a student for employment in the construction industry as engineering, architectural, or design draftspersons. The existing Certificate in Drafting Technology offers students a basic understanding of computer aided drafting, but little to no knowledge of what they will be asked to draw. The proposed AAS addresses the deficiency by utilizing existing Construction Management courses, and two new course offerings, to familiarize students with the different design disciplines and trades inherent in the construction industry. Students will graduate having the industry vocabulary and knowledge required to meet the skills of employees that architectural, engineering, and construction firms are demanding.

The goals of this A.A.S. program are to:

- Provide a well-rounded exposure of construction technology to students in order that they can effectively communicate with architects, engineers, and contractors.
- Provide focused education and skill development in drafting in order that students enter the workforce with a readily marketable skill.
- Meet the local demands for draftspersons that possess a basic knowledge of construction, accurate and efficient drafting skills, and the flexibility to utilize evolving drafting and design technologies.

Proposed Catalog Layout:

Drafting Technology: Associate of Applied Science

College of Rural and Community Development
Tanana Valley Campus
(907) 455-2845
www.tvc.uaf.edu/programs/drafting/

Minimum credits for the A.A.S.: 60

The A.A.S. degree in drafting technology combines focused training in computer aided drafting with a well-rounded exposure to the professions, trades, and materials common to construction in Alaska. Courses combine technical CAD training with the vocabulary and knowledge needed to communicate with future employers in the architectural, engineering, and construction fields. Students develop skills in mathematics, drawing and multi-functional CAD techniques. Students are instructed in traditional drawing techniques, computer-aided drafting (CAD), and building information modeling (BIM) technologies; giving them the knowledge and flexibility to work traditionally and with the most recent drafting technologies. Required courses cover many aspects of design and construction, including building materials, codes and civil, mechanical, electrical, and structural technologies. Qualified students have the opportunity to work side-by-side with professionals from the architectural and engineering community in internship situations, gaining valuable on-the-job experience.

Major – A.A.S. Degree

1. Complete the general university requirements
2. Complete the A.A.S. requirements (15 credits)

Communications
ENGL 111X – Introduction to Academic Writing 3
ENGL 213X – Academic Writing about the Social and
Natural Sciences
or ENGL 211X Academic Writing about Literature 3
COMM 131X - Fundamentals of communication: group context

or COMM 141X – Fundamentals of communication : public context 3

Computation

DEVM 105 – Intermediate Algebra
or TTCH 131 – Math for the Trades
or MATH at the 100 level or higher 3

Human Relations

ANTH/SOC 100x – Individual, Society, and Culture
or ABUS 154 – Human Relations
or approved human relations course 3

3. Complete the following major requirements (42 credits)

DRT 101 – Introduction to Drafting 3
DRT 140 – Architectural Drafting 3
DRT 150 – Civil Drafting 3
DRT 170 – Beginning CAD 3
DRT 210 – Intermediate CAD 3
DRT 270 – Advanced CAD 3
DRT 145 – Structural Drafting 3
DRT 155 – Mechanical and Electrical Drafting 3
CM 102 – Means and Methods of Building Construction 3
CM 123 – Codes and Standards 3
CM 142 – Mechanical and Electrical Technology 4
CM 213 – Civil Technology 4
CM 231 – Structural Technology 4

4. Select <u>one</u> of the following electives (3 – 6 credits)

DRT 160 – Drafting Internship 3-6
DRT 121 –Construction Documents and Drawings 3
CM 201 – Construction Project Management 3
ES 101* – Introduction to Engineering 3

5. Required credits 60-63

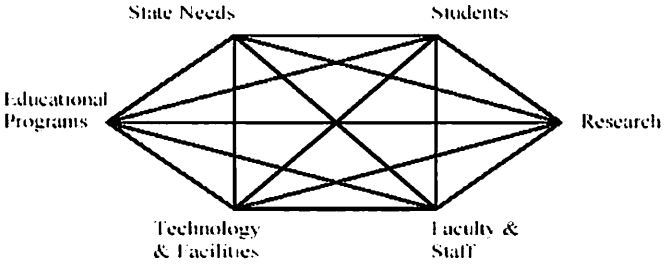
* *This elective requires additional math prerequisites.*

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	FTE .70 ($57,000 + 40% benefits) $55,860	0	0	FTE 1 @ $55,860
Adjunct Faculty (FTE's & dollars)	FTE 1.25 (30 credit hours @ $1,200/credit hours in AY09/10) $36,000	FTE .25 (Adjuncts will teach 6 credits and will be self-supporting through tuition.) $7, 200	0	FTE 1.5/ $43,200
Teaching Assistants (Headcount)	0	0	0	0
Instructional Facilities (in dollars and/or sq. footage)	1,108 sf	0	0	1,108 sf
Office Space (Sq. footage)	161 sf	0	0	161 sf
Lab Space (Sq. Footage)	0	0	0	0
Computer & Networking (in dollars)	$66,000 (22 computers at $3,000 each)	0	0	$66,000
Research/ Instructional/ office Equipment (in dollars)	0	0	0	0
Support Staff (FTE's & dollars)	.1 FTE/$4,950	0	0	.1 FTE/$4,950
Supplies (in dollars)	$20,000 (CAD Software)	0	0	$20,000
Travel (in dollars)	0	0	0	0

University of Alaska Board of Regents
Program Approval Summary Form

MAU: **University of Alaska Fairbanks**
Title: **Associates of Applied Science in Drafting Technology**
Target admission date: **Fall 2010**



How does the program relate to the **Education** mission of the University of Alaska and the MAU?

This program is proposed by the Construction Management and Drafting Technology programs at the Tanana Valley Campus within the College of Rural and Community Development. It has been promoted by the Community Advisory Committee of the Drafting Technology program made up of industry professionals, existing and former students who need additional education before becoming workplace ready and potential employers within the community.

The creation of an Associate of Applied Science program in Construction Management at UAF in 2006 has provided the Drafting Technology program an opportunity to offer much needed additional training to students in the area of construction with a minimal outlay in resources or additional courses. Similar to the Architectural and Engineering Program in Anchorage, the A.A.S. in Drafting Technology would utilize courses taught in Construction Management to bolster the existing Certificate into an A.A.S.

No impact to existing programs across the UA system is expected. The DRT Program in Fairbanks serves a population grounded to the community by work and/or responsibilities. Course offerings are typically in the evenings, allowing students who would otherwise be unable to pursue the degree to do so while meeting other responsibilities.

What **State Needs** met by this program.

According to the Alaska Department of Labor Statistics, there will be a 19.6% increase in drafters employed between 2006 and 2016, exceeding the projected state average employment growth rate of 14%.

The Army Corp of Engineers, a principal source of local construction work, is requiring the use of Building Information Modeling (BIM) on their projects. BIM, a three-dimensional software platform, can be used by designers, contractors, and owners; increasing the need for well-trained drafting technicians that can navigate the software.

What are the **Student** opportunities and outcomes? Enrollment projections?

Feedback from the Drafting Technology Community Advisory Committee, made up of local professionals and potential employers, has consistently supported a program with

greater emphasis on technical training in building technologies in order for students to know how to use the skills in computer aided drafting they learn in the existing Certificate program. The proposed AAS meets this need with little to no additional commitment of resources. Graduating students will leave the program with the vocabulary and knowledge needed to converse with engineers, architects, and contractors- skills needed to seek and retain employment.

The Department of Labor Occupational Outlook Handbook for 2008-2009 clearly states "Opportunities should be best for individuals with at least 2 years of postsecondary training in a drafting program that provides strong technical skills and considerable experience with CADD systems." The report goes on to highlight the increasing need for drafters due to increasing retirement and complexity of drafting software.

The experience of current Drafting Technology Certificate holders strongly reinforces the DOL findings. Most graduates of the program have had difficulty finding or keeping work, primarily because they have little to no knowledge of construction technology. By comparison, those students that have construction experience are more likely to find and keep employment. Unfortunately, those few students are the exception. This proposed AAS will remedy this issue providing students with no construction knowledge with a broad exposure to the construction industry.

Currently, there are 20-25 students in the Drafting Technology program. There are 15 students currently enrolled with the Drafting Technology certificate declared as their primary or secondary major. Of these, 12 list the certificate as their primary program. An additional 5-10 students are enrolled in drafting courses who have not yet declared a major but have expressed intent to pursue the drafting certificate. Preceding semesters have seen enrollment as high as 34 students. Degrees received by Drafting Technology students have seen an upward trend, from no degrees rewarded in 2000 to eighteen in 2008. Given the upward trend in enrollment and graduation, enrollments are expected to be between 25 and 35 students annually.

Describe **Research** opportunities:

Not applicable to this AAS program.

Describe Fiscal Plan for development and implementation:

We do not seek any additional funding in order to develop, implement, or maintain this program. With the exception of two courses, all courses already exist and are taught on a routine basis. The two new proposed courses, Structural Drafting and Mechanical and Electrical Drafting are expected to be taught by adjunct faculty currently working in the industry. The funding for the adjunct faculty will derive from the tuition paid for the course. Administrative support and facilities are all in place and active in supporting the existing Certificate program. If enrollment increases as projected, the program as it now exists has sufficient flexibility to provide the equipment, facilities, and administrative

support with little to no additional costs. Classrooms and equipment currently exist and are used primarily for evening classes 3-4 times weekly. Both could easily be utilized for additional classes with no need for additional space or equipment.

ORIGINAL

The following was passed at the April 5, 2010, Faculty Senate Meeting #166:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Mining Engineering.

EFFECTIVE: Fall 2010 and/or
Upon Chancellor's approval.

RATIONALE: See the program proposal #29-UNP on file in the Governance Office, 314 Signers' Hall.

5 April 2010
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4/6/10
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Objectives and Purpose of the New Minor

The main objective of this new minor is to give non-mining engineering majors some background in mining engineering.

The proposed minor alleviates two major problems:

1. The shortage of skilled labor in the mining industry; and,
2. The availability of significant capacity in many mining engineering courses.

The mining industry worldwide has a severe shortage of trained personnel. The entire United States produces only about 100-120 mining engineers every year. Therefore, the industry often hires non-mining engineers and trains them. We asked mine operators in surveys if they would hire a "non-mining" engineer or geologist if they had a minor in mining engineering. They were strongly supportive of hiring "non-mining"

engineers/geologists that had the proposed minor because it saves them training time. Note that the industry currently hires "non-mining" engineers and geologists; but they play a limited role. In conclusion, the employers indicated that any engineering or geology major that had a minor in mining engineering would be significantly more employable in the industry than without. They, however, indicated that the minor would be very useful to them regardless of the major.

The second aspect of the minor is that it would increase enrollment in junior/senior level MIN courses that are currently under capacity. Most classes are non-lab based and, therefore, it is easy to bump up the enrollment without adding to the costs.

Proposed Minor Requirements:

1. Complete MIN electives at the F300-level or above—15 credits
2. Minimum credits required: 15 credits

Mining engineers are trained on a broad variety of topics since mining engineers are normally responsible for many aspects in a mine, such as mine ventilation, ground control, mine operation, economics, environmental laws and labor management. The minor will allow non-mining engineering majors to pick topics within mining engineering courses that are of interest to them as we will not restrict them to any specific courses. Two examples of course sequences are given below:

Here is a sequence (prerequisites are in parentheses):

MIN 301 (ES 208 & ES 307)
MIN 313
MIN 370 (ES 331)
MIN 407 (CHEM F106X; ENGL F111X; ENGL F211X or ENGL F213)
MIN 409

For engineering majors, the above is exactly 15 credits as they will have met other prerequisites.

Another sequence:

MIN 370 (ES 331)
MIN 407 (CHEM F106X; ENGL F111X; ENGL F211X or ENGL F213)
MIN 408
MIN 409
MIN 443 (MIN 370)
MIN 482

Relationship to the "Purposes of the University"
UAF's Academic Development Plan (2007-2012) states this goal at UAF: "Produce

graduates who are job-ready in areas of high employer demand, and conduct training and research applied to the development, planning, and management activities of the State". The proposed minor in mining engineering feeds directly into that since it produces graduates that will be in high demand in a key industry in this resources state.

Need for the minor

As stated earlier, the mining industry has a severe shortage of skilled labor, especially mining engineers. The industry resorts to hiring non-mining engineers and then training them to fulfill mining engineering roles.

Mine operators around the state such as Usibelli Coal Mine, Barrick Gold etc were surveyed on their acceptability of the proposed minor. Their response was clear: they see the minor as a positive development. All respondents thought that a "non-mining engineer" was a lot more employable with the proposed minor than without.

Projections

The number of undergraduate MIN majors currently stands at 25. We expect 5 students to enroll in the minor. The minor will be a success even if we get one student since it is at no cost.

ORIGINAL

The following was passed at the April 5, 2010, Faculty Senate Meeting #166:

MOTION:

The UAF Faculty Senate moves to amend the UAF *Policies and Regulations for the Appointment and Evaluation of Faculty* by addition of a process for the promotion of non-represented faculty (e-class of FN or FR). The new process will be posted online; and then later incorporated into the printed document upon its upcoming revision.

EFFECTIVE: Immediately

RATIONALE: Because the vast majority of faculty are represented by a bargaining unit, the faculty promotion process is typically governed by the collective bargaining agreements between the University and the two bargaining units. However, promotion is granted by and at the discretion of the University therefore, the University is able to offer the opportunity for promotion to faculty who are not members of a bargaining unit due to an administrative assignment (who are in an e-class of FN or FR, versus F9 or A9). As of July 2009, non-represented faculty promotion is not disallowed by Board of Regents Policy or Regulation, nor by the UAF *Policies and Regulations for the Appointment and Evaluation of Faculty* (the "Blue Book"). However, because it is not expressly addressed in those documents, UAF did not have an established process for non-represented faculty promotion prior to AY09-10.

This promotion process is not intended to apply to executives, even though they may have a faculty title and may carry out some faculty duties. Executives are not eligible to stand for promotion via the faculty process.

There are several factors that should be considered before non-represented faculty are encouraged to stand for promotion:

- As within the represented promotion process, the candidate must demonstrate, via the application file, that the criteria for the proposed rank are met or exceeded, as they are defined in UAF's *Policies and Regulations for the Appointment and Evaluation of Faculty*.
- Non-represented faculty may be reviewed for promotion under this policy if the faculty workload is not less than 49% of their assignment.
- Non-represented faculty will be evaluated strictly on the faculty portion of the workload (teaching, research, and service); the administrative portion of the appointment and its accomplishments will not be considered.
- Non-represented faculty are not entitled to the grievance or appeals processes identified in the collective bargaining agreements. Instead, they are subject only to the ad-hoc appeals process that is described in this document.

5 April 2010

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4/6/10

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

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Non-Represented Faculty Promotion Process

The review schedule for the non-represented faculty promotion process shall be the same as the United Academics review schedule for promotion and tenure. The criteria used in the promotion process for non-represented faculty shall be that described in UAF's *Policies and Regulations for the Appointment and Evaluation of Faculty*. If the faculty portion of a faculty member's workload is within a unit that has approved unit criteria, then the unit criteria will also apply. The promotion process for non-represented faculty shall be that which is described in Chapter IV of UAF's *Regulations for the Appointment and Evaluation of Faculty*, except as amended below:

- All levels of review will be given instructions as to how to evaluate the file. Only work that results from faculty duties is to be evaluated, and that work is to be evaluated relative to the portion of appointment/workload dedicated to faculty duties. This portion of appointment must e not less than 49%. Faculty at 49% appointment will be evaluated relative to unit criteria for half-time faculty.

- As stated in UAF's *Regulations for the Appointment and Evaluation of Faculty*, the provost will prepare and distribute guidelines for the preparation of a candidate's file and the required content. These requirements and guidelines are located on the provost's website (www.uaf.edu/provost) as four documents titled "Guidelines for Promotion/Tenure Review: Part I," "Part II," "Part III," and "Best Practices."

- Chapter IV.B.5.b./Chapter IV.C.4.b. Unit Peer Review. The appropriate peer review committee for non-represented faculty standing for promotion will be appointed by a dean or director from a unit other than that of the candidate. This dean or director will be selected by the provost. At least one committee member must be from the candidate's

unit; if conflicts of interest cannot be avoided in this appointment, then the appointed member will not vote and will participate in an advisory capacity. The peer committee will not include individuals who are supervised by the faculty member, except as described above. Members of the peer committee must not have any other type of conflict of interest. To the extent possible, the peer committee should represent the candidate's discipline and faculty work. (The remainder of this regulation will be followed as written in UAF *Regulations for the Appointment and Evaluation of Faculty*.)

- Chapter IV.B.5.c./Chapter IV.C.4.c. Levels of Review. The levels of review for non-represented faculty will be those associated with the faculty member's previous bargaining unit. (The remainder of this regulation will be followed as written in UAF *Regulations for the Appointment and Evaluation of Faculty*.)

- Chapter IV.B.5.d. Constitution and Operation of the University-wide Promotion and Tenure Committee. The university-wide review committee convened to review promotion of represented faculty candidates will also review the non-represented faculty candidate. The Faculty Senate and provost must take this into account when selecting members for the university-wide review committee. (The remainder of this regulation will be followed as written in UAF *Regulations for the Appointment and Evaluation of Faculty*.)

- Chapter IV.B.6./Chapter IV.C.5. Exclusive process for reconsideration. A non-represented faculty member who is denied promotion may request reconsideration in accordance with the process identified herein.

  Exclusive Process for Reconsideration/Appeals Process for Non-Represented Faculty

  Notice of an appeal must be submitted by the faculty member (i.e., "complainant") to the chancellor's office within ten business days of the faculty member's receipt of official notification of the decision regarding the promotion. The notice of appeal must include a statement of why the decision is being appealed; the reasons why the complainant disagrees with the decision; the remedy sought; and the name, academic unit, telephone number, and address at which the complainant shall receive all correspondence related to the complaint.

  Within ten business days of receipt of the appeal, the chancellor shall transmit the appeal to an ad-hoc appeals committee (hereafter "the committee").

  The committee will be appointed by the chancellor, or by the provost as the chancellor's designee. The committee will be composed of three administrators, three faculty members, and a fourth faculty member to serve as the chair of the committee. No member will be appointed to the committee who has a professional or personal conflict such that they cannot render an impartial judgment.

The function of the committee shall be to hear the evidence relating to an appeal and to render a majority recommendation. The evidence subject to review by the committee is limited to the documentary evidence considered in the original academic decision being appealed. The committee may seek testimony from witnesses for clarification of the documentary evidence.

The committee shall conduct its deliberations according to informal and non-adversarial procedures, which shall be submitted in writing to the provost's office prior to the committee's review of the appeal.

The committee shall, within 30 business days of the receipt of the appeal from the chancellor, prepare a written recommendation addressing each issue included in the appeal presented to the committee. The committee's recommendation shall be forwarded to the chancellor as the final recommendation on the appealed decision. Members of the committee not concurring with the majority opinion may submit a minority recommendation, which shall be presented in a meeting with the chancellor along with the majority recommendation.

Upon advance written notice to the chair of the committee, the chancellor may meet with the committee at any time after having received its recommendation for the sole purpose of seeking clarification concerning the bases and implications of its recommendation.

The chancellor may accept the recommendation of the committee and proceed accordingly; or the chancellor may find that the best interests of the University would not be served in accepting the recommendation. In those cases in which the chancellor does not accept the committee's recommendation, the chancellor shall set forth in writing the reasons for the rejection. The decision of the chancellor shall be rendered in writing within 20 business days of the receipt of the committee's recommendation. The chancellor's decision is final and binding and not subject to further review. Copies of the committee's recommendation and the chancellor's decision shall each be transmitted by the chancellor to the complainant within 10 business days of receipt.

By mutual agreement, the parties may extend the appeal filing and response timelines set forth above. Such agreements shall be confirmed in writing by the party requesting the extension.

ORIGINAL

The following was passed at the April 5, 2010, Faculty Senate Meeting #166:

MOTION:

The UAF Faculty Senate moves to confirm the nominations of Jennifer Reynolds and Anne Christie for the 2010 Outstanding Senator of the Year Award.

EFFECTIVE: Immediately

RATIONALE: The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2010 nominations of Jennifer Reynolds and Anne Christie. The committee has concluded that both Jennifer Reynolds and Anne Christie are well-deserving candidates for this award. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to both recipients at the May meeting of the Senate.

5 April 2010

President, UAF Faculty Senate Date

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

RESOLUTION

The Committee on the Status of Women urges UAF and UA to amend the leave-share policy in order to permit the sharing of sick leave for pregnancy, childbirth, adoption, family and elder care.

Effective: Immediately

Rationale: The leave-share program allows employees to voluntarily transfer hours from their unused sick leave balance to the sick leave balance of an employee with a qualifying medical condition. While currently leave-share is an excellent example of what UAF is already doing right to support its employees, pregnancy, childbirth, adoption, family and elder care are excluded from the leave-share program. The ability to accept leave hour donations in these instances could be particularly helpful to those whose partners are also UAF employees. Expanding the leave-share program to include pregnancy, childbirth, adoption, family and elder care for any employee who qualifies for Family Medical Leave would be a meaningful way for UAF to demonstrate its support of employees with families and an aid to recruitment and retention of both faculty and staff.

UAF's Work Life Balance Committee formally supports this resolution.

16 March 2010

President, UAF Faculty Senate Date

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

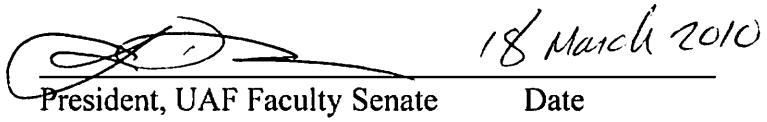
MOTION:

The Faculty Senate moves to **AMEND THE 2010-11 CATALOG TO REFLECT** a two year placement test expiration and revise the following UAF catalog statement under the Mandatory Placement heading on page 32, as indicated:

Effective: Fall 2010

Rationale: Placement test expiration periods are inconsistent across the UA system. Students attending different institutions within the system are confused by the differences. A common message is requested.

Furthermore, it is the hope of the SADA committee and the Developmental Math and Math faculty that this motion lead to Banner enforcement of prerequisites for math placement.



President, UAF Faculty Senate 18 March 2010 Date

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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CAPS and **Bolded** - Addition
[[ ]] – Deletion

Mandatory Placement
Students who do not meet basic skills standards in reading, writing and mathematics must complete appropriate Developmental Education courses. Such students may not enroll in 100-level or above courses that depend on these skills until they have satisfactorily met the exit criteria of the appropriate Developmental Education course(s).

Students without appropriate standardized test scores (such as ACT, SAT, ASSET or ACCUPLACER), advanced placement credits, transfer credits or prerequisite coursework must have UAF-approved placement test scores prior to registering for classes their first semester at UAF. **PLACEMENT EXAMS MUST BE TAKEN WITHIN TWO CALENDAR YEARS PRIOR TO THE COMMENCEMENT OF THE COURSE.** Students may not enroll in classes unless they meet the placement requirements. Placement into appropriate developmental or core classes must be done with the help of an academic advisor. Placement tests are available at every UAF rural campus as well as Testing Services, Academic Advising Center, Rural Student Services, Center for Distance Education and Northern Military Programs at Fort Wainwright, Eielson Air Force Base and Delta Career Advancement Center.

FOR PLACEMENT INTO ENGLISH F111X OR ANY DEVELOPMENTAL ENGLISH COURSE, STUDENTS MUST ALSO HAVE A SCORED WRITING SAMPLE SUCH AS AN SAT OR ACT WRITING SAMPLE, OR A UAF-GENERATED WRITING SAMPLE GIVEN ALONG WITH ASSET, COMPASS, OR ACCUPLACER OR OTHER PLACEMENT TESTS.

Students who enroll in a **DEVELOPMENTAL OR CORE** course without meeting the requirements [[will]] **MAY** be withdrawn from the course through the faculty-initiated withdrawal process. Prerequisite courses [[and/or placement exams]] must be taken within [[one calendar year]] **TWO CALENDAR YEARS** prior to the commencement of **DEVELOPMENTAL AND LOWER-DIVISION CORE MATH COURSES** [[the course]]. Students may not enroll in Perspectives on the Human Condition courses unless they meet the placement requirements for English F111X (including reading). Students may not enroll in Core science classes unless they have placement at DEVM F105 or above and placement into English F111X.

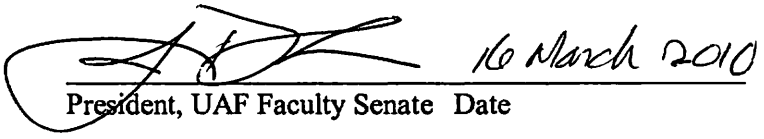
The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsection A (page 13). This amendment updates a reference to one of the faculty unions in the Bylaws.

EFFECTIVE: Fall 2010

RATIONALE: The Bylaws refer to one of the faculty unions as ACCFT, or Alaska Community Colleges' Federation of Teachers. The name of this bargaining unit was changed in 2008 to UAFT, or University of Alaska Federation of Teachers.



16 March 2010

President, UAF Faculty Senate Date

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CAPS and **Bolded** - Addition
[[ ]] = Deletion

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Six non-voting members will be selected by and from other university constituencies as follows: one non-graduate student and one graduate student selected by the ASUAF; one professional school dean and one college dean selected by the Deans' Council; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. If the staff representative from the registrar's office is APT, the second staff member must come from the classified staff ranks. If the staff representative from the registrar's office is classified, the second staff member must be APT. Three additional non-voting members will be selected by and from the unions as follows: one elected official each from United Academics-AAUP/AFT, **UAFT** [[ACCFT]], Adjunct (United Academics)-AAUP/AFT.

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, existing subsections B.1 and B.7 (page 13). This amendment addresses inconsistencies in the treatment of research institutes for the purpose of Faculty Senate representation.

EFFECTIVE: Fall 2010

RATIONALE: The current Bylaws make provision for the research institutes in apportionment calculations for Faculty Senate representation, but they do so with the assumption that the research institutes will not qualify for separate representation. Instead, the research institutes are collected into a "congolomerate group," as would be done with any schools and colleges that were too small to qualify for representation. However, based on 2008-2009 reapportionment calculations, several research institutes at UAF are now large enough to qualify for separate representation. The proposed amendments to the Bylaws acknowledge this, remove the assumption that the research institutes are too small for representation, and treat them in the same way as the schools and colleges.

18 March 2010

President, UAF Faculty Senate Date

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CAPS and **BOLDED** = Addition
[[ ]] = Deletion

1. A unit is a single school or college **OR RESEARCH INSTITUTE**, or a collection of schools and/or colleges or collection of research institutes (see item 5 [[7]]).

5 [[7. All schools or]] **SCHOOLS**, colleges **AND RESEARCH INSTITUTES** whose representation under item 4 [[5]] is zero **MAY FORM A CONGLOMERATE GROUP FOR THE PURPOSE OF JOINT REPRESENTATION AS A SINGLE UNIT, IF TOGETHER THEY QUALIFY FOR REPRESENTATION UNDER ITEM 4. IF THEY DO NOT QUALIFY AS A CONGLOMERATE GROUP, OR IF THEY DO**

NOT CHOOSE TO BE REPRESENTED AS A GROUP, THEN EACH UNIT SHALL JOIN WITH A REPRESENTED SCHOOL, COLLEGE OR RESEARCH INSTITUTE. [[shall be grouped into the conglomerate group and this group shall be treated as a single unit for purposes of the computation of item 5. If a unit which would have been grouped in the conglomerate group decides instead that the unit would be better served by joining with another school or college, it may do so upon the mutual agreement of those units.]]

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to amend the Bylaws of the University of Alaska Fairbanks Faculty Senate, Section 1, Article III: Membership, subsections B.2 through B.5 (page 13). This amendment removes the use of Full Time Faculty Equivalents (FTFE) in reapportionment calculations for Faculty Senate representation.

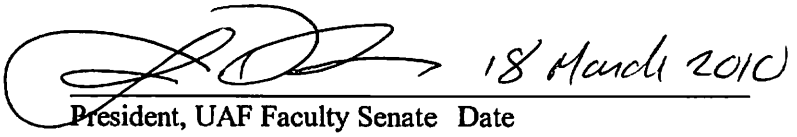
EFFECTIVE: Fall 2010

RATIONALE: The current bylaws for Faculty Senate reapportionment specify that each faculty member with at least a 75% faculty appointment will be counted as 1 Full Time Faculty Equivalent (FTFE), and those with less than 75% faculty appointment must be counted as a fractional FTFE calculated by their actual appointment divided by 75%.

The Bylaws specify this calculation in terms of hours of annual academic appointment. These data are not stored electronically anywhere at UAF, and they change annually with faculty workloads. Obtaining the data for this calculation requires a large investment of time and effort, as they must be compiled manually from faculty appointment letters. This procedure was followed for the 2008-2009 reapportionment calculation. The result was that this labor-intensive adjustment for faculty with less than 75% appointments made no difference in the apportionment of Senate representation among the units. With this amendment, the FTFE adjustment will be dropped from the reapportionment calculation and faculty will qualify for representation simply by holding academic rank or special academic rank.

Furthermore, dropping the use of FTFE adjustments, and instead counting each qualifying faculty member as one whole individual, helps to bring the apportionment procedure in line with the voting procedure in which each qualifying faculty member has one whole vote.

Regarding the new section numbers, note that a new section B.3 is proposed in a separate motion on split appointments.



18 March 2010

President, UAF Faculty Senate Date

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CAPS and **BOLDED** = Addition
[[ ]] = Deletion

B. Representation shall be by academic or research unit **AND BASED ON THE NUMBER OF QUALIFYING FACULTY** [[and based on the number of full-time faculty equivalent (FTFE)]] in each unit as described below.

....

2. For representational purposes only, a **QUALIFYING** faculty member shall be defined as one who holds academic rank or special academic rank.

[[3. Each faculty member whose annual academic appointment equals or exceeds 1560 hours will be considered 1 FTFE.]]

[[4. Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.]]

4 [[5]]. Each unit will elect the number of representatives to the Senate equal to the number of **QUALIFYING FACULTY** [[FTFE]] in that unit divided by the total **NUMBER OF QUALIFYING FACULTY AT** UAF [[FTFE]], multiplied by 35 and rounded to the nearest integer.

...

C. Election Procedure

...

3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based **QUALIFYING FACULTY** [[FTFEs]].

ORIGINAL GINAL

The following was passed at the March 5, 2010, Faculty Senate Meeting #165:

MOTION:

The UAF Faculty Senate moves to vote on the extension of the terms of the President and President Elect (Jon Dehn and Cathy Cahill) for one year.

Effective: Immediately

Rationale: The University of Alaska Fairbanks is at a unique point in its history, with a new Chancellor, a new approach to administration, accreditation compressed into two years and under a new set of guidelines, and upcoming financial challenges. Stability in Senate leadership for a single year could be an opportunity to establish a strong voice for the faculty in shared governance and provide consistent feedback to an administration facing difficult choices.

President, UAF Faculty Senate Date

Due to the concerns about the irregularity of the vote on Motion 165/1 on March 5, 2010, and in order to ensure that every Faculty Senator's voice was heard and the Faculty Senate Constitution followed, the Administrative Committee of the Faculty Senate requested that Senators vote again regarding the extension of the terms of President Jon Dehn and President-Elect Cathy Cahill. Voting occurred between March 31 and the morning of April 5, 2010. The results included 25 votes in favor of extending their terms, which was a two-thirds majority vote (as had occurred previously). There were eight votes not in favor of extending terms; and two abstentions.

13 April 2010

President, UAF Faculty Senate Date

ORIGINAL

The Faculty Senate passed the following motion at Meeting #163 on December 7, 2009:

MOTION:

The UAF Faculty Senate moves to approve a Minor in American Sign Language.

EFFECTIVE: Fall 2010

RATIONALE: See the program proposal #23-UNP on file in the Governance Office, 314 Signers' Hall.

Requires completion of 15 credits from the following: ASLG F101, ASLG F202, ASLG F203, ASLG F204, ASLG 205, and ASLG F110 (a 1-credit course that may be repeated for up to 3 credits).

****

Minor, American Sign Language

The objectives of the American Sign Language Department are to provide a depth and breadth of knowledge of the American Deaf culture and history. Each student will be proficient in their ability to sign clearly, to be understood and to comprehend native signers. Students of ASLG will have a greater understanding of diversity, and empathy for people with differing abilities. Critical thinking skills will be developed while acquiring signing skills in ASL. Students will be required to participate in community events and to fully develop an ethical responsibility to the community in which they live.

7 Dec 2009

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 7 Dec 09

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

Proposed Catalog Layout:

1. Complete a minimum of 15 credits from the following classes:*
   ASLG 101 – American Sign Language I - 3 credits
   ASLG 202 – American Sign Language II - 3 credits
   ASLG 203 – American Sign Language III - 3 credits
   ASLG 204 – American Sign Language IV - 3 credits
   ASLG 205 – American Sign Language V - 3 credits
   ASLG 110 – American Sign Language Practice - 1 credit – Can be repeated for up to 3 credits

2. Minimum credits required.....15

*Student must earn a C grade or better in each course.

Note: Courses designated as humanities that are taken for the minor may also be used to fulfill humanities distribution requirements for the B.A. degree. Courses that are taken for the minor may not be used to fulfill the core Perspectives requirements.

Program Justification and Impacts:

Creating a minor for American Sign Language will provide a more complete education for our students. We have students who are taking three or four of these ASLG classes who do not go on to take the final three to six credits as it is not listed as a minor. If students have the opportunity to get a minor by taking one or two more courses, this will provide an opportunity for the instructors to engage the students and for the students to interact with the deaf community, to work on projects within the community and to more fully develop an awareness of the American Deaf culture and history. This also provides an opportunity for ASLG students to complete their university education with a minor which otherwise might not be offered. We have had requests for an ASLG minor for years, and the current avenue is through petition only. The need for ASL teachers and interpreters is great in our community and will only continue to grow as the population grows. Having ASL available as a minor will help educators, students, employees, and the community in general.

The ASLG Department is a part of Academic Programs through TVC and does not currently impact any other departments. This change will only positively affect enrollment in that students who desire this minor will continue their coursework at UAF instead of leaving to attend other colleges that do currently offer this degree.

The following motion was **referred back to the Curricular Affairs Committee** at Meeting #163 on December 7, 2009:

MOTION:
=======

The UAF Faculty Senate moves to restrict Core natural science courses to those which possess hands-on laboratory experiences. Courses with virtual labs do not satisfy the requirement.

EFFECTIVE: Fall 2010

RATIONALE: Science is like swimming. You have to do it to be able to do it.

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_____
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The following was passed at the November 9, 2009 Faculty Senate Meeting #162:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the CLA Department of Journalism.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Journalism. Revisions were agreed upon by the department representative and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

12 Nov 2009
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 11/15/09
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF ***JOURNALISM*** CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE JOURNALISM DEPARMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

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

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

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

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

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

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity ***AND PROFESSIONAL JOURNALISM, WHICH INCLUDES DOCUMENTARY FILM-MAKING, BROADCAST AND/OR NEW MEDIA PRODUCTION***; and 3) effectiveness of service.

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***OTHER AREAS INCLUDE DEVELOPING INTERNSHIP OPPORTUNITIES FOR STUDENTS AND ASSISTANCE IN FINDING***

JOURNALISM GRADUATES EMPLOYMENT IN JOURNALISM, DOCUMENTARY FILM MAKING AND/OR AUDIO/VIDEO/WEB PRODUCTION.

Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design; ***INCLUDING CREATING OPPORTUNITIES FOR PUBLICATION OF CLASS/STUDENT MATERIAL IN PROFESSIONAL JOURNALISM, BROADCAST AND/OR NEW MEDIA OUTLETS***

g. may receive prizes and awards for excellence in teaching ***AND ADVISING.***

h. PUBLISHED (NEWSPAPERS, WEBSITES, BROADCAST OUTLETS, BLOGS) STUDENT MATERIAL

1. **Components of Evaluation**

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars ***OR PROFESSIONAL JOURNALISTS (WHICH INCLUDES WORK AS BROADCASTERS, NEW MEDIA SPECIALISTS AND/OR FILM MAKERS)***. Consequently, faculty are expected to conduct research or engage in other scholarly, ***PROFESSIONAL*** or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. ***THIS INCLUDES NEWSPAPERS, WEBSITES, TELEVISION AND RADIO STATIONS, MAGAZINES, FILM FESTIVALS AND FILM SCREENINGS.*** Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. ***CREATIVE EXCELLENCE IN JOURNALISM IS RECOGNIZED THROUGH BROADCAST, SCREENING AND/OR PUBLICATION BY ESTABLISHED MEDIA OUTLETS INCLUDING FILM SCREENINGS AND FILM FESTIVALS.***

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers. ***(BE PUBLISHED, BROADCAST, OR SHOWN BY RESPECTED ORGANIZATIONS AND/OR JOURNALISTIC ENTERPRISES)***.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts ***-INCLUDING ORAL HISTORIES (GRANT FUNDED PROJECTS THAT INCLUDE RESEARCH ON A PROMINENT FIGURE. EMPLOYEES, COLLEAGUES CONTEMPORARIES, AND THE SUBJECT ARE INTERVIEWED, THEN RECORDINGS OF THE INTERVIEWS AND BRIEF WRITTEN SUMMARIES ARE HOUSED IN THE RASMUSON LIBRARY AND/OR IN THE STATE ARCHIVES)-*** to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers ***OR BYLINES (A BYLINE SIGNIFIES AUTHORSHIP, RESEARCH AND OTHER ASSOCIATED WORK NEEDED TO COMPLETE A NEWS STORY OR PROGRAM) IN NEWSPAPERS, MAGAZINES, WEBSITES; BROADCAST TELEVISION OR RADIO STATIONS AND ACCEPTANCE OF WORK AT FILM FESTIVALS.***

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and

animal material, and where appropriate obtaining patents and/or copyrights for said development.

N. PRODUCING OR PARTICIPATING IN THE CREATION OF A RADIO, TV, FILM, AUDIO, VIDEO, MULTIMEDIA, OR DIDITAL MEDIA PROGRAM, SERIES, WEB PAGE(S) OR OTHER JOURNALISM-BASED PRODUCT.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

2. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

3. Evaluation of Service

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

ORIGINAL

The Faculty Senate passed the following motion at Meeting #161 on October 12, 2009:

MOTION:

The UAF Faculty Senate Curricular Affairs Committee moves to establish a single website containing sample syllabi for UAF Courses. Departments will be requested and encouraged to provide syllabi to this website and to provide annual updates.

Effective: Immediately

Rationale: Being able to see how a given course has most recently been taught will be of immense value to students, advisors, and transfer evaluators. While the syllabi posted are unlikely to be identical to those actually presented on the first day of class, they are likely to enhance a reader's understanding of the specific content of a course.

12 oct 2009

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 10/15/2009

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

****

ORIGINAL

The Faculty Senate passed the following motion at Meeting #161 on October 12, 2009:

MOTION:

The Faculty Senate moves that the following five themes be adopted to meet the requirements in Standard 1.B of the new accreditation standards (Draft 5.0, Sept. 1, 2009) of the Northwest Commission on Colleges and Universities:

- Educate: Undergraduate and Graduate Students
- Prepare: Alaska's Career and Technical Workforce
- Discover: Advance Research, Scholarship, and Creative Activity with an emphasis on the North and its peoples
- Connect: Alaska Native and Rural Communities and Traditional Knowledge
- Serve: Public Service, Lifelong Learning and Outreach Across Alaska

Effective: Immediately

Rationale: NWCCU requires in Standard 1.B, Core Themes that "the institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission" (1.B.1). The proposed themes describe the major activities of the University and have been developed and articulated through a series of interactions over the past year with faculty, staff, and students. While they do not reflect everything that UAF does, they do convey the breadth and depth of UAF's activities. It is expected that additional activities of the University will be highlighted as objectives are developed for each theme according to Standard 1: "the institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating achievement of those objectives". (1.B.2)

12 Oct. 2009

President, UAF Faculty Senate — Date

APPROVAL: _____ DATE: 10/15/2009

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

These DMS Unit Criteria were ratified at Meeting #161.

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor

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Bob Shefchik, Executive Officer
(907) 474-7489
(907) 474-7475 fax
rrshefchik@alaska.edu

MEMORANDUM

DATE: September 10, 2009

TO: Jon Dehn, Faculty Senate President

FROM: Brian Rogers, Chancellor

RE: Faculty Senate Motion - Department of Mathematics and Statistics Unit Criteria

The Department of Mathematics and Statistics and I have agreed to rearrange the proposal approved by the Faculty Senate, which was in turn advanced to me for consideration. I am approving Faculty Senate's motion as rearranged, and ask for your ratification of that rearrangement. Attached are copies of the approved motion, with the rearranged proposal attached.

BDR

Attachment (as stated)

cc: Jayne Harvie, Faculty Senate Coordinator

dlm/memoDehnmathunitcriteriarearrangement

ORIGINAL

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate moves to moves to reaffirm the Unit Criteria for the Department of Mathematics and Statistics.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the Department of Mathematics and Statistics. Following some changes agreed to by the department representative, the unit criteria were found to be consistent with UAF guidelines.

Marsha Sousa 5-4-09
President, UAF Faculty Senate Date

As rearranged by Mathematics and Statistics

APPROVAL: _____ DATE: 9-9-09
Chancellor's Office

As originally submitted

DISAPPROVED: _____ DATE: 9-9-09
Chancellor's Office

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University of Alaska Fairbanks

Regulations for the
Appointment And Evaluation Of Faculty

AND

DEPARTMENT OF MATHEMATICS AND STATISTICS UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS' CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING DEPARTMENT OF MATHEMATICS AND STATISTICS (DMS) FACULTY IN THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS. CAPITALIZED ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. IN ADDITION TO PROMOTION AND TENURE, THESE CRITERIA APPLY TO PRE-TENURE, POST-TENURE AND ANNUAL EVALUATIONS. THE DOCUMENT GOVERNS EVALUATION OF ALL UAF FACULTY WITH A PRIMARY LOCUS OF RESPONSIBILITIES IN DMS. IT IS NOTED THAT THESE CRITERIA MAY DIFFER FROM THOSE SUBMITTED BY THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS. THOSE REGULATIONS DO NOT APPLY.

CHAPTER I

PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

INITIAL APPOINTMENT OF FACULTY

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

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

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

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

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

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

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

CHAPTER III

PERIODIC EVALUATION OF FACULTY

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, AND DMS UNIT CRITERIA, STANDARDS AND INDICES evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. THE DMS RECOGNIZES THE VALUE OF ACADEMIC AND SCHOLASTIC DIVERSITY. AS SUCH, THE UNIT DOES NOT REQUIRE EACH CANDIDATE DEMONSTRATE EQUAL STRENGTH IN EACH AREA OF TRIPARTITE RESPONSIBILITY. IN EACH AREA CANDIDATES WILL BE RANKED BY THE DMS PEER REVIEW COMMITTEE (PRC). THE PRC CONSISTS OF ALL TENURED MEMBERS OF THE DMS. MEMBERS OF THE PRC WHO ARE ON SABBATICAL OR OFF CAMPUS FOR EXTENDED PERIODS HAVE THE OPTION OF PARTICIPATING, BUT THIS IS NOT REQUIRED. MEMBERS OF THE COMMITTEE MAY ABSTAIN FROM VOTING, BUT ONLY IN ACCORDANCE WITH DMS OPERATING PROCEDURES. CANDIDATES WILL BE RANKED IN EACH CATEGORY OF RESPONSIBILITY ACCORDING TO THE FOLLOWING SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE.

THESE CORRELATE WITH CATEGORIES SOMETIMES USED BY THE UNIVERSITY WIDE COMMITTEE AS OUTLINED BELOW.

DMS		UNIVERSITY WIDE
OUTSTANDING	=	EXCELLENT
SUPERIOR	=	VERY GOOD
SATISFACTORY	=	GOOD
NEEDS IMPROVEMENT	=	SATISFACTORY
UNSATISFACTORY	=	UNSATISFACTORY

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

1. TENURE. A CANDIDATE FOR TENURE WILL BE JUDGED ON THE BASIS OF PERFORMANCE AND INDICATIONS OF POTENTIAL IN ALL APPLICABLE AREAS OF RESPONSIBILITY, WITH EMPHASIS PLACED ON THE INTERVAL SINCE THE LAST PROMOTION OR HIRE, WHICHEVER IS MOST RECENT. A CANDIDATE NEED NOT DEMONSTRATE EQUAL PERFORMANCE IN ALL THREE AREAS. IN ORDER TO QUALIFY FOR TENURE, A FACULTY MEMBER SHOULD HAVE DEMONSTRATED A SUSTAINED PERFORMANCE IN ALL THEIR AREAS OF RESPONSIBILITY. WHILE THERE IS NO OBJECTIVE DEFINITION OF "SUSTAINED" NOR IS THERE ANY REQUIREMENT FOR ANY LENGTH OF TIME AT ANY PARTICULAR RANK, A TYPICAL CANDIDATE FOR TENURE SHOULD NORMALLY HAVE SERVED AT LEAST FIVE YEARS AT THE RANK OF ASSISTANT PROFESSOR AT UAF OR ELSEWHERE. UNTENURED FACULTY SHOULD REFER TO THEIR COLLECTIVE BARGAINING AGREEMENT AND INITIAL APPOINTMENT LETTER REGARDING MANDATORY YEAR OF TENURE REVIEW. A SUCCESFUL CANDIDATE SHOULD ATTAIN AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND SERVICE AND AT LEAST SUPERIOR IN TEACHING OR RESEARCH IN THE VOTE BY THE PRC AT THE TIME OF APPLICATION FOR TENURE.

2. ASSISTANT PROFESSOR. A FACULTY MEMBER AT THE ASSISTANT PROFESSOR LEVEL MUST HAVE AN EARNED DOCTORATE OR DEMONSTRATED EQUIVALENT. DEMONSTRATED EQUIVALENCE WILL BE DECIDED ON AN AD HOC BASIS BY THE PRC. A COMMITMENT TO TEACHING, RESEARCH AND SERVICE MUST BE APPARENT.

3. ASSOCIATE PROFESSOR. A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT.

4. PROFESSOR. THIS IS THE GREATEST SINGLE HONOR THAT THE UNIVERSITY CAN BESTOW UPON A MEMBER OF ITS FACULTY. THE HONOR MUST THEREFOR BE MADE UPON CAREFUL CONSIDERATION OF THE CANDIDATE'S TOTAL DEMONSTRATED CONTRIBUTION TO THE UNIVERSITY AND THE MATHEMATICAL SCIENCES. THE HONOR IS RESERVED FOR THOSE WHO HAVE DEMONSTRATED OUTSTANDING PERFORMANCE IN THEIR FIELDS, WHICH IS SUSTAINED OVER A SIGNIFICANT INTERVAL OF TIME. SPECIFICALLY, IN THE YEAR THE CANDIDATE APPLIES FOR PROMOTION TO PROFESSOR, A VOTE WILL BE TAKEN BY THE PRC. A SUCCESSFUL CANDIDATE MUST ATTAIN AN OVERALL AVERAGE RANKING OF SUPERIOR IN TEACHING, RESEARCH AND SERVICE, WITH NO AREA LOWER THAN SATISFACTORY. ADDITIONALLY, IF ONE OF RESEARCH OR TEACHING IS RANKED SATISFACTORY, THE OTHER MUST BE OUTSTANDING.

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. THE DISSEMINATION OF IDEAS OUTSIDE THE CLASSROOM INCLUDES, BUT IS NOT RESTRICTED TO, STATISTICAL AND COMPUTING CONSULTING FOR STUDENTS; ASSISTING STUDENTS IN THE DESIGN OF EXPERIMENTS; DIRECTING UNDERGRADUATE AND GRADUATE RESEARCH. FURTHER, IT INCLUDES PRODUCTION OF TEXTBOOKS THAT ARE PRINCIPALLY INTENDED FOR CLASSROOM USE.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. **are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;**

b. **express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;**

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

H. DEMAND HIGH PEDAGOGIC STANDARDS ESSENTIAL TO THE DEPARTMENT'S MISSION.

I. ONE METRIC OF TEXTBOOK PERFORMANCE WILL BE ADOPTION IN CLASSROOMS EXTERNAL TO UAF.

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s). THIS IS REQUIRED FOR UNTENURED FACULTY. THEY WILL BE EVALUATED BY THE PRC (THAT INCLUDES THE DEPARTMENT HEAD). THIS COMMITTEE WILL SEND REPRESENTATIVES TO EVALUATE CLASSROOM PERFORMANCE AS WELL AS SYLLABI AND SAMPLES OF GRADED MATERIAL. REPRESENTATIVES WILL WRITE A REPORT THAT INCLUDES A NARRATIVE PORTION AS WELL AS AN OVERALL RANKING OF TEACHING THAT USES THE SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE. WHEN A FACULTY MEMBER STANDS FOR TENURE, REPORTS FROM AT LEAST TWO YEARS SHOULD BE INCLUDED IN THE FILE, PROVIDED

THE FACULTY MEMBER HAS BEEN EMPLOYED AT LEAST THREE YEARS AT THE TIME OF APPLICATION FOR TENURE. IF THE CANDIDATE HAS BEEN EMPLOYED FOR AT LEAST ONE YEAR AT THE TIME OF APPLICATION FOR TENURE, THEN AT LEAST ONE REPORT FROM THE PRC SHOULD BE INCLUDED IN THE FILE. IN THE CASE OF DISAGREEMENT BETWEEN PEER OPINIONS AND STUDENT OPINIONS, THE FORMER WILL BE CONSIDERED TO BE MORE ACCURATE.

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

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. CANDIDATES AT ALL LEVELS MUST DEMONSTRATE ACHIEVEMENT CONDUCTING RESEARCH IN AN INDEPENDENT AND CREATIVE FASHION. WORK WILL BE JUDGED FOR IMPORTANCE, ORIGINALITY AND QUALITY. CONSIDERATION WILL INCLUDE, BUT NOT BE RESTRICTED TO, THE CANDIDATE'S PAPERS PUBLISHED IN REFEREED JOURNALS AND REFEREED CONFERENCE PROCEEDINGS, PAPERS, LECTURES AND PRESENTATIONS DELIVERED, OTHER PAPERS AND TECHNICAL REPORTS, BOOKS, RESEARCH PROPOSALS, SOFTWARE DEVELOPED AND RESEARCH DONE THROUGH CONSULTING. THE WORK MUST BE PRESENTED IN A PUBLIC FORUM WHERE ITS CONTRIBUTION CAN BE JUDGED BY PEERS EXTERNAL TO UAF. AS SUCH, NO CONSIDERATION WILL BE GIVEN TO RESEARCH THAT APPEARS IN NON-REFEREED PREPRINTS. NOR WILL WORK THAT IS DONE BY PRIVATE CONTRACTING BE CONSIDERED IF IT APPEARS ONLY IN INTERNAL COMPANY REPORTS. THE RESEARCH CONTRIBUTIONS FOUND IN A BOOK WILL BE BASED ON THE EXPOSITION OF NEW IDEAS. BOOKS THAT ONLY GATHER MATERIAL FOUND IN OTHER LOCATIONS WILL BE CONSIDERED TO BE EXPOSITORY AND NOT RESEARCH DOCUMENTS.

1. Achievement in Research, Scholarly and Creative Activity

   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. **They must occur in a public forum.**

   b. **They must be evaluated by appropriate peers.**

c. **They must be evaluated by peers external to this institution so as to allow an objective judgment.**

d. **They must be judged to make a contribution.**

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. **Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.**

b. **Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.**

c. **Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.**

d. **Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by PEERS, juries, recognized artists, or critics.**

e. **Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.**

f. **Editing or refereeing articles or proposals for professional journals or organizations.**

g. **Scholarly reviews of publications, art works and performance of the candidate.**

h. **Citations of research in scholarly publications.**

i. **Published abstracts of research papers.**

j. **Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.**

k. **Prizes and awards for excellence of scholarship.**

l. **Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.**

m. **Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where**

appropriate obtaining patents and/or copyrights for said development.

N. RESEARCH RESULTS SHOULD BE MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY. THE DEPARTMENT EXPECTS FACULTY WITH A 30% RESEARCH LOAD TO BE PUBLISHING AT A RATE OF APPROXIMATELY ONE PAPER PER YEAR. AT A 50% LEVEL OR ABOVE THERE SHOULD BE APPROXIMATELY TWO. HOWEVER, IT SHOULD BE EMPHASIZED THAT THIS IS ONLY AN APPROXIMATE GOAL. THE MORE IMPORTANT GOAL IS QUALITY RESEARCH. HIGH QUALITY RESEARCH CAN BE PRODUCED AND DISSEMINATED IN SPECIAL CIRCUMSTANCES AT A LOWER RATE. ACCORDINGLY, CANDIDATES SHOULD NOT TRY TO MEET A RESEARCH TARGET IN TERMS OF NUMBER OF PAPERS PUBLISHED. FURTHER, HEAVY PRODUCTION RATES OF LOW QUALITY PUBLICATIONS IS DISCOURAGED.

O. A CANDIDATE'S PUBLICATION AND FUNDING RECORD SHOULD BE COMPARED WITH INDIVIDUALS IN THE SAME OR RELATED DISCIPLINES. THE PRACTICE OF LISTING COAUTHORS WHO HAVE CONTRIBUTED LITTLE TO A PUBLICATION IS UNCOMMON IN THE MATHEMATICAL SCIENCES. EXCEPT IN UNUSUAL CIRCUMSTANCES, EACH COAUTHOR WILL HAVE MADE A SIGNIFICANT CONTRIBUTION. COAUTHORS ARE OFTEN LISTED ALPHABETICALLY.

P. FOR DMS FACULTY CONDUCTING RESEARCH IN MATHEMATICS EDUCATION, APPROPRIATE RESEARCH PRODUCTS, IN ADDITION TO THOSE NOTED ABOVE, MAY ALSO INCLUDE DEVELOPMENT OF MATHEMATICAL CURRICULA THAT ARE INNOVATIVE AND BASED ON ORIGINAL RESEARCH. IN ADDITION TO JOURNALS INTENDED FOR THE RESEARCH COMMUNITY, DMS WILL ALSO VALUE PEER-REVIEWED JOURNALS INTENDED FOR THE BROADER EDUCATION RESEARCH COMMUNITY. THIS INCLUDES JOURNALS DEVOTED TO TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT AS WELL AS A READING AUDIENCE OF EDUCATION POLICYMAKERS, TEACHERS AND ADMINISTRATORS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge is identified as "public service." The tradition of the university itself

provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

PROFESSIONAL SERVICE INCLUDES, BUT IS NOT LIMITED TO, REFEREEING, JOURNAL WORK, SERVICE TO NATIONAL PROFESSIONAL ORGANIZATIONS, WORKING WITH TESTING ORGANIZATIONS TO DEVELOP STANDARDIZED EXAMS, EDITING FOR TEXTBOOK AND SCIENTIFIC PUBLISHERS, ORGANIZING CONFERENCES, IN-SERVICE TRAINING PROGRAMS, GIVING COLLOQUIUM LECTURES, REVIEWING PROPOSALS AND BOOKS. IT INCLUDES PRESENTATION OF EXPOSITORY MATERIAL INCLUDING EXPOSITORY TEXTS, WHICH ARE NOT PRIMARILY MEANT FOR CLASSROOM USE. OUTREACH TO EDUCATORS (E.G. OFFERING INSERVICE WORKSHOPS OR INSTITUTES FOR K-12 MATHEMATICS TEACHERS) IS ALSO APPROPRIATE PUBLIC SERVICE FOR DMS FACULTY.

Examples include, but are not limited to:

a. **Providing information services to adults or youth.**

b. **Service on or to government or public committees.**

c. **Service on accrediting bodies.**

d. **Active participation in professional organizations.**

e. **Active participation in discipline-oriented service organizations.**

f. **Consulting.**

g. **Prizes and awards for excellence in public service.**

h. **Leadership of or presentations at workshops, conferences, or public meetings.**

i. **Training and facilitating.**

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. **Service on university, college, school, institute, or departmental committees or governing bodies.**

b. **Consultative work in support of university functions, such as expert assistance for specific projects.**

c. **Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.**

d. **Participation in accreditation reviews.**

e. **Service on collective bargaining unit committees or elected office.**

f. **Service in support of student organizations and activities.**

g. **Academic support services such as library and museum programs.**

h. **Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.**

i. **Mentoring OF FACULTY.**

j. **Prizes and awards for excellence in university service.**

K. **SERVICE AS OUTSIDE REVIEWER ON UAF THESIS COMMITTEES.**

L. **PREPARATION OF UNIVERSITY REPORTS.**

3. Evaluation of Service

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

RATIONALIZATION AND COMMENTARY

THE ABOVE PORTION OF THIS DOCUMENT IS MEANT TO OUTLINE THE PROCESS AND INDICES OF EVALUATION. WHAT FOLLOWS BELOW ARE A FEW REMARKS MEANT TO GIVE SOME EXPLAINATION TO THIS SCHEMATIC.

AT THE LEVEL OF ASSOCIATE PROFESSOR A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THE DMS RECOGNIZES THAT AT THIS LEVEL SERVICE IS SECONDARY TO TEACHING AND RESEARCH. THIS DOES NOT IMPLY SERVICE AT THIS LEVEL IS UNIMPORTANT. FACULTY NEW TO THE PROFESSION CAN PROFITABLY SPEND THEIR TIME ESTABLISHING A RESEARCH RECORD AND PERFECTING TEACHING TECHNIQUE.

DMS TAKES EXCEPTION WITH IDEAS FOUND IN CERTAIN QUARTERS ON SPECIFIC AND OBJECTIVE MEASURES OF IMPACT FACTORS. TO QUOTE FROM THE OCTOBER 2006 NOTICES OF THE AMERICAN MATHEMATICAL SOCIETY,

> "PEOPLE MISUSE THE IMPACT FACTOR BECASE THERE ARE NO EXPLICIT PRINCIPLES GOVERNING ITS INTERPRETATION. THE IMPACT FACTOR IS USED TO MEASURE THE VALUE OF THINGS FOR WHICH IT WAS NEVER INTENDED (ARTICLES AND AUTHORS, FOR EXAMPLE), AND IT IS USED TO MAKE FAULTY COMPARISONS BETWEEN UNLIKE OBJECTS, INCLUDING JOURNALS THEMSELVES...FOR DECADES, SCHOLARS HAVE COMPLAINED ABOUT THE MISUSE OF THE IMPACT FACTOR, AND THERE IS EXTENSIVE LITERATURE OF SUCH COMPLAINTS AND ADMONITIONS. BUT IN A WORLD GONE MAD WITH AN OBSESSION TO EVALUATE EVERYTHING 'OBJECTIVELY', IT IS NOT SURPRISING THAT DESPERATE AND SOMETIMES INCOMPETENT EVALUATORS USE A POORLY UNDERSTOOD, BUT EASILY CALCULATED, NUMBER TO COMFORT THEM."

DMS STRONGLY MAINTAINS THAT IN ADDITION TO ANY QUANTIFIED METRICS WE MUST ADD PERSONAL JUDGEMENT BY PRC AND OUTSIDE EVALUATORS. SCHOLARLY PEERS, SUBJECTIVE THOUGH THEY MAY BE, ARE THE BEST JUDGES OF QUALITY. MAKING SUCH DECISIONS IS HARD WORK BUT A NECESSARY RESPONSIBILITY OF EACH MEMBER OF THE PRC.

TO FURTHER UNDERSCORE THE ABOVE POINTS, WE QUOTE FROM A 2006 WHITE PAPER RELEASED BY THE AMERICAN MATHEMATICAL SOCIETY.

> "MATHEMATICS IS OFTEN CONSIDERED AS PART OF THE PHYSICAL AND NATURAL SCIENCES, BUT ITS PUBLICATION PRACTICES DIFFER FROM THESE OTHER DISCIPLINES IN SEVERAL FUNDAMENTAL WAYS.
>
> MATHEMATICIANS TEND TO PUBLISH AT RATES THAT ARE MODEST COMPARED TO SOME OTHER SCIENCES. THE

MAJORITY OF MATHEMATICAL RESEARCH IS PUBLISHED IN REFEREED RESEARCH JOURNALS RATHER THAN CONFERENCE PROCEEDINGS OR BOOKS. THE MATHEMATICAL LITERATURE IS SPREAD AMONG A WIDER COLLECTION OF JOURNALS THAN IN MOST RELATED FIELDS. AND, SINCE AN ARTICLE TYPICALLY REPRESENTS A MATURE TREATISE ON A MATHEMATICAL QUESTION, AND SINCE MATHEMATICS RESEARCH IS NOT CONSIDERED TIME-SENSITIVE, DELAYS IN PUBLICATION ARE COMMON.

EVEN SOME OF THE BEST YOUNG MATHEMATICIANS PUBLISH RELATIVELY FEW PAPERS. A STUDY OF THE 40 MATHEMATICIANS WINNING SLOAN FELLOWSHIPS IN 2005-2006 SHOWS THAT 70% PUBLISH AN AVERAGE OF TWO OR FEWER ARTICLES PER YEAR IN THE FIVE YEARS PRECEDING THEIR AWARD. THESE TWO GROUPS REPRESENT AN EXCEPTIONAL GROUP OF HIGHLY PRODUCTIVE MATHEMATICIANS.

OF THE 274 PUBLICATIONS BY THESE GUGGENHEIM FELLOWS, 75% WERE IN REFEREED JOURNALS. ONLY THREE PUBLICATIONS WERE BOOKS. IN FACT, OF ALL ITEMS COVERED BY MATHEMATICAL REVIEWS IN THE YEARS 2001-2005, FULLY 80% WERE FROM REFEREED JOURNALS.

WHEN JUDGING THE WORK OF MOST MATHEMATICIANS, THE KEY MEASURE OF VALUE FOR A RESEARCH PROGRAM IS THE QUALITY OF PUBLICATIONS RATHER THAN RATE. THE INFORMATION ABOVE ABOUT THOSE WHO HAVE WON PRESTIGIOUS AWARDS STRONGLY SUPPORTS THIS VIEW"

CERTAIN DISCIPLINES FOUND IN MATHEMATICAL SCIENCES HAVE LITTLE OPPORTUNITY IN THE WAY OF EXTERNAL FUNDING. ACCORDINGLY, THE ABILITY TO FIND FUNDING SPEAKS WELL FOR A CANDIDATE AT ANY LEVEL. HOWEVER, ABSENCE OF FUNDING MAY NOT NECESSARILY SPEAK AGAINST THE CANDIDATE. DMS DOES NOT CONSIDER THE FUNDING OF GRANT PROPOSALS TO BE THE GOAL OF ANY RESEARCH PROJECT. RATHER, WE FOCUS ON WHAT IS ACHIEVED WITH OR WITHOUT RESEARCH FUNDING.

TO SUMMARIZE, THE PRIMARY RESEARCH METRIC IS NOT NUMBER OF PUBLICATIONS, NOR NUMBER OF CITATIONS, NOR QUANTITY OF GRANT MONEY. IT IS RESEARCH RESULTS AS MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY.

The UAF Faculty Senate Administrative Committee passed the following at its meeting May 13, 2009:

MOTION:

The UAF Faculty Senate moves to recommend that University President Mark Hamilton forgo an international search for the chancellor of the University of Alaska Fairbanks and appoint Interim Chancellor Brian Rogers to the position of chancellor.

EFFECTIVE: Immediately

RATIONALE: Brian Rogers has performed admirably as the interim chancellor of the University of Alaska Fairbanks during the last year. Upon Interim Chancellor Roger's appointment, President Hamilton informed the Faculty Senate that after a one year period he would seek faculty input on whether to hold an international search for a chancellor, or to appoint Brian Rogers. This motion is the answer to the President's inquiry.

The position of chancellor at UAF is arguably one of the hardest jobs in the UA system, and requires a broad knowledge of the State of Alaska and the Interior and the complexities of this unique university system, as well as political acumen. Given that he is a life-long Alaskan, a UAF alumnus, and an adjunct professor, having served as a UA regent and the chair of the Board of Regents, a UAF vice-president as well as a state legislator and local business leader, Brian Rogers is in a unique position to guide the University of Alaska Fairbanks through the coming years.

In his first year, essentially a prolonged job interview, Interim Chancellor Rogers has addressed many of the issues which plagued his predecessors. He began by gathering a list of problems and assets through a series of transition teams involving faculty and staff to get him up to speed with current UAF issues. He has formed committees to address many of the specific problems, and included all stakeholders from students to faculty to staff to alumni. Interim Chancellor Rogers has also taken measured steps to re-organize administration and keep costs down. He is a supporter of shared governance and attended every Faculty Senate meeting, either in person or via teleconference. The policies and plans implemented by Interim Chancellor Rogers have not been based on the two year appointment but have been targeted at the long term goals for UAF.

It is unlikely in the extreme that an international search could come up with a competitive candidate to Interim Chancellor Rogers with his 30 years of experience in the UA system. In addition, the time spent searching for a new

chancellor, bringing the new chancellor to Fairbanks, and educating a new chancellor about the intricacies of the UAF system would mean that a new chancellor would not be prepared in time to assist in the arduous upcoming accreditation process or keep UAF moving forward in the face of ongoing budgetary challenges. In lieu of a search, the majority of the faculty feel that the time is better spent allowing Brian Rogers to move toward his vision of the University of Alaska Fairbanks with the full authority of the office of the chancellor.

5/13/09

President, UAF Faculty Senate Date

5/13/09

Provost, University of Alaska Fairbanks Date

5/18/09

President, University of Alaska System Date

ORIGINAL

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 314 Signers' Hall]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

Marsha Sousa 5-4-2009
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5-5-2009
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

ORIGINAL

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate moves to moves to reaffirm the Unit Criteria for the School of Natural Resources and Agricultural Sciences, and Agricultural Forestry and Experiment Station.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the SNRAS/AFES. The unit criteria were found to be consistent with UAF guidelines.

Marsha Sousa 5-4-09
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5-5-2009
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: ANNUAL REVIEW, PRE-AND POST-TENURE, PROMOTION, TENURE REVIEW

AND

SCHOOL OF NATURAL RESOURCES AND AGRICULTURAL SCIENCES/AGRICULTRAL AND FORESTRY EXPERIMENT STATION UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE SCHOOL OF NATURAL RESOURCES AND AGRICULTURAL SCIENCES (SNRAS)/AGRICULTURAL AND FORESTRY EXPERIMENT STATION (AFES). ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO SNRAS/AFES FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS.

I. Purview.

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

II. EVALUATION OF FACULTY

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV **AND SNRAS/AFES UNIT CRITERIA, STANDARDS, AND INDICES,** evaluators may consider, but shall not be limited to, whichever of the following are

appropriate to the faculty members' professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. **EVALUATIONS SHOULD BE CONSISTENT WITH AN INDIVIDUAL FACULTY MEMBER'S JOB DESCRIPTION AND WORKLOAD ASSIGNMENT. THIS APPLIES TO TENURED AND TENURE-TRACK FACULTY AND TO NON-TENURE TRACK FACULTY SUCH AS RESEARCH FACULTY.**

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers **WILL DEMONSTRATE THE FOLLOWING CHARACTERISTICS PERTINENT TO THEIR WORKLOAD ASSIGNMENT**:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity, **CREATE AN ATMOSPHERE OF OPENNESS IN THE CLASSROOM THAT ENCOURAGES STUDENTS TO FREELY EXPRESS THEIR OWN IDEAS AND VIEWPOINTS**;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, **INCLUDING WEB-BASED MATERIALS AND DISTANCE-DELIVERY TEACHING;**

g. may receive prizes and awards for excellence in teaching;

h. **DEMONSTRATE THOROUGH UNDERSTANDING OF UAF AND SNRAS ACADEMIC REQUIREMENTS IN ORDER TO FACILITATE EFFECTIVE ADVISING AND MENTORING OF INDIVIDUAL STUDENTS DURING THE TERM OF THEIR DEGREE PROGRAM. EVALUATIONS WILL BE BASED ON RESPONSES FROM STUDENTS AT EXIT INTERVIEWS OR TO SURVEY QUESTIONS.**

i. **DEMONSTRATE EFFECTIVE SERVICE AS MAJOR ADVISOR OR MEMBER OF SENIOR THESIS AND GRADUATE COMMITTEES;**

j. **PROMOTE UNDERGRADUATE STUDENT INVOLVEMENT IN FACULTY SCHOLARLY PROJECTS.**

SPECIFIC SNRAS/AFES CRITERIA FOR TEACHING PERFORMANCE:

<u>ASSISTANT PROFESSOR</u>: EVIDENCE OF HIGH QUALITY TEACHING AND A COMMITMENT TO A QUALITY TEACHING PROGRAM IN THE DEPARTMENT AS DEMONSTRATED THROUGH PEER, DEPARTMENT, AND/OR STUDENT TEACHING EVALUATION.

<u>ASSOCIATE PROFESSOR</u>: EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT IS NOT LIMITED TO) SUPERIOR CLASSROOM TEACHING AS DEOMONSTRATED BY TEACHING EVALUATIONS, COURSE AND/OR CURRICULUM DEVELOPMENT INCLUDING CONTEMPORARY AND RELEVANT MATERIAL THAT STIMULATES THE LEARNING PROCESS, NOVEL APPROACHES TO INSTRUCTION AND USE OF ASSIGNMENTS, AND EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS.

<u>PROFESSOR</u>: MAJOR CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE (BUT ARE NOT LIMITED TO) EXCELLENT CLASSROOM TEACHING AS

DEMONSTRATED BY TEACHING EVALUATIONS, MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL TECHNIQUES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS. MUST PROVIDE EVIDENCE OF EXCELLENCE IN TRAINING AND MENTORING OF GRADUATE STUDENTS FOR FACULTY IN PROGRAMS THAT GRANT GRADUATE DEGREES.

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

   a. systematic student ratings, i.e. student opinion of instruction summary forms, *and clientele response for extension of educational materials to constituents outside the University (if available),* **and** at least two of the following:

   b. narrative self-evaluation.

   c. peer/department chair classroom observations.

   d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

RESEARCHERS WHO RECEIVE FEDERAL AND STATE FORMULA FUNDS (SUCH AS HATCH AND MACINTIRE-STENNIS FUNDS) THROUGH THE AGRICULTURAL AND FORESTRY EXPERIMENT STATION (AFES) HAVE A SPECIAL MISSION TO CONDUCT RESEARCH WITH DIRECT APPLICATION TO GOVERNMENT AGENCIES, PRIVATE BUSINESSES, AGRICULTURAL AND FORESTRY PRODUCERS, NATURAL RESOURCE MANAGERS, EDUCATORS, AND OTHER RESEARCHERS IN ALASKA. THIS IS A FUNDAMENTAL OBLIGATION OF THE AFES TO THE PEOPLE OF ALASKA. EACH FACULTY MEMBER SO FUNDED IS EXPECTED TO DISSEMINATE THE RESULTS OF THEIR RESEARCH IN ACTIVITIES SUCH AS AFES PEER REVIEWED PUBLICATIONS, WORKSHOPS, SEMINARS, CONFERENCES, NEWSLETTERS, AND FORUMS DIRECTED SPECIFICALLY AT END

USERS, AS WELL AS IN APPROPRIATE JOURNALS, CONFERENCES, AND REPORTS TO THE FUNDING AGENCIES.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, **ELECTRONIC JOURNALS, INTERACTIVE ELECTRONIC PUBLICATIONS, MAPS**, PHOTOGRAPHS and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline AND EXTERNAL TO UAF.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs, **SOPHISTICATED COMPUTER MODELS THAT HELP IN THE UNDERSTANDING OF COMPLEX SYSTEMS,** and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. **PEER-REVIEWED PUBLICATIONS INTERNAL TO UAF, PUBLISHED BY AFES OR CES, INCLUDING CIRCULARS, BULLETINS, RESEARCH PROGRESS REPORTS, AND MISCELLANEOUS PUBLICATIONS.**

SPECIFIC SNRAS/AFES CRITERIA FOR RESEARCH PERFORMANCE:

ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION AND SHOW CREATIVITY AND PRODUCTIVITY IN RESEARCH.

ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED A RESEARCH PROGRAM THAT PRODUCES ORIGINAL PUBLICATIONS IN THE PEER-REVIEWED OR EDITORIAL BOARD REVIEWED, LITERATURE. DEMONSTRATED RECORD OF PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, SUBMISSION OF RESEARCH PROPOSALS, AND ACQUISITION OF EXTERNAL RESEARCH FUNDING.

PROFESSOR: DEMONSTRATE CONTINUED EXCELLENT RECORD OF PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, SUBMISSION OF RESEARCH PROPOSALS, AND ACQUISITION OF EXTERNAL RESEARCH FUNDING. THE RESEARCH PROGRAM SHOULD HAVE PRODUCED HIGH IMPACT, ORIGINAL PUBLICATIONS IN THE PROFESSIONAL LITERATURE. THERE SHOULD BE A RECORD OF GRADUATE INVOLVEMENT FOR FACULTY IN PROGRAMS THAT GRANT GRADUATE DEGREES.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly activity and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. **PUBLIC SERVICE INCLUDES COOPERATION WITH AGENCIES ADMINISTERING NATURAL RESOURCE POLICIES, PUBLIC EDUCATION, AND RESPONSE TO THE PROBLEMS OF LOCAL INDUSTRY, AGRICULTURAL AND FORESTRY PRODUCERS, AND THE ALASKAN PUBLIC.**

Examples include, but are not limited to:

a. Providing information services to adults and youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. **UNPAID** Consulting, **ONE ON ONE CONSULTATION WITH CLIENTELE, SITE VISITATIONS TO AGENCIES, FARMS, AND PRODUCTION FACILITIES FOR PROBLEM-SOLVING CONSULTATION.**

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at **CLIENTELE-ORIENTED** workshops, conferences, or public meetings, FIELD DAYS, CONFERENCES, AND TOURS.

i. Training and facilitating **IN ONE'S DISCIPLINE IN WAYS TO BENEFIT CLIENTELE OR THE GENERAL PUBLIC**.

j. Radio and TV programs **AND INTERVIEWS**, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. **ACTIVE PARTICIPATION IN CONSTITUENCY ORGANIZATIONS.**

m. **USER ORIENTED PRESENTATIONS AT WORKSHOPS, FIELD DAYS, CONFERENCES, AND TOURS,.**

n. **PRODUCTION OF FACT SHEETS AND EXTENSION PUBLICATIONS FOR GENERAL INFORMATION.**

o. **PARTICIPATION IN K-12 OUTREACH PROGRAMS SUCH AS GLOBE, MAP TEACH, MATH IN A CULTURAL CONTEXT, SCHOOL-YARD LTER , ALASKA RURAL RESEARCH PARTNERSHIPS, AND RELATED PROGRAMS..**

p. **PRESENTATIONS OUTSIDE ONE'S SPECIALTY BUT OF A PROFESSIONAL NATURE IN PUBLIC FORUMS SUCH AS COMMUNITY GROUPS, PROFESSIONAL GROUPS, GOVERNMENT BODIES, AND RELATED FORUMS, SUCH AS MEETINGS OF CIVIC ORGANIZATIONS.**

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activities include, but are not limited to;

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accrediting reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring **NEW FACULTY**.

j. Prizes and awards for excellence in university service.

3. **PROFESSIONAL SERVICE**

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations **AND PROFESSIONAL MEETINGS, INCLUDING COMMITTEE CHAIR OR OFFICER OF PROFESSIONAL ORGANIZATIONS, SESSION ORGANIZER OR MODERATOR FOR PROFESSIONAL MEETINGS, AND RELATED ACTIVITIES**

c. Active participation in discipline-oriented service organizations.

4. Evaluation of Service

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

ASSISTANT PROFESSOR: SHOULD EMPHASIZE PUBLIC SERVICE, LIMITED UNIVERSITY SERVICE, AND PROFESSIONAL SERVICE IN ACCORDANCE WITH DISCIPLINE STANDARDS AND INDIVIDUAL WORKLOAD.

ASSOCIATE PROFESSOR: CONTRIBUTIONS TO THE DEPARTMENT AND THE UNIVERSITY, CONTRIBUTIONS TO THE PUBLIC IN THE FACULTY MEMBER'S AREA OF EXPERTISE, AND SERVICE TO THE FACULTY MEMBER'S PROFESSION ARE EXPECTED.

PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED AND MAY INCLUDE, BUT IS NOT LIMITED TO, SERVICE

AS COMMITTEE CHAIR, SESSION ORGANIZER, OFFICER OF PROFESSIONAL ORGANIZATIONS. EVIDENCE OF EXCELLENT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS AND EXCELLENT APPLICATION OF PROFESSIONAL EXPERTISE TO PROFESSIONAL OR PUBLIC PROCESSES AND ORGANIZATIONS.

UNIVERSITY OF ALASKA FAIRBANKS

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MEMORANDUM

DATE: September 10, 2009

TO: Jon Dehn, Faculty Senate President

FROM: Brian Rogers, Chancellor

RE: Faculty Senate Motion - Department of Mathematics and Statistics Unit Criteria

The Department of Mathematics and Statistics and I have agreed to rearrange the proposal approved by the Faculty Senate, which was in turn advanced to me for consideration. I am approving Faculty Senate's motion as rearranged, and ask for your ratification of that rearrangement. Attached are copies of the approved motion, with the rearranged proposal attached.

BDR

Attachment (as stated)

cc: Jayne Harvie, Faculty Senate Coordinator

dlm/memoDehnmathunitcriteriarearrangement

ORIGINAL

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate moves to moves to reaffirm the Unit Criteria for the Department of Mathematics and Statistics.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the Department of Mathematics and Statistics. Following some changes agreed to by the department representative, the unit criteria were found to be consistent with UAF guidelines.

Marsha Sousa 5-4-09
President, UAF Faculty Senate Date

As rearranged by Mathematics and Statistics

APPROVAL: _____ DATE: 9-9-09
Chancellor's Office

As originally submitted

DISAPPROVED: _____ DATE: 9-9-09
Chancellor's Office

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University of Alaska Fairbanks

Regulations for the
Appointment And Evaluation Of Faculty

AND

DEPARTMENT OF MATHEMATICS AND STATISTICS UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS' CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING DEPARTMENT OF MATHEMATICS AND STATISTICS (DMS) FACULTY IN THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS. CAPITALIZED ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. IN ADDITION TO PROMOTION AND TENURE, THESE CRITERIA APPLY TO PRE-TENURE, POST-TENURE AND ANNUAL EVALUATIONS. THE DOCUMENT GOVERNS EVALUATION OF ALL UAF FACULTY WITH A PRIMARY LOCUS OF RESPONSIBILITIES IN DMS. IT IS NOTED THAT THESE CRITERIA MAY DIFFER FROM THOSE SUBMITTED BY THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS. THOSE REGULATIONS DO NOT APPLY.

CHAPTER I

PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

INITIAL APPOINTMENT OF FACULTY

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

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

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

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

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

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

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

CHAPTER III

PERIODIC EVALUATION OF FACULTY

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, AND DMS UNIT CRITERIA, STANDARDS AND INDICES evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. THE DMS RECOGNIZES THE VALUE OF ACADEMIC AND SCHOLASTIC DIVERSITY. AS SUCH, THE UNIT DOES NOT REQUIRE EACH CANDIDATE DEMONSTRATE EQUAL STRENGTH IN EACH AREA OF TRIPARTITE RESPONSIBILITY. IN EACH AREA CANDIDATES WILL BE RANKED BY THE DMS PEER REVIEW COMMITTEE (PRC). THE PRC CONSISTS OF ALL TENURED MEMBERS OF THE DMS. MEMBERS OF THE PRC WHO ARE ON SABBATICAL OR OFF CAMPUS FOR EXTENDED PERIODS HAVE THE OPTION OF PARTICIPATING, BUT THIS IS NOT REQUIRED. MEMBERS OF THE COMMITTEE MAY ABSTAIN FROM VOTING, BUT ONLY IN ACCORDANCE WITH DMS OPERATING PROCEDURES. CANDIDATES WILL BE RANKED IN EACH CATEGORY OF RESPONSIBILITY ACCORDING TO THE FOLLOWING SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE.

THESE CORRELATE WITH CATEGORIES SOMETIMES USED BY THE UNIVERSITY WIDE COMMITTEE AS OUTLINED BELOW.

DMS		UNIVERSITY WIDE
OUTSTANDING	=	EXCELLENT
SUPERIOR	=	VERY GOOD
SATISFACTORY	=	GOOD
NEEDS IMPROVEMENT	=	SATISFACTORY
UNSATISFACTORY	=	UNSATISFACTORY

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

1. TENURE. A CANDIDATE FOR TENURE WILL BE JUDGED ON THE BASIS OF PERFORMANCE AND INDICATIONS OF POTENTIAL IN ALL APPLICABLE AREAS OF RESPONSIBILITY, WITH EMPHASIS PLACED ON THE INTERVAL SINCE THE LAST PROMOTION OR HIRE, WHICHEVER IS MOST RECENT. A CANDIDATE NEED NOT DEMONSTRATE EQUAL PERFORMANCE IN ALL THREE AREAS. IN ORDER TO QUALIFY FOR TENURE, A FACULTY MEMBER SHOULD HAVE DEMONSTRATED A SUSTAINED PERFORMANCE IN ALL THEIR AREAS OF RESPONSIBILITY. WHILE THERE IS NO OBJECTIVE DEFINITION OF "SUSTAINED" NOR IS THERE ANY REQUIREMENT FOR ANY LENGTH OF TIME AT ANY PARTICULAR RANK, A TYPICAL CANDIDATE FOR TENURE SHOULD NORMALLY HAVE SERVED AT LEAST FIVE YEARS AT THE RANK OF ASSISTANT PROFESSOR AT UAF OR ELSEWHERE. UNTENURED FACULTY SHOULD REFER TO THEIR COLLECTIVE BARGAINING AGREEMENT AND INITIAL APPOINTMENT LETTER REGARDING MANDATORY YEAR OF TENURE REVIEW. A SUCCESFUL CANDIDATE SHOULD ATTAIN AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND SERVICE AND AT LEAST SUPERIOR IN TEACHING OR RESEARCH IN THE VOTE BY THE PRC AT THE TIME OF APPLICATION FOR TENURE.

2. ASSISTANT PROFESSOR. A FACULTY MEMBER AT THE ASSISTANT PROFESSOR LEVEL MUST HAVE AN EARNED DOCTORATE OR DEMONSTRATED EQUIVALENT. DEMONSTRATED EQUIVALENCE WILL BE DECIDED ON AN AD HOC BASIS BY THE PRC. A COMMITMENT TO TEACHING, RESEARCH AND SERVICE MUST BE APPARENT.

3. ASSOCIATE PROFESSOR. A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT.

4. PROFESSOR. THIS IS THE GREATEST SINGLE HONOR THAT THE UNIVERSITY CAN BESTOW UPON A MEMBER OF ITS FACULTY. THE HONOR MUST THEREFOR BE MADE UPON CAREFUL CONSIDERATION OF THE CANDIDATE'S TOTAL DEMONSTRATED CONTRIBUTION TO THE UNIVERSITY AND THE MATHEMATICAL SCIENCES. THE HONOR IS RESERVED FOR THOSE WHO HAVE DEMONSTRATED OUTSTANDING PERFORMANCE IN THEIR FIELDS, WHICH IS SUSTAINED OVER A SIGNIFICANT INTERVAL OF TIME. SPECIFICALLY, IN THE YEAR THE CANDIDATE APPLIES FOR PROMOTION TO PROFESSOR, A VOTE WILL BE TAKEN BY THE PRC. A SUCCESSFUL CANDIDATE MUST ATTAIN AN OVERALL AVERAGE RANKING OF SUPERIOR IN TEACHING, RESEARCH AND SERVICE, WITH NO AREA LOWER THAN SATISFACTORY. ADDITIONALLY, IF ONE OF RESEARCH OR TEACHING IS RANKED SATISFACTORY, THE OTHER MUST BE OUTSTANDING.

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. THE DISSEMINATION OF IDEAS OUTSIDE THE CLASSROOM INCLUDES, BUT IS NOT RESTRICTED TO, STATISTICAL AND COMPUTING CONSULTING FOR STUDENTS; ASSISTING STUDENTS IN THE DESIGN OF EXPERIMENTS; DIRECTING UNDERGRADUATE AND GRADUATE RESEARCH. FURTHER, IT INCLUDES PRODUCTION OF TEXTBOOKS THAT ARE PRINCIPALLY INTENDED FOR CLASSROOM USE.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. **are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;**

b. **express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;**

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

H. DEMAND HIGH PEDAGOGIC STANDARDS ESSENTIAL TO THE DEPARTMENT'S MISSION.

I. ONE METRIC OF TEXTBOOK PERFORMANCE WILL BE ADOPTION IN CLASSROOMS EXTERNAL TO UAF.

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s). THIS IS REQUIRED FOR UNTENURED FACULTY. THEY WILL BE EVALUATED BY THE PRC (THAT INCLUDES THE DEPARTMENT HEAD). THIS COMMITTEE WILL SEND REPRESENTATIVES TO EVALUATE CLASSROOM PERFORMANCE AS WELL AS SYLLABI AND SAMPLES OF GRADED MATERIAL. REPRESENTATIVES WILL WRITE A REPORT THAT INCLUDES A NARRATIVE PORTION AS WELL AS AN OVERALL RANKING OF TEACHING THAT USES THE SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE. WHEN A FACULTY MEMBER STANDS FOR TENURE, REPORTS FROM AT LEAST TWO YEARS SHOULD BE INCLUDED IN THE FILE, PROVIDED

THE FACULTY MEMBER HAS BEEN EMPLOYED AT LEAST THREE YEARS AT THE TIME OF APPLICATION FOR TENURE. IF THE CANDIDATE HAS BEEN EMPLOYED FOR AT LEAST ONE YEAR AT THE TIME OF APPLICATION FOR TENURE, THEN AT LEAST ONE REPORT FROM THE PRC SHOULD BE INCLUDED IN THE FILE. IN THE CASE OF DISAGREEMENT BETWEEN PEER OPINIONS AND STUDENT OPINIONS, THE FORMER WILL BE CONSIDERED TO BE MORE ACCURATE.

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

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. CANDIDATES AT ALL LEVELS MUST DEMONSTRATE ACHIEVEMENT CONDUCTING RESEARCH IN AN INDEPENDENT AND CREATIVE FASHION. WORK WILL BE JUDGED FOR IMPORTANCE, ORIGINALITY AND QUALITY. CONSIDERATION WILL INCLUDE, BUT NOT BE RESTRICTED TO, THE CANDIDATE'S PAPERS PUBLISHED IN REFEREED JOURNALS AND REFEREED CONFERENCE PROCEEDINGS, PAPERS, LECTURES AND PRESENTATIONS DELIVERED, OTHER PAPERS AND TECHNICAL REPORTS, BOOKS, RESEARCH PROPOSALS, SOFTWARE DEVELOPED AND RESEARCH DONE THROUGH CONSULTING. THE WORK MUST BE PRESENTED IN A PUBLIC FORUM WHERE ITS CONTRIBUTION CAN BE JUDGED BY PEERS EXTERNAL TO UAF. AS SUCH, NO CONSIDERATION WILL BE GIVEN TO RESEARCH THAT APPEARS IN NON-REFEREED PREPRINTS. NOR WILL WORK THAT IS DONE BY PRIVATE CONTRACTING BE CONSIDERED IF IT APPEARS ONLY IN INTERNAL COMPANY REPORTS. THE RESEARCH CONTRIBUTIONS FOUND IN A BOOK WILL BE BASED ON THE EXPOSITION OF NEW IDEAS. BOOKS THAT ONLY GATHER MATERIAL FOUND IN OTHER LOCATIONS WILL BE CONSIDERED TO BE EXPOSITORY AND NOT RESEARCH DOCUMENTS.

1. Achievement in Research, Scholarly and Creative Activity

   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. **They must occur in a public forum.**

   b. **They must be evaluated by appropriate peers.**

c. **They must be evaluated by peers external to this institution so as to allow an objective judgment.**

d. **They must be judged to make a contribution.**

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. **Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.**

b. **Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.**

c. **Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.**

d. **Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by PEERS, juries, recognized artists, or critics.**

e. **Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.**

f. **Editing or refereeing articles or proposals for professional journals or organizations.**

g. **Scholarly reviews of publications, art works and performance of the candidate.**

h. **Citations of research in scholarly publications.**

i. **Published abstracts of research papers.**

j. **Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.**

k. **Prizes and awards for excellence of scholarship.**

l. **Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.**

m. **Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where**

appropriate obtaining patents and/or copyrights for said development.

N. RESEARCH RESULTS SHOULD BE MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY. THE DEPARTMENT EXPECTS FACULTY WITH A 30% RESEARCH LOAD TO BE PUBLISHING AT A RATE OF APPROXIMATELY ONE PAPER PER YEAR. AT A 50% LEVEL OR ABOVE THERE SHOULD BE APPROXIMATELY TWO. HOWEVER, IT SHOULD BE EMPHASIZED THAT THIS IS ONLY AN APPROXIMATE GOAL. THE MORE IMPORTANT GOAL IS QUALITY RESEARCH. HIGH QUALITY RESEARCH CAN BE PRODUCED AND DISSEMINATED IN SPECIAL CIRCUMSTANCES AT A LOWER RATE. ACCORDINGLY, CANDIDATES SHOULD NOT TRY TO MEET A RESEARCH TARGET IN TERMS OF NUMBER OF PAPERS PUBLISHED. FURTHER, HEAVY PRODUCTION RATES OF LOW QUALITY PUBLICATIONS IS DISCOURAGED.

O. A CANDIDATE'S PUBLICATION AND FUNDING RECORD SHOULD BE COMPARED WITH INDIVIDUALS IN THE SAME OR RELATED DISCIPLINES. THE PRACTICE OF LISTING COAUTHORS WHO HAVE CONTRIBUTED LITTLE TO A PUBLICATION IS UNCOMMON IN THE MATHEMATICAL SCIENCES. EXCEPT IN UNUSUAL CIRCUMSTANCES, EACH COAUTHOR WILL HAVE MADE A SIGNIFICANT CONTRIBUTION. COAUTHORS ARE OFTEN LISTED ALPHABETICALLY.

P. FOR DMS FACULTY CONDUCTING RESEARCH IN MATHEMATICS EDUCATION, APPROPRIATE RESEARCH PRODUCTS, IN ADDITION TO THOSE NOTED ABOVE, MAY ALSO INCLUDE DEVELOPMENT OF MATHEMATICAL CURRICULA THAT ARE INNOVATIVE AND BASED ON ORIGINAL RESEARCH. IN ADDITION TO JOURNALS INTENDED FOR THE RESEARCH COMMUNITY, DMS WILL ALSO VALUE PEER-REVIEWED JOURNALS INTENDED FOR THE BROADER EDUCATION RESEARCH COMMUNITY. THIS INCLUDES JOURNALS DEVOTED TO TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT AS WELL AS A READING AUDIENCE OF EDUCATION POLICYMAKERS, TEACHERS AND ADMINISTRATORS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge is identified as "public service." The tradition of the university itself

provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

PROFESSIONAL SERVICE INCLUDES, BUT IS NOT LIMITED TO, REFEREEING, JOURNAL WORK, SERVICE TO NATIONAL PROFESSIONAL ORGANIZATIONS, WORKING WITH TESTING ORGANIZATIONS TO DEVELOP STANDARDIZED EXAMS, EDITING FOR TEXTBOOK AND SCIENTIFIC PUBLISHERS, ORGANIZING CONFERENCES, IN-SERVICE TRAINING PROGRAMS, GIVING COLLOQUIUM LECTURES, REVIEWING PROPOSALS AND BOOKS. IT INCLUDES PRESENTATION OF EXPOSITORY MATERIAL INCLUDING EXPOSITORY TEXTS, WHICH ARE NOT PRIMARILY MEANT FOR CLASSROOM USE. OUTREACH TO EDUCATORS (E.G. OFFERING INSERVICE WORKSHOPS OR INSTITUTES FOR K-12 MATHEMATICS TEACHERS) IS ALSO APPROPRIATE PUBLIC SERVICE FOR DMS FACULTY.

Examples include, but are not limited to:

a. **Providing information services to adults or youth.**

b. **Service on or to government or public committees.**

c. **Service on accrediting bodies.**

d. **Active participation in professional organizations.**

e. **Active participation in discipline-oriented service organizations.**

f. **Consulting.**

g. **Prizes and awards for excellence in public service.**

h. **Leadership of or presentations at workshops, conferences, or public meetings.**

i. **Training and facilitating.**

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. **Service on university, college, school, institute, or departmental committees or governing bodies.**

b. **Consultative work in support of university functions, such as expert assistance for specific projects.**

c. **Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.**

d. **Participation in accreditation reviews.**

e. **Service on collective bargaining unit committees or elected office.**

f. **Service in support of student organizations and activities.**

g. **Academic support services such as library and museum programs.**

h. **Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.**

i. **Mentoring OF FACULTY.**

j. **Prizes and awards for excellence in university service.**

K. **SERVICE AS OUTSIDE REVIEWER ON UAF THESIS COMMITTEES.**

L. **PREPARATION OF UNIVERSITY REPORTS.**

3. Evaluation of Service

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

RATIONALIZATION AND COMMENTARY

THE ABOVE PORTION OF THIS DOCUMENT IS MEANT TO OUTLINE THE PROCESS AND INDICES OF EVALUATION. WHAT FOLLOWS BELOW ARE A FEW REMARKS MEANT TO GIVE SOME EXPLAINATION TO THIS SCHEMATIC.

AT THE LEVEL OF ASSOCIATE PROFESSOR A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THE DMS RECOGNIZES THAT AT THIS LEVEL SERVICE IS SECONDARY TO TEACHING AND RESEARCH. THIS DOES NOT IMPLY SERVICE AT THIS LEVEL IS UNIMPORTANT. FACULTY NEW TO THE PROFESSION CAN PROFITABLY SPEND THEIR TIME ESTABLISHING A RESEARCH RECORD AND PERFECTING TEACHING TECHNIQUE.

DMS TAKES EXCEPTION WITH IDEAS FOUND IN CERTAIN QUARTERS ON SPECIFIC AND OBJECTIVE MEASURES OF IMPACT FACTORS. TO QUOTE FROM THE OCTOBER 2006 NOTICES OF THE AMERICAN MATHEMATICAL SOCIETY,

> "PEOPLE MISUSE THE IMPACT FACTOR BECASE THERE ARE NO EXPLICIT PRINCIPLES GOVERNING ITS INTERPRETATION. THE IMPACT FACTOR IS USED TO MEASURE THE VALUE OF THINGS FOR WHICH IT WAS NEVER INTENDED (ARTICLES AND AUTHORS, FOR EXAMPLE), AND IT IS USED TO MAKE FAULTY COMPARISONS BETWEEN UNLIKE OBJECTS, INCLUDING JOURNALS THEMSELVES...FOR DECADES, SCHOLARS HAVE COMPLAINED ABOUT THE MISUSE OF THE IMPACT FACTOR, AND THERE IS EXTENSIVE LITERATURE OF SUCH COMPLAINTS AND ADMONITIONS. BUT IN A WORLD GONE MAD WITH AN OBSESSION TO EVALUATE EVERYTHING 'OBJECTIVELY', IT IS NOT SURPRISING THAT DESPERATE AND SOMETIMES INCOMPETENT EVALUATORS USE A POORLY UNDERSTOOD, BUT EASILY CALCULATED, NUMBER TO COMFORT THEM."

DMS STRONGLY MAINTAINS THAT IN ADDITION TO ANY QUANTIFIED METRICS WE MUST ADD PERSONAL JUDGEMENT BY PRC AND OUTSIDE EVALUATORS. SCHOLARLY PEERS, SUBJECTIVE THOUGH THEY MAY BE, ARE THE BEST JUDGES OF QUALITY. MAKING SUCH DECISIONS IS HARD WORK BUT A NECESSARY RESPONSIBILITY OF EACH MEMBER OF THE PRC.

TO FURTHER UNDERSCORE THE ABOVE POINTS, WE QUOTE FROM A 2006 WHITE PAPER RELEASED BY THE AMERICAN MATHEMATICAL SOCIETY.

> "MATHEMATICS IS OFTEN CONSIDERED AS PART OF THE PHYSICAL AND NATURAL SCIENCES, BUT ITS PUBLICATION PRACTICES DIFFER FROM THESE OTHER DISCIPLINES IN SEVERAL FUNDAMENTAL WAYS.
>
> MATHEMATICIANS TEND TO PUBLISH AT RATES THAT ARE MODEST COMPARED TO SOME OTHER SCIENCES. THE

MAJORITY OF MATHEMATICAL RESEARCH IS PUBLISHED IN REFEREED RESEARCH JOURNALS RATHER THAN CONFERENCE PROCEEDINGS OR BOOKS. THE MATHEMATICAL LITERATURE IS SPREAD AMONG A WIDER COLLECTION OF JOURNALS THAN IN MOST RELATED FIELDS. AND, SINCE AN ARTICLE TYPICALLY REPRESENTS A MATURE TREATISE ON A MATHEMATICAL QUESTION, AND SINCE MATHEMATICS RESEARCH IS NOT CONSIDERED TIME-SENSITIVE, DELAYS IN PUBLICATION ARE COMMON.

EVEN SOME OF THE BEST YOUNG MATHEMATICIANS PUBLISH RELATIVELY FEW PAPERS. A STUDY OF THE 40 MATHEMATICIANS WINNING SLOAN FELLOWSHIPS IN 2005-2006 SHOWS THAT 70% PUBLISH AN AVERAGE OF TWO OR FEWER ARTICLES PER YEAR IN THE FIVE YEARS PRECEDING THEIR AWARD. THESE TWO GROUPS REPRESENT AN EXCEPTIONAL GROUP OF HIGHLY PRODUCTIVE MATHEMATICIANS.

OF THE 274 PUBLICATIONS BY THESE GUGGENHEIM FELLOWS, 75% WERE IN REFEREED JOURNALS. ONLY THREE PUBLICATIONS WERE BOOKS. IN FACT, OF ALL ITEMS COVERED BY MATHEMATICAL REVIEWS IN THE YEARS 2001-2005, FULLY 80% WERE FROM REFEREED JOURNALS.

WHEN JUDGING THE WORK OF MOST MATHEMATICIANS, THE KEY MEASURE OF VALUE FOR A RESEARCH PROGRAM IS THE QUALITY OF PUBLICATIONS RATHER THAN RATE. THE INFORMATION ABOVE ABOUT THOSE WHO HAVE WON PRESTIGIOUS AWARDS STRONGLY SUPPORTS THIS VIEW"

CERTAIN DISCIPLINES FOUND IN MATHEMATICAL SCIENCES HAVE LITTLE OPPORTUNITY IN THE WAY OF EXTERNAL FUNDING. ACCORDINGLY, THE ABILITY TO FIND FUNDING SPEAKS WELL FOR A CANDIDATE AT ANY LEVEL. HOWEVER, ABSENCE OF FUNDING MAY NOT NECESSARILY SPEAK AGAINST THE CANDIDATE. DMS DOES NOT CONSIDER THE FUNDING OF GRANT PROPOSALS TO BE THE GOAL OF ANY RESEARCH PROJECT. RATHER, WE FOCUS ON WHAT IS ACHIEVED WITH OR WITHOUT RESEARCH FUNDING.

TO SUMMARIZE, THE PRIMARY RESEARCH METRIC IS NOT NUMBER OF PUBLICATIONS, NOR NUMBER OF CITATIONS, NOR QUANTITY OF GRANT MONEY. IT IS RESEARCH RESULTS AS MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY.

ORIGINAL

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

RESOLUTION:
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The UAF Faculty Senate, in support of student retention and success, resolves that a comprehensive Student Learning Commons be established on the Fairbanks campus in partnership with the Rasmuson Library.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: A failure to retain and nurture students obstructs the mission of the University of Alaska Fairbanks, which is to promote excellence, student success and lifelong learning. Faculty, departments, committees and administration confirm that many students entering UAF need assistance in order to succeed. All student-success specialists emphasize that integrated support programs are salutary, achieving levels of campus-wide coordination and partnership that serve to unite a university. Evidence from programs as diverse as Student Support Services Developmental Education, and the Honors program shows that students at all levels of their education at UAF can benefit from a Student Learning Commons. The attached Summary Report from Student Support Services shows that academic standing, retention and degrees earned even among at-risk students increase when solid learning support is available.

The Student Learning Commons is designed to support all students—urban and rural, at risk and gifted—striving for academic excellence. It will provide a centralized location that enhances students' access to learning support services. No program similar to the one being proposed in this initiative presently exists at UAF. The expected outcome of this initiative will be improved student comprehension, retention, and graduation rates, all of which benefit the entire academic and social community leading to increased revenue generation.

Marsha Sousa 5-4-09
President, UAF Faculty Senate Date

UAF Student Learning Commons Proposal
Student Academic Development & Achievement Committee
April 2009

RESOLUTION:

The Faculty Senate in support of student retention and success resolves that a comprehensive Student Learning Commons be established on the Fairbanks campus in partnership with the Rasmuson Library. The Student Learning Commons would provide and coordinate tutoring, supplemental instruction, computer-assisted instruction, access to informational and instructional technologies, curricular advising, and counseling to all undergraduate students at UAF. Its technology and information-management capabilities would further extend UAF's reach to include rural students.

1. Rationale

A failure to retain and nurture students obstructs the mission of the University of Alaska Fairbanks, which is to promote excellence, student success and lifelong learning. Faculty, departments, committees and administration confirm that many students entering UAF need assistance in order to succeed. All student-success specialists emphasize that integrated support programs are salutary, achieving levels of campus-wide coordination and partnership that serve to unite a university. Evidence from programs as diverse as Student Support Services Developmental Education, and the Honors program shows that students at all levels of their education at UAF can benefit from a Student Learning Commons. The attached Summary Report from Student Support Services shows that academic standing, retention and degrees earned even among at-risk students increase when solid learning support is available.

The Student Learning Commons is designed to support all students—urban and rural, at risk and gifted—striving for academic excellence. It will provide a centralized location that enhances students' access to learning support services. No program similar to the one being proposed in this initiative presently exists at UAF. The expected outcome of this initiative will be improved student comprehension, retention, and graduation rates, all of which benefit the entire academic and social community leading to increased revenue generation. .

2. Mission

The Student Learning Commons (SLC) will support all UAF students by bringing together a wide range of services to enhance student learning. The UAF SLC will be committed to academic excellence, student success and lifelong learning for the most diverse student population of any university in the country. The SLC will function as an information clearinghouse for tutoring services, academic advising, library research, testing, counseling, and other programs promoting student success. Students will be able to work with trained tutors, librarians and advisors, receive mentoring, and attend

orientations and success workshops at a single locale purposely designed to direct and enrich their educational experience. These services will be available both to local students and to students at a distance.

3. Goals

Students participating in the SLC will develop the skills and attitudes necessary for the attainment of academic, career and life goals, including one or more of the following: increase their knowledge of the subjects they are studying, improve their grades, become proficient in using technology and web resources they need for success, become more aware of how they learn best, and develop positive attitudes and confidence in their ability to learn.

4. Proposed Vision – The hope of a comprehensive learning center is not new. Local centers existed in the various Community Campuses before the consolidation and some still exist. Since the early 90's, a learning support center for the Fairbanks Campus has been proposed by many campus committees and organizations. In 2007, a committee including representation from Department of Developmental Education, the English Department Writing Center, Student Support Services, Rural Student Services, TVC advising, and the Academic Advising Center, developed a plan for a comprehensive learning center that the Student Learning Commons would be modeled on. In the past, the major stumbling block for such proposals has been space. With the Library's cooperation, that space would be available and the Student Learning Commons could become a reality.

The following is the model for the Student Learning Commons:

Personnel

A full-time coordinator with a background in learning theory will be in charge of choosing the tutors, training the tutors, scheduling lab hours and organizing tutors, but the tutors will be funded and referred by their respective departments. Assistance from librarians familiar with searching and evaluating information resources will be another component. A full-time administrative assistant will also be needed to support the SLC. A full-time computer technician familiar with educational applications of technology will be needed. The technician will also be utilized by the Writing Center and other identified places which currently cannot afford to keep a technician on staff full-time.

Other professionals assigned to the SLC include the following: a counselor from the Center for Health and Counseling (shared), a learning disabilities specialist (part-time), English as a Second Language (ESL) teaching assistants (part-time), a financial advisor from Financial Aid (shared), and CRLA certified tutors.

Services

To support student success and improve student learning at UAF, a student learning commons located within the Rasmuson Library will provide integrated services to enhance individual and group learning experiences. Most of the library literature about learning commons confirms "The news from the front lines is that the information commons established in college and university libraries are a success. These new spaces are wildly popular with students . . ." (Spencer, M. [2006] "Evolving a new model: the information commons," *Reference Services Review*, 34 (2), 242-7). The UAF Student Learning Commons integrates personal help, instructional and information technologies, and versatile space. This triad enables students to: conceptualize the work for their courses and related learning activities; search for and evaluate information to support their developing ideas; create projects and presentations (including collaboration by groups); bring their work into final production (including multimedia and print production); assess and improve their study skills; learn new information technologies; and be tutored in a variety of disciplines. Development and uses of these learning support components will require collaboration among library personnel, student services throughout UAF, academic departments, and OIT.

The SLC will include its own tutoring center for math, reading, writing, study skills and computer usage. Eventually the existing Writing Center, Speech Center, Developmental Math Lab and the Chapman Math Lab might all be folded into the SLC in order to offer these core-support services at one site. While departments and other service providers will function with different degrees of autonomy, the SLC will encourage synergy. The Student Learning Commons would also be a useful resource for faculty in developing their own instructional materials, and as a venue for some class meetings. A Center for Instructional Design housed in the Rasmuson Library in the near future would be welcome partners with the SLC in creative instructional innovations to help both faculty and students.

The personalized help portion of the triad will require specialized contributions from faculty, librarians, tutors, student services personnel, and IT staff. Students will be able to work with tutors on writing skills, presentation skills, study skills, software uses and web applications. Librarians will provide help with effectively researching topics, locating resources, and evaluating information. Instruction in information literacy will be essential and will reinforce UAF's core curriculum goals. Communication and collaboration among these service providers should be nearly seamless in helping the students. Workshops and similar instructional sessions shall be provided.

Sessions will be offered addressing student success at every level. This will include sessions on how to write different types of lab reports and research papers, as well as how to use computers for research. Student-success sessions—currently offered by Academic Advising and the Developmental Education Department, including various study skills and time management—will be incorporated as well as sessions on motivation, textbook reading, memory improvement and critical thinking skills. Workshops on ESL, math, English and reading skills will be available too. First-year orientation classes will be

developed by the SLC including Supplemental Instruction and linked courses. In addition, a mentoring program pairing new students with more experienced students will be developed. Students will also be able to take tests on various topics such as learning styles and math, English, reading and study skills preparedness. The SLC will house a testing center for assessment, make-up and mastery testing.

Information and instructional technologies form the second part of the triad. The SLC will be an online-learning facility, as well as employ PowerPoint or video presentations, in order to provide students with in-depth information complementing student-success sessions. Workshops on standard productivity software, multimedia software, and collaborative web technologies shall be provided. PC's, Mac's, printers and scanners shall be available, along with wireless networking so that students can utilize their own laptops. Technical help will assist with use of a variety of software and newly developing web technologies, as well as providing the foundation for maintaining the hardware, software, and network connectivity.

The third part of the triad involves spaces for students (singly or teamed) to learn in collaboration with each other as well as to meet with the personnel and use the technologies. We envision an area for students to use the available computers or their own laptops, but it is also an area with flexible furnishings for small and medium-sized groups to work together. Group study rooms and presentation practice rooms with projectors and white boards are essential in the Commons. A smart classroom for instruction sessions, a computer lab for workshops, and spaces for tutoring activities and for in-depth collaborations with support/instruction personnel would all contribute to student success.

In its role as an information clearinghouse, the SLC will include specific information on the following services already established at UAF: specific departments offering tutoring or labs, residential advising and tutoring offered in dormitories, the Student Support Services program, Rural Student Services, Disability Services, the Center for Health and Counseling, the Registrar, Financial Aid, the Academic Advising Center and the TVC Student Assistance and Advising Center, and learning assistance programs offered at all UAF rural campuses. A webpage presenting the SLC and its services will also explain the options available to Distance Education students, such as the Math Hotline (telephonic tutoring), Whiteboard (computer program used for distance tutoring), and Telefax Tutoring (used by the Writing Center).

Assessment

The SLC will include a built-in self-assessment process to measure its effect on student learning and retention. Information gathered will be used to modify services offered by the SLC. For instance, student usage of the SLC can be tracked via computer software such as AccuTrack.

The goals of the commons are to provide: coordinated learning support for all students at UAF; timely advising by trained advisors; tutoring for students in key courses by trained tutors; and tutoring labs (Math Lab, Writing Center, Developmental Math Lab, Developmental Writing Lab etc.) in areas where significant numbers of students need assistance to pass courses.

The expected outcomes are as follows: students will use the available learning support activities; students will be directed to appropriate support activities throughout the UAF system; advising will be available for students within two business days of request; students using tutors 5 or more times during the semester will be successful in courses tutored at a rate at least as high as the general student population taking that course; and students regularly using tutoring labs will be successful in courses tutored at a rate at least as high as the general student population taking that course.

Definition of Success

Success for Student Learning Commons will result in	Students contacting the learning Commons will be directed to appropriate learning services and will utilize those various learning support activities
Successful advising will result in	Students seeking advising at critical times during the semester and receiving advising assistance such as learning support referrals, registration assistance, and other services in a timely manner.
Successful individual tutoring (when a student attends 5 or more hours) will result in	Students completing the tutored course with a "C" or higher.
Successful group tutoring (where a student regularly attends sessions) will result in	Students completing the tutored course with a "C" or higher.
Successful provision of tutors or faculty instructors as individual tutors or in group tutoring sessions.	All tutors will be trained and certified as CRLA tutors or will be appropriate level faculty.

Outcomes Data

Type of data	**Collected by**	**Time of collection**
Semester referral to services • Total headcount • Unduplicated headcount	Student Learning Commons	Throughout the semester
Individual Tutoring • Total headcount • Number of hours attended by individual students	Tutoring unit	Throughout the semester
Student* grades in tutored	Tutoring unit	End of each semester

course.		
Group Tutoring • Total headcount • Number of hours attended by individual students	Tutoring unit	Throughout the semester
Student # grades in tutored course.	Department	End of semester
Tutor training records	Tutor training unit	Each semester
Faculty vita	Tutoring unit	As faculty are assigned to tutoring unit
Faculty Referrals • Number of faculty referring students • Number of new faculty referrals	Student Learning Commons	Throughout semester

* students participating in 5 or more individual tutoring sessions
# students regularly participating in group tutoring sessions

5. Implementation

If this Student Academic Development & Achievement Committee vision is compelling and accepted, we recommend that another committee be formed to continue investigating learning commons in other institutions; to begin conversations with appropriate faculty, student organizations, OIT and student support services to further identify and articulate their needs and garner their support; and to gather additional data about space, staffing, collaborations, assessment, and funding required of UAF in order to achieve viability and practicability for its Student Learning Commons.

Administrative support is needed to move ahead towards implementation. Both immediate and 5-year funding will be needed. Questions to be answered during this phase include the following: Where will the funding come from and is it sustainable? When will significant space become available in Rasmuson Library? What renovations will be needed within the Rasmuson Library building (networking, power, lighting, walls)? Who will pay for staff? What equipment, supplies, and furniture will we need?

The Rasmuson Library—conveniently located near other integral UAF computing, service, and instructional functions—currently has 30 computers on its main floor and 12 more on other floors to be used for searching for information. As of March 2009 seven of these computers also have MS Office software, and the rest have Open Office software. Possibly another 20 would be needed for the additional work on papers, projects and presentations expected in a learning commons. Additional specialized software applications (e.g. Photoshop, Final Cut Pro, statistical software, GIS software) could be required for student work in some disciplines. An area with equipment for final production

of papers, projects, presentations should include printers, photocopiers, a flatbed scanner, possibly equipment for oversize and color productions and should be conveniently close to the computers. The current instructional computer lab is heavily utilized now for library instruction sessions, OIT training sessions, and other campus training. A second instruction lab is essential.

The Media Classroom will need to be supplemented by another, smaller smart classroom. To the current group study rooms (currently 2 are available on Level 3, and 2 on Level 5) would need to be added 4 small rooms (for individual tutoring, testing, and storage) located near each other on the same floor. Additional flexible space for individual tutoring is desirable.

Office space for the SLC coordinator and the administrative assistant is necessary. Service points for Library Reference services and technical help should be merged into one service point with more tech training for the librarians. Several learning commons use paraprofessionals and peer tutors for providing some of these services.

After sustainable funding and facilities have been acquired and renovations to space are completed, the SLC will be set up and its services will be initiated. Tasks during this stage might include, among others, hiring a coordinator and support staff, deciding which services want to be folded into the SLC and which want to remain autonomous, coordinating the efforts of the various support programs already in existence, hiring and certifying tutors, setting up workshops and filming them for online use, creating a web page, setting up an online learning center, and directing students to the commons.

Student Support Services Program
University of Alaska Fairbanks
Program Overview

The **Student Support Services (SSS)** program provides opportunities for academic development, assists students with college requirements, and serves to motivate students towards the successful completion of their degree program. The program is funded by a TRiO Grant from the U.S. Department of Education.

Our services include:

- drop-in tutoring center
- instruction in mathematics skills
- tutorial services
- academic advising and mentoring
- cultural and social engagement
- loan program for laptop computers, and other media
- direct financial assistance to qualified Pell Grant recipients

All services are provided free of charge to eligible students. Our program is staffed with both professional and certified student tutors.

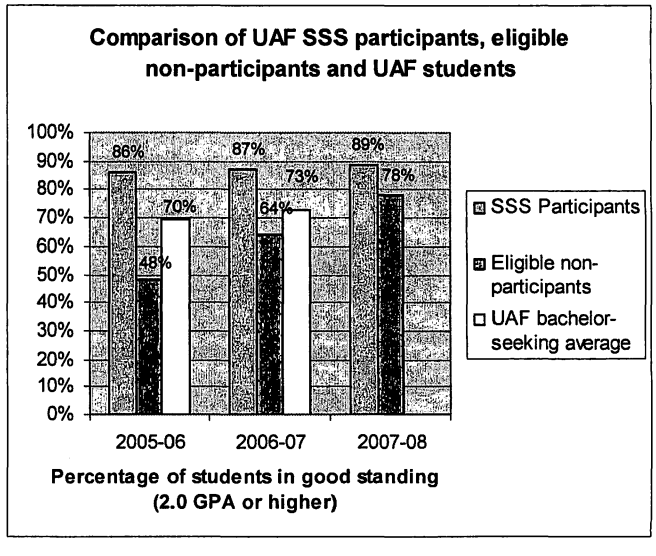
To receive SSS program services, a student must have academic need and meet one of the following criteria:

- Financially limited according to federal criteria.
- A first-generation college student (meaning neither parent has earned a Bachelor's degree)
- A student with a documented physical or learning disability

Participants must also be enrolled in at least six hours of academic study, and intend to obtain a Bachelor's degree.

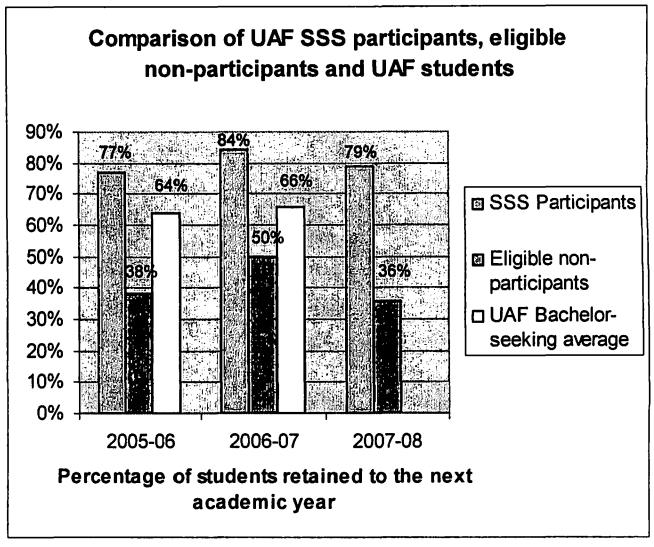
Good Academic Standing

Similarly, the percentage of students in good standing (GPA ≥ 2.0) each year is higher for SSS participants than for potentially eligible but non participating students and baccalaureate seeking students generally.



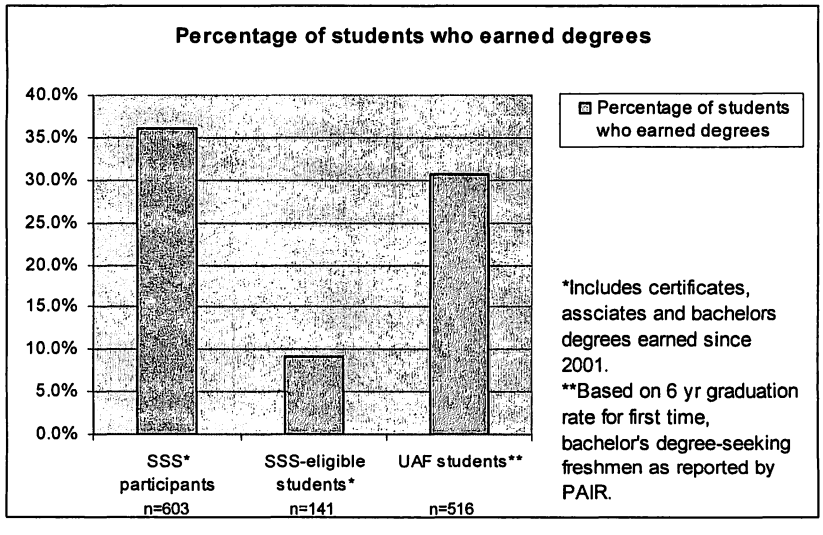
Retention

Participating SSS students have been retained at a higher rate than UAF baccalaureate students who enroll at least half-time and also at a higher rate than potentially eligible but non-participating students.



DEGREES EARNED BY SSS STUDENTS

Since its inception in 2001, the SSS program at UAF has served 603 students. Those **603 students** have earned **217 degrees** from UAF (Certificate, Associate and Baccalaureate included.) During that same time period 141 students were eligible for the program, but chose not to receive services (the control group.) Those 141 students have earned only 13 degrees from UAF.



Current grant program demographics by year (2005-2008)

(Federally funded to serve 160 students annually)

2005 – 2006

Total new participants = 92

Program Qualification	
Disabled	12
Disabled and low income	10
First generation only	28
Low income and first generation	91
Low income only	19

Age range in years	# of students
0-21	32
22-26	40
27-35	38
36-45	29
46-55	18
56+	3

Gender	
Female	116
Male	44

Ethnicity	
American Indian or Alaskan Native	43
Asian	4
Black or African-American	13
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	2
More than one race reported	8
Other or non-disclosed	4
White	81

2006 – 2007

Total new participants = 91

Program Qualification	
Disabled	14
Disabled and low income	11
First generation only	26
Low income and first generation	90
Low income only	16

Age range in years	# of students
0-21	45
22-26	27
27-35	38
36-45	30
46-55	17
56+	0

Gender	
Female	112
Male	45

Ethnicity	
American Indian or Alaskan Native	31
Asian	6
Black or African-American	15
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	1
More than one race reported	1
Other or non-disclosed	9
White	87

2007 – 2008

Total new participants = 61

Program Qualification	
Disabled	15
Disabled and low income	14
First generation only	26
Low income and first generation	82
Low income only	18

Age range in years	#of students
0-21	45
22-26	35
27-35	34
36-45	27
46-55	12
56+	2

Gender	
Female	113
Male	42

Ethnicity	
American Indian or Alaskan Native	30
Asian	7
Black or African-American	17
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	1
More than one race reported	1
Other or non-disclosed	6
White	84

ORIGINAL

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:

The UAF Faculty Senate moves to approve a Certificate in Environmental Studies.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #9-UNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 5-4-09
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5-5-2009
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Overview:

Bristol Bay Campus designs educational opportunities in partnership with regional entities and communities to empower residents and address economic development. The Environmental Studies (ENVI) certificate will not specifically train a student for one career path but will teach the students a universal skill set that will be used for a broad range of careers. These skills obtained by an ENVI certificate holder will then serve as a foundation for any realm of environmental technician work available in their communities. Training local students in these skills will not only give employers an opportunity to hire locally for technician work that is traditionally completed by non-local technicians, but will also support local economic development.

The following Bristol Bay region communities employ two Tribal Environmental Program employees each. There is a correlation between environmental training and employability in those positions within these communities: Aleknagik, Clark's Point, Ekwok, Manokotak, New Stuyahok, Togiak, Levelock, Pilot Point, and Dillingham.

A partnership has developed between the Bristol Bay Native Association Tribal Environment Program and the Bristol Bay Campus' offering of pilot ENVI courses. Twenty-eight villages in the Bristol Bay region have 45 positions available as Environmental Coordinators or Environmental Assistants. Tribal Environment Program employees are encouraged to participate in pilot ENVI courses to broaden their technician skill set and to improve their knowledge of environmental systems and natural resource dynamics.

In Alaska, landscape level changes are taking place due to both climate change and human activities such as mining, oil exploration, toxicology, tourism, and environmental remediation. The Bristol Bay Advisory Committee for this certificate met in 2006 and recommended the development of a program to address community-level environmental issues. Input from the Committee as to specific employment skills needed in technician-level careers in environmental sciences and natural resources were incorporated into all of the ENVI courses. In 2008, the Committee voted on continued support for the development of this educational program.

Employability needs precipitating the development of this program came from analysis of surveys from 2002 to 2005 conducted by CRCD and UAF BBC indicated that there is need in rural Alaska for more graduates in the environmental sciences. Another area of need recognized during this program development was the American Indian/Alaska Native unemployment rate is about three times as high as the unemployment rate for the non-Native population. The National Center for Educational Statistics (NCES) (2003) reports that American Indians/Alaska Natives students were more likely to have dropped out of school than non-Native students and scored lower, on average, than non-Native students on the SAT and the ACT in 2004. It has been the UAF BBC experience that rural Alaskan high school students are even less prepared than urban students for the academic rigor of science at the university level. Thus, responding to these employability and community needs, the UAF BBC's proposed ENVI certificate will work to provide the preparation needed for students to enter into a science-related associate or baccalaureate degree while gaining the basic academic preparation and sought after vocationally related skills necessary for entry-level careers in the environmental studies.

The mission of the ENVI certificate program is to provide students, including Alaska Native and rural students, with quality academic instruction and training responsive to community needs.

This program will help empower graduates and their communities to adapt to the overwhelming social, ecological, and economic changes presently occurring while protecting and enriching local culture.

The ENVI certificate is a 34-36 credit program and is offered through the UAF BBC of the CRCD and will be a stepping-stone for students pursuing a science-related associate or baccalaureate program.

Objectives:

a) Objectives

- To expose the students to a broad-based, environmental studies background.
- To prepare students to address specific community-based environmental issues.
- Learn the basic interdisciplinary skills needed for general laboratory and field-based work in the environmental sciences such as inventorying biota or monitoring a few key water quality indicators.
- To prepare students to advance into a science or policy related Associate or Baccalaureate program or other undergraduate course work in the sciences.
- To prepare students academically and vocationally for entry-level employment in the field of natural resources and environmental science.
- To develop basic academic skills and gain essential knowledge in environmental studies that is integrated with a community-based environmental perspective.
- To introduce students to the established UAF BBC student support system that will provide tutorial, mentorship, and academic support.
- To provide students with the tools necessary for successful employment.
- To introduce students to university science programs that encourages academic development into advanced degrees.
- To promote skill development that integrates wellness, self-sufficiency, and community development.

ENVIRONMENTAL STUDIES (ENVI) CERTIFICATE OUTLINE

1. Complete the general university requirements

2. Complete the following general Certificate requirements — 9 cr

a. Communication…..(complete one of the following)……3 cr:

1)…ENGL 111X – Introduction to Academic Writing — 3 cr OR

2) ABUS 170 – Business Writing — 3 cr

b. Computation……..(complete one of the following) ……3 cr:

1) Any course at the 100-level or above in mathematical sciences (computer science, math, or statistics)……3 cr OR

2) DEVM 105 – Intermediate Algebra……3 cr

c. Human Relations…..(complete one of the following) ……3 cr;

1) ANTH 100X/SOC 100X – Individual, Society & Culture ……3 cr OR

2) ABUS 154 – Human Relations ……3 cr OR

3) Other program approved discipline-based human relations course or discipline-based with embedded human relation content to total 3 credits

3. Complete the following ENVI requirements — 22-23 cr

a. Science Foundation Courses…(complete one from each of the following) 8 cr;

1)..BIOL 103X – Biology and Society — 4 cr or

2)..BIOL 104X – Natural History of Alaska — 4 cr or

3)..BIOL 115X – Fundamentals of Biology I — 4 cr **

AND

4)..CHEM 103X – Basic General Chemistry — 4 cr OR

5)..CHEM 105X – General Chemistry I — 4 cr *

*Course requires placement in ENG 111 and MATH 107X

**Course requires CHEM 105X as a pre- or co-requisite, and placement in ENG 111 and MATH 107X

b. Environmental Studies Core Courses…(complete all seven below)….. **14-15** cr;

1) ENVI 101 – Introduction to Environmental Science……3 cr

2) ENVI 110 – Introduction to Water Quality I: Measurement ……1 cr

3) ENVI 130 – Introduction to National Environmental Protection Act (NEPA)……1 cr

4) ENVI 160 – Internship in Environmental Studies……1-2 cr

5) ENVI 260 – Field Techniques for Environmental Technicians ……2 cr

6) ENVI 265 – Introduction to Methods in Environmental Studies Reporting……2 cr

7) GEOG 211X – Earth Systems: Elements of Physical Geography 4 cr

4. Complete 3 or 4 credits from the following elective courses — 3-4 cr

a. BIOL 104X – Natural History of Alaska……4 cr

b. BIOL 115X – Fundamentals of Biology I……4 cr

c. CHEM 104X – Beginnings in Biochemistry……4 cr

d. CHEM 105X – General Chemistry I……4 cr

e. DEVS 100 – Introduction to Science ..... 4 cr
f. FISH 101 – Introduction to Fisheries ..... 3 cr
g. HLRM 130 – Research Field Logistics ..... 2 cr
h. NRM 101 – Natural Resources Conservation and Policy ..... 3 cr
i. RD 250 – Grant Writing for Community Development ..... 1-3 cr
j. STAT 200X – Elementary Probability and Statistics*** ..... 3 cr
k. Advisor Approved Elective**** ..... 1-3 cr

(*** if used for Computational Credit above, cannot be used for elective credit)

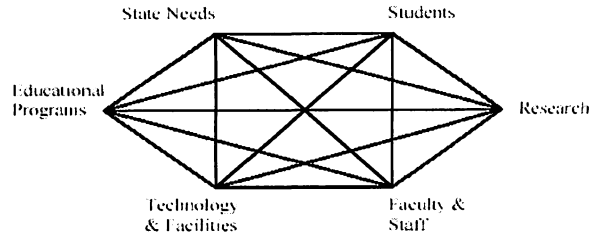
(**** of similar level and subject matter to the listed elective courses)

Total ..... minimum of 34 credits, maximum of 59 credits

APPENDIX B Resource Commitment to Proposed Degree Program

Resources	Existing	New		Total
	College/School	College	Others (USDA Grant 50%, Title III 50%)	
Regular Faculty (FTE's & dollars)	CRCD: In excess of 10 additional faculty members per semester will be involved in providing courses which will be used by students in this program. The amount of effort will vary per instructor based on the number of ENVI students in their classes.		Faculty 100% $70,055	$70,055
Adjunct Faculty (FTE's & dollars)				
Teaching Assistants (Headcount)				
Instructional Facilities (in sq. footage)	10 ft x 30 ft = 300 ft^2			
Office Space (Sq. footage)	12 ft x 8 ft = 96 ft^2			
Lab Space (Sq. Footage)	10 ft x 30 ft = 300 ft^2			
Computer & Networking (in dollars)				
Research/instructional/office Equipment (in dollars)	$50,000.00			$50,000
Support Staff (FTE's & dollars)	Environmental Technician @ 50% (1846.4 biweekly) $22710.50		Environmental Technician @ 50% (1846.4 biweekly) $22710.50	$45,421
Supplies (in dollars)			$5,000	$5,000
Travel (in dollars)			$5,000	$5,000
Totals				$175,476

University of Alaska Board of Regents
Program Approval Summary Form
MAU: UAF
Title: Environmental Studies (ENVI) Certificate
Target admission date: Summer 2009



How does the program relate to the **Education Mission** of the University of Alaska and the MAU?

The ENVI certificate was created by the UAF BBC, in cooperation with employers and educators, and will not specifically train a student for one career path but will teach the students a universal skill set that will be used for a broad range of careers. Training local students in these skills will not only give employers an opportunity to hire locally for technician work that is traditionally completed by non-local technicians, but will also support local economic development.

This program relates to and supports the Education Mission of the University of Alaska by:

- Serving as a program of higher education for traditional and non-traditional Alaska Native students by using the local resources and traditional knowledge of the region to teach skills and techniques desired by employers without requiring students to change or leave their culture or heritage (UA Strategic Plan 2010, Goal 1 and 2).
- Providing high quality undergraduate education in entry-level coursework, increasing the number of Alaska Native students, and increasing the number of degrees awarded to Alaska Native students with particular consideration given to the needs of permanent residents and students in non-traditional settings who seek skills and degrees suited to rural communities (UA Strategic Plan 2010, Goal 3).
- Collaborating with organizations, state and federal agencies, communities, and governments to meet rural Alaska needs in the field of natural resources (UA Strategic Plan 2010, Goal 4).

What **State Needs** are met by this program?

Upon review of this program, agencies in the Bristol Bay region, as well as statewide, (Dillingham City Council, Bristol Bay Borough, Bristol Bay Native Association, Bristol Bay Economic Development Corporation, Wood-Tikchik Land Trust, Alaska Department of Fish and Game, U.S. Fish and Wildlife Service, and National Park Service), have commented on the need for a skill-based, environmental studies education program for their entry-level positions. Finally, entry into and completion of a subsequent associate or baccalaureate science-related degree will qualify individuals for employment in fields varying from teaching to field research in both rural and urban settings.

State statistics

State statistics from the Department of Labor (http://almis.labor.state.ak.us) substantiate workforce and skill development needs in rural Alaska. The ENVI certificate will either prepare the student to directly enter this workforce or will prepare the student for an associate or baccalaureate degree which will provide entry to these high demand jobs.

What are the **Student** opportunities and outcomes?

The mission of the Environmental Studies (ENVI) certificate program is to provide students, including Alaska Native and rural students, with quality academic instruction and training

responsive to community needs. This program will help empower graduates and their communities to adapt to the overwhelming social, ecological, and economic changes presently occurring while protecting and enriching local culture.

Enrollment projections?
Information gathered by UAF BBC through a region-wide survey conducted in Summer 2003 shows a high interest in an ENVI certificate for the potential of skill development relating to job requirements. Piloted courses reached a total of 375 (duplicated headcount) students: 73% of the students enrolled in the pilot classes were Alaska Native and 2% were high school students. Using data gathered in the surveys and the piloted courses as well as observations taken from historical enrollment data (UA in Review and BBC Registration), an approximate enrollment expectation is 8-10 students in AY2010 from the Bristol Bay region and 32 students by 2013.

Describe **Research** opportunities:

Research is a component of this ENVI program. A key student outcome is a directed individual study (capstone project) where the students will design, collect and analyze data, and present results in a scientific format. Stronger collaboration between the scientific community and local entities is an expected result from this program such as the 2008 Western Alaska Interdisciplinary Science Conference in Dillingham.

Describe Fiscal Plan for development and implementation:

ENVI program development and implementation is directly supported by the United States Department of Agriculture (USDA), Cooperative State Research, Education, and Extension Service Alaska Native/Native Hawaiian (CSREES AN/NH) Serving Institutions Higher Education Grants program. This project addresses the USDA goal of increasing the number of AN/NH students engaged in USDA careers. These careers include environmental science, among others. USDA support currently stands at one full-time science faculty member who helped develop the program plus funding for a total of eight Alaska Native students to complete the ENVI certificate within approximately three years.

While the UAF BBC has developed this new program, other fund 1 faculty and staff from all campuses, both urban and rural, will potentially be involved with this program. The program will generate $33,440 per year with a minimum of eight full-time students. As student participation increases, tuition income will increase gradually replacing grant funding.

The primary teaching faculty are already employees of the University. Current faculty are housed within the CRCD as well as Fairbanks-based UAF faculty. Cooperative Extension Service faculty will also participate in development and instruction of some ENVI certificate courses.

CRCD campuses will provide classroom space for ENVI certificate courses. In communities without a local university facility, training space can be found in the private sector and reasonably supported by tuition fees through partnership arrangements. In addition, collaboration with school districts will provide space to teach some university courses. Therefore, through community and school district partnerships, the impact on existing UAF and CRCD technology resources and facilities are limited to existing resources and no new facilities or space will be required.

ORIGINAL

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate moves to approve a Graduate Certificate in Construction Management.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #19-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 5-4-09
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5-5-2009
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Brief Statement of Program:

The objective of the Graduate Certificate in Construction Management is to increase the skills of graduate engineers and other construction professionals in order to accelerate their advancement into more responsible management positions. The program was designed with strong input from construction industry employers and will continue to regard the employer as a partner in the program. Career opportunities are integral to the program.

The graduate certificate is designed to provide the needed skill level by taking short academic courses during the winter season when construction work is slowed. Students can obtain the credential, the graduate certificate, in several years of part-time studies an attainable goal for working students.

Employers will influence the curriculum several ways. First, they already have been involved in the program development. Second, an industry advisory committee will advise the program. Third, the employers will sponsor courses that they believe are most useful to their employees/students. Fourth, the program is flexible enough that new courses can be added that are specific to particular employers or situations. The flexibility derives from the division of the main skills into rubrics, then requiring the students to take a certain amount of courses from each rubric. Within the rubrics, for the individual courses, the academy establishes the quality, but the employer determines the direction. The program will emphasize overarching virtues of ethical practices, respect and fair dealing for the other parties to the construction contract, and effective communications within the project and outside the project, especially to the public. The nature of the self-support and the employer involvement will dictate the success of the program - employers will not pay unless they feel the students/employees are gaining useful skills. Students will lose interest in the program, if they do not feel the program is aiding their advancement. Hence, the student and employer participation in the program is a key benchmark of its success.

Preliminary General Catalog layout copy

Graduate Certificate in Construction Management
College of Engineering and Mines
Department of Civil and Environmental Engineering
(907) 474 xxxx
http://www.alaska.edu/uaf/cem/cee/

Graduate Certificate
Minimum requirements for degree: 15 credits

This program will advance the managerial skill level - the ability to make wise management decisions - of graduate engineers and other professionals in the construction industry to help prepare them for more responsible jobs.

Not for full-time students.

Graduate Program - Graduate Certificate

1. Complete the following admission requirements:
    a. Education and Experience:
        i. A four-year ABET college degree in engineering and at least two years construction experience, or
        ii. A four-year non-ABET degree in engineering, science or math field and four years construction experience, or
        iii. A four-year college degree and six years construction experience, or
        iv. At least ten years of management-level construction experience.
    b. Recommendations. Provide three letters of recommendations, at least one from the applicant's line supervisor.
2. Complete the general university requirements (page 182), as adopted for this program
    a. Registration requirement: Students must take at least one course per year to remain in good standing in the program.
    b. There will be a construction management certificate faculty advisor or faculty committee appointed by the College of Engineering and Mines (CEM) dean who will be the student's graduate advisory committee.
    c. The student will complete a graduate study plan after completing five credits.
3. Complete a total of 15 credits of courses from the three main construction management rubrics and two main associated rubrics as approved by the student's advisory committee as follows:
    a. Human relations and communications, 4 to 6 credits
    b. Construction project management and scheduling, 4 to 6 credits
    c. Technical management of construction and costs, 4 to 6 credits
    d. Financial aspects of construction, 0 to 3 credits
    e. Other technical areas, 0 - 3 credits
4. Examples of suitable courses under each rubric are
    a. Human relations and communications, 4 to 6 credits
        i. BA 607, Human Resources Management 3
        ii. ESM 601, Managing and Leading Engineering Organizations 3
        iii. BA 6XX, Big Picture, Systems Thinking and Organizational Dynamics 1
        iv. BA 6XX, Power and Politics and Its Effect On Motivation 1
        v. BA 6XX, Leading Teams 1
        vi. BA 6XX, Supervising Others 1
        vii. BA 6XX, The Legal Ethical and Practical Aspects of Personnel Decision Making 1
        viii. BA 6XX, Making Change 1
        ix. ESM 6XX, Project Interaction with Regulators, Stakeholders, and the Public 1
    b. Construction project management and scheduling, 4 to 6 credits
        i. ESM 609, Project Management 3
        ii. CE 620, Civil Engineering Construction 3
        iii. ESM 608, Legal Principles for Engineering Management 3
        iv. CE 6XX,Construction Claims Case Studies 1

v. CE 6XX, Scheduling for Construction Administration 1
vi. CE 6XX, Network Scheduling Basics 1
vii. CE 6XX, Project Network Scheduling Applications in Owner Organizations 1
viii. CE 6XX, Construction Claims: Prevention, Analysis, and Dispute Resolution 1
ix. CE 6XX, Project Management Organization and Delivery Systems 1
x. CE 6XX, Contact Management for Alternate Project Delivery Systems 1

c. Technical management of construction and costs, 4 to 6 credits
i. CE 451, Construction Cost Estimating and Bid Preparation 3
ii. CE 603, Arctic Engineering 3
iii. ESM 622, Engineering Decisions 3
iv. CE 6XX, Managing Risk 3
v. CE 6XX, Construction Estimating Basics 1
vi. CE 6XX, Introduction to Construction Contract Administration ... 1
vii. CE 6XX, Advanced topics In Cost 1
viii. CE 6XX, Advanced Dirt Estimating 1
ix. CE 6XX, Intro to Right Of Way Law, Procedures, and Issues 1
x. CE 6XX, Construction-Related Law topics 1
xi. CE 6XX, Arctic Construction 1
xii. CE 6XX, Introduction to Safety Engineering 1
xiii. CE 6XX, Quality Control 1

d. Business and Financial aspects of construction, 0 to 3 credits
i. ACCT 602, Accounting for Managers 3
ii. ESM 605, Engineering Economics 3

e. Other technical areas, 0 to 3 credits
i. CE 603, Arctic Engineering 3
ii. ENVE 644, Environmental Laws and Permitting 3

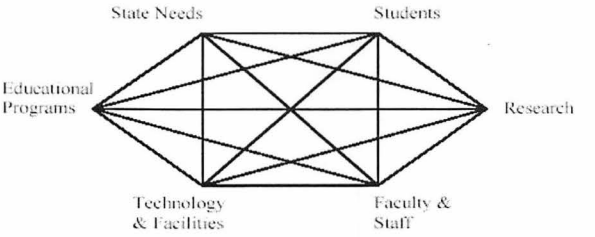
5. Credits obtained toward the GCCM may be applied toward another master's degree.

Attachment 4

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

This program is will approach a self-support program, beyond the one-half faculty position. For example, if travel is needed, it would be in the budget for a particular course and the sponsor would need to pay for it. Many of the courses will be taught by adjuncts, and these will likewise be in the budget for each course. The exceptions are noted below.

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	None	One-half FTE $53,000	Income from workforce $40,000	$13,000
Adjunct Faculty (FTE's & dollars)				(self-support)
Teaching Assistants (Headcount)				0
Instructional Facilities (in dollars and/or sq. footage)				0
Office Space (Sq. footage)	Adjunct office			½ adjunct office, 120 SF
Lab Space (Sq. Footage)				0
Computer & Networking (in dollars)			Support of UA Video Conferencing	Support of UA Video Conferencing
Research/ Instructional/ office Equipment (in dollars)				0
Support Staff (FTE's & dollars)	½ FTE $35,000 or as needed		Offset by program income	
Supplies (in dollars)		$3,000	From workforce $3,000	0
Travel (in dollars)		$10,000	From workforce $10,000	$0



University of Alaska Board of Regents
Program Approval Summary Form
Requirements:
1. 2 pages or less
2. Must be a stand-alone document
MAU: UAF
Title: Graduate Certificate in Construction Management
Target admission date: Fall 2009

*How does the program relate to the **Education** mission of the University of Alaska and the MAU?*
This proposed program is a 15 credit graduate certificate in construction management that will provide advanced training for graduate engineers and other professionals in the Alaskan construction workforce. The program was developed in close coordination with Alaska construction industry employers and envisions continuing that relationship with employers sponsoring courses, providing classroom space, and participating in an industry advisory committee.

**Who promoted the development of the program?*
The program developed from the convergence of three trends: 1. UAF engineering's goal of increasing graduate-level courses for working engineers; 2. the nationwide trend of graduate engineering programs to "package" their graduate offerings for particular industries; and 3. the Alaska Department of Transportation's (DOT) need to provide advanced training for its engineers and other professionals who are making decisions that affect the physical and economic wellbeing of Alaskans. In spring 2008, with the support of a Workforce Development Grant, UAF Civil and Environmental Engineering (CEE) led the offering of five one-credit special topics courses in Fairbanks and, via video conferencing, in Juneau and Anchorage. Other team members were the UAF School of Management, UA Corporate Programs (UACP), UAF Center for Distance Education (CDE); and UA Video Conferencing Services.

**What process was followed in development of program (including internal and external consultation)*
UAF CEE had a series of meetings with upper managers of interior Alaska construction organizations in spring and summer 2007. These meetings identified likely course topics and meeting formats used in the spring 2008 courses. In May 2008, UAF CEE sponsored a meeting in Anchorage of state-wide major employers and others interested in the workforce training of graduate engineers and construction mangers, who endorsed the key elements of this proposed program.

**Impact on existing programs and units across MAU and system, including GERs.*
Most of the students will already be four-year college graduates and this program will assume that they have the basic general education requirements. Both UAA and UAF have associates programs in construction management and UAA has a bachelor's program. The proposed program is a graduate program that will allow the next step in a career pathway and fill a gap between the bachelors and masters degrees.

*What **State Needs** met by this program.*
**Information describing program need and why existing programs in VA system are not able to meet it.*
There is currently a nationwide shortage of engineers and technical mid-level managers in all technical fields. The shortage is acute for the construction industry in Alaska with its extreme seasonally, remote project venues, and transient workforce. The shortage is often more acute for Alaska governments with less flexible personnel polices. There is broad agreement that education that is specific to construction management can accelerate the learning cycle for newer engineers into management ranks. For example, about one-third of UAF CEE graduates go into construction directly, and most of the rest of them that stay in Alaska are involved in the construction project cycle. However engineering accreditation requirements make it difficult for them to take construction courses. They enter the difficult world of construction management lacking formal courses in contact and procurement law, construction planning

and cost control, labor relations, and myriad other topics. In addition, most graduates need skills in communications special to the project environment, including dealing with the public.

Both UAA and UAF have graduate programs in engineering management, but not construction management, although some of the engineering management courses might be used in the proposed program. This program approaches a different demographic than the established masters programs, namely those college graduate students with several years of construction experience who are: primarily interested in construction, not attracted to the traditional MS programs, and with employers that will encourage participation in the new degree program.

*What are the **Student** opportunities and outcomes? Enrollment projections?*
This program is designed to reduce the students' time to obtain a credential and improve the students' current job performance and career expectations by offering courses that are specific to the industry needs. Offering the classes in venues convenient to the students invites employer participation. We expect that the typical class size will be 10 to 15 students and 5 to 10 students will obtain degrees each year.

*Describe **Research** opportunities:*
This is not a research program.

Describe Fiscal Plan for development and implementation:

**Identify funding requirement, sources and plan to generate revenue and meet identified costs:*
The overall funding plan is to approach self-support The per credit charge will be double the standard tuition, with half going to CEM directly and half to UAF general tuition account (Fund I). Use of special tuition is warranted for this program, since it serves a special population and, generally, employers will sponsor most courses. UAF faces many demands on general fund dollars to support educational programs. Although there is demand for this program from the perspective of students and employers and significant state need, it does not have a high enough priority to compete for scarce state funds. Thus we propose to meet the needs by self support of the program. The employers will guarantee a minimum number of students. If there is capacity beyond that, students who do not work for that employer may register. Some courses will not be associated with an employer and will be "non-sponsored." The plan calls for administration of tuition and fees by UACP for corporate sponsors or CDE for individual students. The annual income, based on special tuition, offering 6 to 9 classes per year with 10 to 15 students would be $35,000 to $75,000. That, plus a workforce increment to the CEE budget should approach self-support, after the program is developed – two to three years.

**Indirect costs to other units (e.g. GERs, distance delivery)*
There should be no indirect costs other academic units. UAF SoM is participating in this as a partner of CEE, for SoM courses. The support of UA video conferencing is needed for classes that are offered in two locations. In the past, there has not been a charge for this. Students may use Blackboard and library services, but the costs per student should be no more than for typical students.

**Faculty and Staff*
UAF CEE needs another faculty member to help both with this program and other CEE construction management courses. The cost of this is approximately $105,000/year. At some point, the program might need a half time clerical worker. CEM currently has budget for about half this amount. Program revenues could potentially help provide the other half. Program revenues will be needed for overhead expenses such as, start-up, administration, and travel.

**Technology, Facilities and Equipment*
Generally, we plan to offer the classes in employer's locations or at other central off-campus locations. In general, fees for that venue would be paid by the course sponsor. In general, there should be no special charges for facilities or equipment. UA video conferencing has helped with IT for remote classes without charge.

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate moves to adopt the following calendar for its 2009-2010 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled well in advance to allow for reservations at the Wood Center and to facilitate planning for Faculty Senate members.

Meeting #:	Date	Day	Time	Type
160	9-14-09	Monday	1:00 PM	Video/Audio Conference
161	10-12-09	Monday	1:00 PM	Face to Face
162	11-09-09	Monday	1:00 PM	Audio Conference
163	12-07-09	Monday	1:00 PM	Audio Conference
164	2-01-10	Monday	1:00 PM	Face to Face
165	3-01-10	Monday	1:00 PM	Video/Audio Conference
166	4-05-10	Monday	1:00 PM	Audio Conference
167	5-03-10	Monday	1:00 PM	Face to Face

President, UAF Faculty Senate — 4 May 2009 Date

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate moves to endorse the 2009-2010 committee membership as attached.

EFFECTIVE:	Immediately
RATIONALE: were from	New Senate members' preference for committee selection reviewed and weighed against membership distribution schools and colleges.



President, UAF Faculty Senate — 4 May 2009 Date

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Committee Assignments as of May 4, 2009.
Lists will be updated and finalized as necessary, in Fall 2009.

2009-10 Faculty Senate Committee

STANDING COMMITTEES

Curricular Affairs
- Ken Abramowicz, SOM (10)
- Carrie Baker, CLA (10)
- Christa Bartlett, CRCD/TVC (11)
- Seta Bogosyan, CEM (10)
- Sarah Fowell, CNSM (11)
- Falk Huettmann, CNSM (11) – Chair/Convener
- Beth Leonard, SoEd (10)
- Debra Moses, CRCD/TVC (11)
- Rainer Newberry, CNSM (10)
- Amber Thomas, CLA (11)

Faculty Affairs
- Jane Allen, CRCD/KUC (11)
- Anne Christie, CLA (10)
- Mike Davis, CRCD (10)
- Roger Hansen, GI (11)
- Kenan Hazirbaba, CEM (10)
- Cecile Lardon, CLA (11)
- Morris Palter, CLA (11)
- Jennifer Reynolds, SFOS (11) - Convener
- Yijiang Zhao, SOM (11)

Unit Criteria
- Andy Anger, CRCD/TVC (11)
- Heidi Brocious, CLA (11)
- Ute Kaden, SoEd (11)
- Brenda Konar, SFOS (10) – Chair
- Sonja Koukel, CES (10)
- Julie McIntyre, CNSM (11)
- Ray Ralonde, SFOS (10)
- Tim Wilson, CLA (11)

PERMANENT COMMITTEES

Committee on the Status of Women
- Elizabeth Allman, CNSM (10)
- Alexandra Fitts, CLA (10)
- Stefanie Ickert-Bond, IAB (10)
- Jessica Larsen, GI (11)
- Jenny Liu, CEM (11)
- Janet McClellan, CLA (11)
- Derek Sikes, CNSM (11)
- Jane Weber, CRCD (10) – Chair

Core Review

CLA:
- Christine Coffman, English (10)
- Christie Cooper, Communications (10)
- James Gladden, Social Sci, and Applied & Distance Ed (10)
- Karen Gustafson, Humanities (10)
- Diane Ruess, Library (11)
- Siri Tuttle, At-Large CLA (11)

CNSM:
- Latrice Bowman, Math (10) – Convener
- (Natural Science vacancy)

Student Academic Development & Achievement Committee
- Colleen Angaiak, Rural Student Services
- Jane Allen/Nancy Ayagarak, KUC Campus
- John Creed, Chukchi Campus
- Dana Greci, CRCD/DevEd
- Linda Hapsmith, Academic Advising Center
- Cindy Hardy, CRCD/DevEd
- Joe Hickman, Student Support Services Program
- Marjorie Illingworth, CRCD – Convener
- Joe Mason, Northwest Campus
- Margaret Short, Math/CNSM (11)
- Curt Szuberla, Science/CNSM (10)

Faculty Appeals & Oversight Committee
- Carol Barnhardt, SoEd (11)
- Roxie Dinstel, CES (11)
- John Gimbel, CNSM (10) - Convener
- Joshua Greenberg, SNRAS (10)
- Maureen Hogan, SoEd (11)
- Leonard Kamerling, CLA (11)
- Santanu Khataniar, CEM, (10)
- Jerry McBeath, CLA (10)
- Wayne Marr, SOM (10)
- Christa Mulder, CNSM (11)
- Fred Sorensen, CES (10)
- Charlie Sparks, SOM (11)
- Keith Swarner, CRCD (10)

Faculty Development, Assessment & Improvement
- Melanie Arthur, CLA (11)
- Josef Glowa, CLA (10)
- Julie L. Joly, SNRAS (11)
- Marianne Kerr, CES (11)
- Diane McEachern, CRCD/KUC (11)
- Joy Morrison, Faculty Development Office
- Alexandra Oliveira, SFOS (11)
- Larry Roberts, CLA (11) - Convener
- Layne Smith, CLA (10)
- Thomas Zhou, SOM (10)

Graduate Academic & Advisory Committee
- Donie Bret-Harte, CNSM (11)
- Rajive Ganguli, CEM (10) – Convener
- Regine Hock, CNSM (11)
- ~~Meibing Jin, IARC (10)~~ TBD
- Orion Lawlor, CNSM (11)
- Jingjing Liang, SNRAS (10)
- Anupma Prakash, CNSM (11)
- Sue Renes, SoEd (11)
- Amber Thomas, CLA (11)
- Xiong Zhang, CEM (11)

Amber Thomas, CLA (11) - update

Note: Lists to be completely finalized in Fall '09.
See http://www.uaf.edu/uafgov for current lists.

The following was passed at the May 4, 2009 Faculty Senate Meeting #159:

MOTION:
=======

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2009. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 4, 2009

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.



President, UAF Faculty Senate — 4 May 2009 Date

UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE OSYA SCREENING COMMITTEE

OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
AMBER FLORA THOMAS

WHEREAS, Amber Flora Thomas' willingness to serve the university is evident in the fact that she joined the UAF Faculty Senate in her second year; and

WHEREAS, Amber Flora Thomas worked with quiet determination and persistence as co-chair of the Curricular Affairs Committee during 2008-2009; and

WHEREAS, Amber Flora Thomas persisted throughout the year to present a large number of complex and concise motions to the floor of the Faculty Senate; and

WHEREAS, Amber Flora Thomas represents the Curricular Affairs Committee on the Faculty Senate Administrative Committee; and

WHEREAS, Amber Flora Thomas has been able to help formulate program proposals that are complete, academically sound, and meet the needs of a wide range of UAF students; now

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Amber Flora Thomas as Outstanding Senator of the Year for Academic Year 2008-2009.

UAF FACULTY SENATE #159
MAY 4, 2009
SUBMITTED BY THE ADMINISTRATIVE COMMITTEE

RESOLUTION OF APPRECIATION FOR MARSHA SOUSA

WHEREAS, Marsha Sousa has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's highest admiration and respect; and

WHEREAS, Marsha Sousa has served as senator to the UAF Faculty Senate from 2006-2008, as chair of the Curricular Affairs Committee from 2006-2007; and

WHEREAS, Marsha Sousa has served as a member of the Administrative Committee from 2006-2009, as chair of the Administrative Committee and as president-elect of the UAF Faculty Senate from 2007-2008; and

WHEREAS, Marsha Sousa has served as a member of the UAF Governance Coordinating Committee from 2007-2009; and

WHEREAS, Marsha Sousa effectively advocated for UAF faculty and programs as a member of the UA Faculty Alliance from 2007-2009, particularly with regard to development of the charge for the statewide Academic Master Plan to ensure collaboration with the Faculty Senate; and

WHEREAS, Marsha Sousa has served as President of the UAF Faculty Senate from 2008-2009 and with sharp insight and patient determination has successfully led the Faculty Senate through difficult discussions with far-reaching implications for faculty and the direction of university programs; and

WHEREAS, Marsha Sousa has facilitated the passage through UAF Faculty Senate of no less than 15 occupational endorsements, undergraduate and graduate degrees and certificates; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Marsha Sousa as she concludes her term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Marsha Sousa and expresses its appreciation for her exemplary service.

ORIGINAL

The Faculty Senate passed the following motion at Meeting #158 on April 6, 2009:

MOTION:

The UAF Faculty Senate moves to moves to reaffirm the Unit Criteria for the Marine Advisory Program (MAP).

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the Marine Advisory Program (MAP). The unit criteria were found to be consistent with UAF guidelines.

Marsha Sousa 4-6-09
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs DATE: 4/8/09
Chancellor's/Provost's Office

DISAPPROVED: _____ DATE: _____
Chancellor's/Provost's Office

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NOTE: Standard print is the original university criteria, **bold sentence font is the first 2004 unit criteria revision** and **ALL CAPS BOLD UNDERLINED TEXT WAS PROPOSED REVISIONS SENT TO THE UNIT CRITERIA COMMITTEE ON 3/20/09** AND ITEMS IN RED CAPS ARE REVISIONS SUGGESTED BY THE UNIT CRITERIA COMMITTEE AS CONDITIONS FOR APPROVAL ON 3/23/09.

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE AND MARINE ADVISORY PROGRAM (MAP) UNIT CRITERIA STANDARDS AND INDICES

The following is an adaptation of UAF and Board of Regents (BOR) criteria for promotion and tenure, specifically developed for use in evaluating faculty in the Marine Advisory Program (MAP). Items in boldface are those specifically added or emphasized because of their relevance to MAP faculty, and because they are additions and clarifications to UAF regulations. These unit criteria are for use in the annual evaluation of faculty as well.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

In accordance with the BOR policy on promotion and tenure, MAP agents and specialists have bipartite appointments. Bipartite responsibilities are to be clearly stated at the time of hire and can be any combination of two of the three tripartite missions, i.e., teaching, research, or service. A MAP faculty member can request a tripartite appointment in their employment contract if such a status is consistent with the goals of the Marine Advisory Program.

D. Process for Appointment of Faculty with Special Academic Rank

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

policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

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

F. Letter of Appointment

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

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

MAP faculty members are designated at the time of hiring as either agents or specialists. AN AGENT IS A GENERALIST THAT DOES NOT REQUIRE CONCENTRATION OF THEIR WORKLOAD TO A SPECIFIC ACADEMIC, RESEARCH, OR SERVICE DISCIPLINE. SPECIALISTS CONCENTRATE THEIR WORKLOAD TOWARD A SPECIFIC ACADEMIC, RESEARCH, OR SERVICE DISCIPLINE AS DESIGNATED IN THEIR LETTER OF APPOINTMENT (EXAMPLES ARE: BUSINESS SPECIALIST AND FISHERIES SPECIALIST). **Workloads and evaluations are to be based on which of those two assignments the individual holds. A MAP faculty member may be granted a change of assignment based on his/her request and the needs of the program.**

CHAPTER III

Periodic Evaluation of Faculty

1. General Criteria

Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, **and MAP unit criteria, standards and indices,** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.
Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual

contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

MAP faculty may participate in formal teaching when the opportunity arises, however, standard academic teaching is not a common form of information delivery by the Marine Advisory Program. Instruction may include community-based or distance-delivered noncredit and/or credit courses, workshops, seminars, trainings and public presentations to adults or K-12 students. Instructional activities primarily deliver information relevant to community needs.

Development and preparation of instructional materials such as workshop outlines, training syllabuses or lesson plans, handouts, slide presentations, displays, lecture materials etc. are also components of MAP teaching activities. Educational videos and/or other media produced for public education are also included.

Marine Advisory Program agents usually function as generalists by contributing breadth and diversity in their teaching efforts. Rurally located agents usually respond to requests to develop and/or teach discrete sessions, workshops, or short-term courses on subjects not available to rural Alaskans.

Specialists have a depth of topical knowledge and primarily focus on teaching technical information in their specialty area to clientele.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers.

TEACHING IN THE CONTEXT OF A MAP ACTIVITY IS GENERALLY DEFINED AS PROACTIVELY PLANNED AND DELIVERED INSTRUCTION AND NOT A SERVICE RESPONSE TO AN IMMEDIATE PUBLIC NEED. OFTEN IN MAP, A TEACHING PROGRAM MAY BEGIN

AS A SERVICE ACTIVITY, BUT WITH CONTINUED REPLICATION WILL EVOLVE INTO A REGULARLY OFFERED INSTRUCTIONAL PROGRAM. **Map education differs from resident education in that the instruction is designed to deliver information relevant to specific clientele and public needs.** CLIENTELE MAY RANGE FROM K TO ADULTS AND THE GENERAL PUBLIC TO PROFESSIONALS.

Effective teaching must enable the learner to gain knowledge and/or skills that can result in changes to attitudes/behavior.

EFFECTIVE TEACHERS WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR.

EFFECTIVE TEACHERS:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students **and clientele**;

b. express positive regard for students, **become familiar with their public,** develop good rapport with students **and clientele,** show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student **and clientele** participation for student learning and teacher effectiveness, are sensitive to student and clientele diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

EFFECTIVENESS IN TEACHING WILL BE EVALUATED THROUGH ASSESSMENT OF INFORMATION PERTAINING TO FORMAL AND INFORMAL TEACHING , COURSE AND CURRICULUM MATERIAL,

INSTRUCTIONAL PUBLICATIONS, RECRUITING AND ADVISING, TRAINING/GUIDING STUDENTS, ETC., VALIDATED BY:

a. systematic student ratings i.e. student opinion of instruction summary forms, and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/ department chair evaluation of course materials.

EVALUATION OF TEACHING FOR MAP FACULTY:

Systematic university approved student evaluations are not usually available or appropriately designed to evaluate MAP teaching activities. In addition, instruction by MAP faculty is often conducted in rural locations where evaluation by peers or department chair is not available. However, a means of evaluation appropriate to the instructional content should be administered by the principal instructor whenever possible.

Additional indices for documenting effective teaching for MAP faculty SEEKING PROMOTION AND/OR TENURE TO ASSOCIATE PROFESSOR **may include:**

A. Evidence that teaching addresses client-centered needs, as expressed by requests for courses and by client/student participation in those courses;

B. Evidence that the teaching is meeting specific, quantifiable instructional objectives THROUGH STUDENT EVALUATIONS;

C. Demonstration of changes in knowledge, skills and/or attitudes/behavior resulting from MAP information TRANSFER THROUGH POST INSTRUCTIONAL EVALUATIONS, SURVEYS, AND TESTIMONIALS;

D. Clientele evaluations of both the instructional program and the instructor COMPETENCE AND EFFECTIVENESS;

E. Testimonials and/or repeated invitations to teach;

F. Documentation of contact hours with clientele as an assessment of response effort;

G. **Successful application of distance delivery of educational programming; and**

H. **<u>EVIDENCE OF SUCCESSFUL TEACHING BY DEVELOPMENT AND APPLICATION OF INNOVATIVE ORIGINAL TEACHING METHODS.</u>**

In addition to the indices of effective teaching, additional criteria that qualify a MAP faculty for promotion to the rank of professor may include:

1. **Development and/or adaptation of new methods and approaches in the discipline, such as:**

   A. **Creative use of media and/or distance- delivery methods of instruction which extends the bounds of the discipline and improves educational outreach;**

   B. **New curriculum or program development that improves the information transfer in the faculty member's area of expertise;**

2. **Regional, national and/or international recognition as an expert as illustrated through invitations to and presentations at conferences, meetings, workshops, and trainings;**

3. **Receipt of state or national awards in recognition of outstanding teaching;**

4. **Clientele/student reviews and/or evaluations that show continued quality performance as a teacher; and**

5. **Recognition through invitational teaching opportunities.**

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Many MAP faculty have limited opportunities to conduct traditional research and limited or no access to laboratories and graduate students.

For MAP faculty, research, scholarly, and creative activities may consist of:

1. **Applied research designed to address specific client needs;**
2. **Production of peer reviewed informational media; and**
3. **Publication of peer reviewed publications.**

1. Achievement in Research, Scholarly, and Creative Activity
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

1. They must occur in a public forum.
2. They must be evaluated by appropriate peers.
3. They must be evaluated by peers external to this institution so as to allow an objective judgment.
4. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

Additional indices for documenting effective teaching for MAP faculty SEEKING PROMOTION AND/OR TENURE TO ASSOCIATE PROFESSOR may include:

A. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

B. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

C. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

D. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by peers, juries, recognized artists, or critics.

E. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

F. Editing or refereeing articles or proposals for professional journals or organizations **and MAP or Sea Grant publications.**

G. Scholarly reviews of publications, art works and performance of the candidate.

H. Citations of research in scholarly publications.

I. Published abstracts of research papers.

J. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

K. Prizes and awards for excellence of scholarship.

L. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

M. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

N. New and unique adaptations of existing research-based technology or knowledge in order to solve problems relevant to Alaska.

Excellence in the areas of research or scholarly activity by MAP faculty which qualifies him/her for promotion to professor may include:

1. **Authorship of a book or major reference in the faculty member's area of scholarly activity;**

2. **Receipt of a national research fellowship;**

3. **Continuous performance in research with a corresponding publication record; and**

4. **Introduction of a new technology, product, or idea which demonstrably improves the quality of life for Alaskans, and is a clear result of a MAP faculty member's activity.**

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

For MAP faculty, a significant portion of each workload will consist of service. In general, this will be higher than that found in traditional faculty workloads and reflect the community or specific client needs approach of Marine Advisory Program educational activities.

1. **Public Service**

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities that extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.

d. Active participation in professional organizations.
e. Active participation in constituency organizations.
f. Active participation in discipline-oriented service organizations.
g. Consulting **in the faculty member's area of expertise and the discipline consistent with the obligation for public service**.
h. Prizes and awards for excellence in public service.
i. Leadership of or presentations at workshops, conferences, or public meetings.
j. Training and facilitating.
k. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
l. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
m. Participation in K-12 educational programs
n. Assessing the research needs of clientele and communicating those needs to the research community.
o. Developing and managing effective community and agency partnerships which extend MAP resources and/ or develop leadership skills.
p. Representing and answering questions at public events.
q. Site visits for problems solving and consultation
o. Rapidly responding to urgent client needs in a timely, flexible, and appropriate manner.
p. Other service activities consistent with the School of Fisheries and Oceans Sciences to contribute to Alaska's coastal economy.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, **or program.**
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.
g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

3. Evaluation of Service

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

INDICES FOR PUBLIC AND UNIVERSITY SERVICE

In addition to university regulations on the evaluation of UNIVERSITY **AND public service,** Additional indices for documenting effective SERVICE for MAP faculty SEEKING PROMOTION AND/OR TENURE TO ASSOCIATE PROFESSOR may include **the following activities:**

A. Documentation of the quality and distribution of publishing popular press articles and newsletters;

B. Presentation of applied research results to user groups such as public agencies, governmental bodies, private businesses, constituent groups, and lay public, both in published and oral forms;

C. Quality and distribution of media presentations and public interviews, e.g., TV, radio, film, newspapers and videotapes;

D. Evidence of response to new knowledge and developments in the discipline by rapidly raising public understanding and awareness through available educational media and methods;

E. Results of individual consultations;

F. Role and effort involved in the development and planning of conferences and workshops;

H. Writing and distribution of MAP, School of Fisheries and Ocean Sciences, and Sea Grant publications;

I. Documentation of service activities conducted on a continuing basis;

J. Testimonials demonstrating effectiveness of service activities or other documentation which demonstrates the impacts of MAP faculty's public service;

K. Documentation of public needs and response;

L. Appropriateness of the response effort toward urgent clientele issues;

M. Development and maintenance of partnership relationships;

N. APPOINTMENTS TO PUBLIC, UNIVERSITY, AND PROFESSIONAL committees and any leadership role in committee assignments;

O. EVIDENCE OF SUPPORT PROVIDED TO UNIVERSITY FACULTY IN THEIR TEACHING, RESEARCH, AND SERVICE ACTIVITIES;

P. EVIDENCE OF APPLICATION OF APPLIED RESEARCH OR PROJECT RESULTS BY THE PUBLIC;

Evidence of leadership in service which qualifies a MAP faculty member for promotion to professor may include, but is not limited to:

1. Invitation to serve on national or international boards, review committees, award commissions or scholarship commissions;

2. Appointment or election to a leadership position on local, state, national, and international public service committees or organizations;

3. ENGAGED IN PROFESSION AND SCHOLARLY ACTIVITIES ON A NATIONAL AND INTERNATIONAL LEVEL;

4. National leadership in a professional organization;

5. Recognition through invitational speaking engagements on topics which constitute public service;

6. Evidence of effective application of professional expertise to professional or public processes and organizations;

7. **Service as committee chair. Session organizer, or officer of professional organizations;**

8. **Evidence of important contributions to the development of school, departmental, and/or university programs;**

9. **Recognition through receipt of public service awards, or awards for service to the university;**

10. **Receipt of a national association, government, or professional society service award; and**

11. **Participation in a voluntary mentoring relationship with junior faculty to facilitate their progress toward promotion and tenure.**

Revised March 23, 2009

ORIGINAL

The Faculty Senate passed the following motion at Meeting #158 on April 6, 2009:

MOTION:

The UAF Faculty Senate moves to moves to reaffirm the Unit Criteria for the CLA Department of Communication.

EFFECTIVE: Fall 2009 and/or
Upon Chancellor's approval.

RATIONALE: The committee assessed the unit criteria submitted for review by the Department of Communication. The unit criteria were found to be consistent with UAF guidelines.

Marsha Sousa 4-6-09
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs DATE: 4/8/09
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF Regulations for the Appointment and Evaluations of Faculty and Department of Communication Unit Criteria, Standards, and Indices

The following is an adaptation of UAF and Board of Regents' criteria for annual review, pre-tenure review, post-tenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the Communication deparment. Items in boldface italics are those specifically added or emphasized because of their relevance to the department's faculty, and because they are additions to UAF regulations.

Chapter I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

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

Bipartite Faculty

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

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

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

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching.

   h. UTILIZE AND DEMONSTRATE THEIR KNOWLEDGE OF WHAT CONSTITUTES EFFECTIVE ORAL COMMUNICATION IN THEIR TEACHING METHODS.

   i. DEMONSTRATE CONSISTENT ATTENTION TO STUDENTS IN THE ROLE OF AN ADVISOR REGARDING UAF AND DISCIPLINE RELATED MATTERS.

   j. DEVELOP AND REVISE INSTRUCTIONAL MATERIALS FOR USE IN SUPPORT OF THEIR TEACHING.

   k. ACTIVELY PARTICIPATE IN AND CONTRIBUTE TO THE WORK OF THE FACULTY OR THE DISCIPLINE IN CURRICULUM MATTERS.

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

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

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

ACHIEVEMENT IN RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY INVOLVES:

1. IDENTIFYING AND EXPLORING NEW RESEARCH PROBLEMS IN THE DISCIPLINE, AND/OR CRITICALLY EXAMINING EXISTING RESEARCH PROBLEMS TO PROVIDE NEW INSIGHTS.

2. DEVELOPING NEW METHODS, THEORIES, OR APPROACHES TO RESEARCH PROBLEMS IN THE DISCIPLINE.

3. DEVELOPING AND MAINTAINING A FOCUSED PROGRAM OR PROGRAMS OF RESEARCH.

4. DEMONSTRATING GROWTH IN KNOWLEDGE OF THE DISCIPLINE, OR GROWTH IN EMPIRICAL AND/OR CRITICAL RESEARCH ABILITIES.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

EFFECTIVENESS IN PUBLIC SERVICE INVOLVES:

1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF PUBLIC AND/OR GOVERNMENTAL BODIES.

2. SUMMARIZING AND PRESENTING KNOWLEDGE IN THE DISCIPLINE FOR THOSE OUTSIDE OF UAF.

3. APPLYING THEORIES OR FINDINGS OF THE DISCIPLINE IN PUBLIC SERVICE.

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations.

EFFECTIVENESS IN UNIVERSITY SERVICE INCLUDES:

1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF COLLEGE, UAF, AND STATEWIDE COMMITTEES, PANELS, TASK FORCES, ETC.

2. EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS IN POSITION IN THE DEPARTMENT, COLLEGE, UNIVERSITY OF ALASKA FAIRBANKS, AND STATEWIDE.

Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Professional Service

Examples of such activity include, but are not limited to:

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations, OR ORGANIZATIONS CLOSELY RELATED TO THE DISCIPLINE. .

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

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

The Faculty Senate passed the following motion at Meeting #158 on April 6, 2009:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Amber Flora Thomas for the 2009 Outstanding Senator of the Year Award.

EFFECTIVE:	Immediately
RATIONALE:	The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2009 nomination of Amber Flora Thomas. The committee has concluded that Professor Thomas is a well-deserving candidate for this award. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting of the Senate.

Marsha Sousa 4-6-09

President, UAF Faculty Senate Date

The Faculty Senate passed the following resolution at Meeting #158 on April 6, 2009:

RESOLUTION:

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Catherine Cahill as President-Elect of the UAF Faculty Senate for 2009-2010 by affirmation.

BALLOT
PRESIDENT-ELECT

X Cathy Cahill

Marsha Sousa 4-6-09
President, UAF Faculty Senate Date

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Catherine F. Cahill, Associate Professor of Chemistry

I am delighted and honored to be nominated for the position of President-Elect of the UAF Faculty Senate. As a tripartite faculty member with a joint appointment between the Department of Chemistry & Biochemistry and the Geophysical Institute, I feel I understand the needs of faculty conducting the important instructional, research and/or service missions of the university. I believe we can use shared governance to support UAF's faculty and academic programs, retain and highlight UAF's preeminence as the University of Alaska's research and Ph.D. granting campus, ensure the success of our students, and make the upcoming accreditation process as successful, and painless, as possible.

I have been a faculty member at UAF for 10 years and served on Faculty Senate for more than 5 years. During my time in Faculty Senate, I have chaired both the Graduate Academic & Advisory Committee (May 2005-May 2007) and the Faculty Affairs Committee (2008-present). Because I have chaired these two, very different, committees, I am well aware of the diversity of topics handled by the Faculty Senate and the importance of the Standing and Permanent Committees to the success of faculty and academic programs. I believe that we are going to need the full diversity of Faculty

The Faculty Senate passed the following resolution at Meeting #158 on April 6, 2009:

Senate to ensure a successful accreditation process and to demonstrate our position as the premier, Ph.D.-granting institution in the University of Alaska system.

I am a hereditary academic. Both of my parents taught at the University of California, Davis. This environment showed me both the joys and the challenges of being a faculty member. In spite of the challenges facing professors, I decided that I wanted to become a professor and dedicate my life to teaching, research and service. With that goal in mind I received my B.S. in Applied Physics from the University of California, Davis (1990), my M.S. in Atmospheric Sciences from the University of Washington (1994) and my Ph.D. in Atmospheric Sciences from the University of Nevada, Reno and the Desert Research Institute (1996). After a Fulbright Fellowship to University College, Galway, Ireland, and a stint as a Visiting Assistant Research Professor at the Desert Research Institute, I took up my current position as a faculty member at UAF. Since coming to UAF, I have taught courses ranging from general chemistry and chemistry for non-science majors through physical chemistry to graduate atmospheric sciences and environmental chemistry. I have graduated both Ph.D. and M.S. students and received a UAF award for outstanding undergraduate advising (2002). I have also successfully competed for external funding and participated in public, professional and university service.

I believe that UAF is an outstanding, and underappreciated, university. We need to work to highlight our successes and showcase the excellent education we give our students. UAF faculty must communicate our value to the people of the State of Alaska more effectively. Shared governance will assist us in these efforts. Also, as we prepare for our upcoming accreditation, shared governance will be vital for charting the course for UAF, determining our accreditation goals and laying out milestones toward attaining those goals. I look forward these tackling these challenges with you.

ORIGINAL

The Faculty Senate passed the following motion at Meeting #158 on April 6, 2009:

MOTION:

The UAF Faculty Senate moves to approve a Certificate in Ethnobotany.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #73-UNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 4-6-09
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs DATE: 4/8/09
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Overview:

Kuskokwim Campus's (KuC) proposed Certificate in Ethnobotany (EBOT) will be the first program in the state of Alaska that will concentrate on traditional knowledge and uses of native plants by indigenous groups. It has grown out of a desire to maintain the traditional knowledge base that exists, to provide the educational foundation for further academic degrees, research, and entry-level positions; and to become the framework for potential development of new uses for native Alaskan plants. This certificate is designed to articulate into the Associate of Science (A.S.) degree, approved by UAF Board of Regents and Northwest Commission on Colleges and Universities (NWCCU) in summer 2008.

Indigenous plants play a major role in the everyday lives of all of Alaska's rural residents. While the western term "ethnobotany" may not be recognized by many of these traditionalists, the importance of indigenous plants and the crucial roles that the flora of the region plays in food, medicine, and community well-being are recognized by all. The EBOT Program will build upon a substantial base of knowledge already in place within rural Alaska. EBOT instructors will be able to draw upon the copious local base of traditional knowledge, regionally-recognized traditional ethnobotanists, and traditional healers who have committed their lives to this science.

KuC is one of the two-year rural campuses of the College of Rural and Community Development (CRCD), University of Alaska Fairbanks (UAF), located in Bethel, Alaska. Bethel is 400 air miles west of Anchorage, the nearest metropolitan area, and lies 70 miles from the mouth of the Kuskokwim River on the Bering Sea. The KuC service area encompasses the Wade Hampton and Bethel census units, and the combined area of these two census units is 57,827 square miles – approximately the size of the state of Illinois. The region covers the lower delta area of the Yukon and Kuskokwim rivers (Y-K Delta). The natural landscape is primarily wet to moist tundra (treeless) with a maze of rivers, streams, ponds and lakes formed through eons of deposits by these two large rivers.

KuC serves 46, primarily Yup'ik/Cup'ik and a few Athabascan, villages with 56 tribes in the Y-K Delta and is the only institution of higher education located in this geographic area. Alaska Natives consistently comprise over 70 percent of the KuC student enrollment. The Yup'ik people are the largest group of Native Americans in Alaska to remain on their traditional lands, speak their native language, and practice a subsistence lifestyle. Year-round hunting, fishing, and related seasonal subsistence practices govern community and family life. Yup'ik/Cup'ik societies continue to emphasize traditional values related to the relationship between the people, the land and customarily used resources.

The proposed Certificate in Ethnobotany is being developed to address several interests. First, statewide statistics on higher education attainment for Alaskans are troubling. Only 28% of 9th graders in the state of Alaska enroll in college four years later. Only 18% are still enrolled in their sophomore year and only 6% graduate from college within six years (Source: NCES: Common Core Data, IPEDS Residency and Migration, Fall Enrollment, and graduation rate surveys, 2004). The educational needs in rural Alaska are particularly acute. High school graduation rates in the Y-K region are the lowest in the state. The results of needs assessments conducted by KuC in the Y-K region noted that many students show neither an aptitude for nor interest in science,

technology, engineering and math (STEM) fields. Improving these statistics will involve effort on many fronts and one is developing programs that can engage students' interest before they get to college, encouraging them to stay in school, enroll in college, obtain useful and marketable skills, and perhaps continue towards a four-year degree. Ethnobotany, a discipline that is intimately connected with the traditional lifeways of rural Alaskans, is a program that can dramatically increase the number of rural students in university courses because it brings academic credence to a familiar and valued aspect of their subsistence lifestyle.

Secondly, there is no ethnobotany degree at the certificate, associate, baccalaureate, or post-graduate levels at any institution of higher learning in the state. With approval of this program, UAF will become the first institution in the United States to provide a Certificate in Ethnobotany (EBOT) and at the A.S level. Currently there are only a handful of colleges and universities in the whole of the United States that award degrees in Ethnobotany and all of them are at more advanced degree levels – either Bachelors or Masters degrees (McClatchey, etal , *An Evaluation of Educational Trends in Economic and Ethnobotany* February 1999 in CIEER - Centre for International Ethnomedicinal Education and Research). In addition, none of the Tribal Colleges in the US with certificate programs offer one in Ethnobotany. Currently, to become trained in Ethnobotany a student must attend an out of state program, as well as pay out of state tuition costs. A multi-year absence from Alaska may result in a student not returning to the state for employment. The EBOT program will provide students with the opportunity to gain academic credentials in a science-oriented field while remaining in their home communities.

Throughout the development of this program we have sought input from local experts both from rural communities and within UAF. An EBOT Advisory Board was assembled in 2006 to help guide the development of this program and it includes the following members (see Appendix A): Ann Garibaldi, Craig Gerlach, Pat Holloway, Stefanie Ickert-Bond, Betty Rogers, Gloria Simeon, and Charles Walsh. In addition we have solicited the expert knowledge and assistance of the EBOT Elder Council (see Appendix B) to help establish a baseline of current traditional knowledge and assemble information for the upcoming publication, *A Yup'ik Manual of Ethnobotany*, which will become the foundation for the EBOT program at KuC and a resource for the communities in the Yup'ik speaking region of Alaska.

The EBOT Program has strong potential for advancing and enriching experiential educational opportunities and offerings in science in rural Alaska. Grounding the new ethnobotany certificate in ethnoscientific and ecological knowledge of Native Alaskans features a rich multidisciplinary foundation that will invite interest from beyond the Y-K region.

The State of Alaska has a great need for individuals trained in the sciences in both rural and urban areas. The EBOT Program, another option for students in the associate of science degree or a specialization for those who advance to baccalaureate programs in STEM fields at other campuses and universities, will offer a core EBOT certificate, including basic biology, chemistry, and math, from which the student can articulate to newly created A.S. degree at CRCD campuses. This program will be a rural-oriented program that is easily adapted for statewide delivery.

Additional employment and educational fields can be entered upon completion of this program. The program will provide a strong educational starting point for students interested in entering an undergraduate program, and students will be able to continue their ethnobotanical studies in several different areas: Biology, Anthropology, Plant Sciences, Linguistics, Yup'ik Language, Education, and Art, for example. In addition, the EBOT certificate will provide a solid transition into other rural-centric programs such as Tribal Resource Management, Rural Development, and Alaska Native Studies.

Course work to complete the Ethnobotany certificate will take approximately two to five years as students entering this program will enter at many different skill levels. Highly motivated students can complete this program within the two-year time frame. Completion time is dependent on many factors affecting students, including number of classes taken per term, job, work, and family commitments. Classes will be delivered primarily by distance education, as well as face-to-face field courses and intensives at KuC, as needed.

Distance delivery in the Y-K region is now being enhanced by the recent partnership that KuC has made with a local phone company, United Utilities Inc. (UUI). Through this project, training of 12 village technology specialists (in communities where UUI has installed satellite towers to support Internet connectivity) is being supported. The agreement has provided nearly $67,000 to KuC for training (*University of Alaska Kuskokwim Campus Component Budget Summary*, State of Alaska FY08 Governors Budget, *http://gov.state.ak.us/omb/08_OMB/budget12.15.07/UA/comp746.pdf*.

Objectives of the EBOT Certificate program:

The Ethnobotany Certificate program fits well within the overall mission of CRCD by providing an entry-level academic area of study that focuses on the cultural and natural resources of the communities in the Y-K region. This area of Alaska represents one of the most culturally intact indigenous populations in the state and, indeed, in the United States as a whole. The communities are mostly subsistence-based, both in spirit and in economy. People of the region are still considered traditionalists; subsistence hunters and gatherers who combine primarily seasonally available wage employment. Few of the professional and managerial jobs are occupied by people from the region. The EBOT program will help to further the mission of Kuskokwim Campus (KuC) by providing new educational opportunities that will allow local people to gain the credentials they need to assume these leadership positions. This will promote economic development and community wellness, in addition to reducing the high cost of importing expertise and services. Students will also be able to investigate related areas of personal and community interest and need through the EBOT electives choices.

The EBOT program is designed to provide students with a smooth segue to the further pursuit of associate and baccalaureate programs.

Objectives of the EBOT Program:

- To provide quality interdisciplinary academic instruction in the areas of biology, botany, ecology, anthropology, and chemistry so that students may gain the skill sets needed to become active stewards in natural and cultural resource management in their communities.

- To provide culturally relevant research opportunities for KuC students and faculty in the life sciences. Partnerships developed will include organizations such as UAFs Institute of Arctic Biology, US Fish and Wildlife Service, Alaska State Fish and Game, NIMA Corporation, Hawaii community colleges, the Pacific Alliance, Alaska Native Science and Engineering Program, etc.

- To provide students, in their home communities, with an attractive, culturally relevant curriculum and an intermediate step in entering the associate and baccalaureate academic pathway in the sciences.

- To provide training that can be used as a stepping stone to higher-level positions for an underemployed rural workforce.
- To promote awareness of the scientific significance and economic potential of Alaska's native flora and model efforts supporting the development of regional economic ethnobotany initiatives and knowledge-based economies in the Yukon-Kuskokwim Delta and all of rural Alaska.

Proposed general catalog layout

Ethnobotany Certificate
College of Rural and Community Development
Kuskokwim Campus
(800) 478-5822
www.bethel.uaf.edu

Ethnobotany Certificate:

An Ethnobotany (EBOT) Program Certificate represents the completion of 30-32 credits in the interdisciplinary study of the role of native plants in indigenous cultures. Students will gain an understanding of native plants, their uses and ecology, in the context of their cultural, social, and economic importance by combining scientific and anthropological concepts and methods in tandem. The certificate emphasizes culturally relevant, place-based course offerings that highlight the ways that this information contributes to other fields of study, such as cultural and natural resource management, community development, adaptive resilience, and human health. It is also designed to serve as a bridge to a variety of natural science and liberal arts associate and baccalaureate programs.

Admission is open to all individuals, especially those employed by or interested in employment with state, federal, or tribal agencies or other local entities in rural Alaska which provide natural resources management services.

Students should have a high school diploma or GED and an interest in science–related fields. It is strongly recommended that students seeking admission to this program have completed two high school, lab-based science courses preferably in biology, chemistry, or physics.

Students whose ACT/SAT scores are not high enough to place them into regular college level classes will be required to take the ASSET, COMPASS, or Accuplacer test and will be placed into the appropriate developmental level course.

To remain in good standing, students must:

a) Maintain an overall 2.0 grade point average
b) Maintain a C grade or better in all required courses

Ethnobotany Certificate Program

1. Complete general university requirements (page 86)
2. Complete the following certificate requirements.....**9-10 credits total**
   a. **Communication**.....**3 credits**

ENG 111X or ABUS 170

b. **Computation .....3-4 credits**
DEVM 105 or MATH 103X or Math 107X (4 credits)

c. **Human Relations .....3 credits**
ANTH/SOC 100X or ABUS 154

3. Complete the following program requirements.....**21-22 credits total**

Natural Science Core Courses (8 credits total)
BIOL 103X (4 credits) – Biology and Society
or
BIOL 104X (4 credits) – Natural History of Alaska
or
BIOL 116X (4 credits) - Fundamentals of Biology II*
and
CHEM 103X (4 credits) – Basic General Chemistry
or
CHEM 105X (4 credits) – General Chemistry I**

Ethnobotany Core Courses (10 credits total)
EBOT 100 (3 credits) - Introduction to Ethnobotany
EBOT 200 (1 credit) – Seminar in Ethnobotany
EBOT 210 (1 credit) - Ethical Wildcrafting
EBOT 220 (2 credits) – Ethnobotanical Techniques
EBOT 230 (3 credits) - Ethnobotanical Chemistry

Electives (advisor-approved 100 or 200 level course) from the following subject areas (3-4 credits total):
ANL, Alaska Native Languages
ANS, Alaska Native Studies
APAR, Applied Art
ANTH, Anthropology
ECON, Economics
ED, Education
ENGL 212, or ENGL 213X
ESK, Eskimo
BIOL, Biology
NRM, Natural Resource Management

Minimum Credits Required.....30-32 credits total

**Course requires BIOL 115X, CHEM 105X, and placement in ENG 111 and MATH 107X*
***Course requires placement in ENG 111 and MATH 107X*

Appendix D

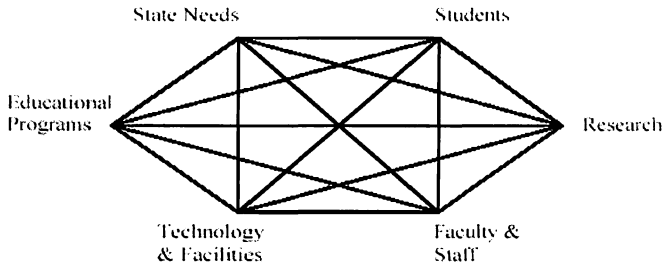
RESOURCE COMMITMENT TO THE
PROPOSED ETHNOBOTANY CERTIFICATE PROGRAM
Using FY08 figures

Kuskokwim Campus, unless designated otherwise

Resources	Existing	New		Total
	College/School	College /School	Others (USDA)	
Regular Faculty (FTE's & dollars including staff benefits)	10% English- $7700, 10% Biology - $8375, 10% Math - $6542, 10% Dev Studies - $10,517 10% Librarian - $9636 5% Dev Math - $5393		100% EBOT -$75,106	$123,272
Adjunct Faculty (FTE's & dollars)			$11,015	$11,015
Teaching Assistants (Headcount)	N/A	N/A	N/A	
Instructional Facilities (in dollars and/or sq. footage)	Classrooms - 2755 SF Library - 8800 SF			11,555 SF
Office Space (Sq. footage)	UAF - 340 SF KuC - 430 SF			770 SF
Lab Space (Sq. Footage)	Computer Lab - 950 SF Bio/Chem/Phys Lab - 595 SF			1,545 SF
Computer & Networking (in dollars)	Use of connectivity, hardware & software - $52,810			$52,810
Research/ Instructional/ office Equipment (in dollars)				
Support Staff (FTE's & dollars including staff benefits)	5% Business Office - $6401 5% Financial Aid - $3876 5% Student Services - 5523 5% LAN Manager - $3949 10% IT Specialist - $6786 10% IT Lab - $5049 10% Writing Center - $5873 10% Library Tech - 8621			$46,079
Supplies (in dollars)			$7,786	$7,786
Travel (in dollars)	Summer Science students travel - $15,000		$62,842	$77,842

University of Alaska Board of Regents
Program Approval **Summary Form**

MAU: UAF (CRCD, KuC)
Title: Certificate in Ethnobotany (EBOT)
Target admission date: Fall 2009



How does the program relate to the **Education** mission of the University of Alaska and the MAU?

This program will encourage rural students to continue their formal academic education beyond high school and to pursue science based studies, an area where few Alaska Natives are currently enrolled. Because native plant use is already an integral part of many rural peoples' life-skills, ethnobotany is an area of high interest to rural students and is one that has immediate applicability. The EBOT program will provide a new learning path for rural, primarily Alaska Native, students to become interested in science as it applies to their lives. The program will also encourage students who wish to pursue undergraduate work in a variety of fields, including: botany, biology, anthropology, business, or education.

The EBOT program represents collaboration between rural community members, professional ethnobotanists, traditional native plant practitioners, University faculty, the Georgeson Botanical Gardens, the UA Museum, and the Alaska business community. Our EBOT Advisory Board (see Appendix A) includes members from all areas listed above who are dedicated to providing culturally and regionally relevant academic instruction to students. This fertile collaboration is bolstered by the participation of many Elders (see Appendix B) from the Y-K region who have shared and continue to share their traditional knowledge of plants with the instructors and students helping to develop the EBOT program.

This type of grass roots effort to create a community-driven program epitomizes the mission of CRCD, whose goal is to be an "engaged institution, positioned to respond to students and partners in developing the economic and social well-being of Alaska Native communities and beyond". It also fits well with UAF's stated purpose to promote student success, provide educational opportunities with an Alaskan emphasis, and facilitate community development for all state residents.

While this is a relatively new field of academic study, the EBOT certificate program is not yet a requirement for other programs. It is, however, designed to provide a new avenue into a variety of existing associate and baccalaureate degree programs, including biology, anthropology, botany, and natural resource management. This training will also provide students with the opportunity of developing the necessary credentials required to gain entry-level employment in local agencies and businesses of the type previously mentioned that were requesting closed-cohort classes from KuC.

The EBOT program will provide educational opportunities for students throughout the state without requiring them to change or leave their culture or heritage. This will be accomplished by using a combination of traditional knowledge systems, standard instructional methods, and cutting edge distance delivery technology. The Kuskokwim Campus is committed to educating Alaska Native and rural residents, assisting them to affect social changes in their communities, thereby enriching the quality of their lives and cultures. The EBOT program applies directly to UAF's emphasis on knowledge related to "Alaska, the North, and their diverse peoples".

What **State Needs** are met by this program.

There is a well-documented need for skills-based education in rural Alaska, and CRCD is ramping up to be able to provide more of the necessary training to its rural community members, as evidenced by the large increase in certificates and personnel that have been added to their ranks in the past several years. Two of these recently-approved certificates, Veterinary Science and High Latitude Range Management, serve as models for community-driven program development.

Like most other states in the US, Alaska does not have an Ethnobotany program. The new EBOT program will represent a significant level of academic innovation by creating the first Certificate in Ethnobotany at the associate of science level available at any institution of higher learning in the state and, indeed, the nation.

Ethnobotany has applications in natural and cultural resource management, home and community business development, community health and well-being, education, and ecotourism. All of these areas are in dire need of educated employees working for local and tribal governments to deal with related issues. This program will provide additional educational opportunities so that local people can gain the credentials they need to assume leadership positions in their communities and begin to reduce the high cost of importing expertise and services.

Urban Alaska would be served by providing a source of regionally-relevant natural and cultural knowledge of the native flora of Alaska. This widely untapped natural resource is available to all Alaskans, both rural and urban.

What are the **Student** opportunities and outcomes? Enrollment projections?

The EBOT Program has been designed to provide students with culturally relevant coursework that has not been previously available. We are encouraged that in the EBOT courses that have been successfully piloted (taught under ANTH and EBOT designators) student response has been very positive. The fact that EBOT courses build on extant community knowledge and life skills means that we have begun with material that will help to address the unique cultural and economic conditions within rural Alaska. Other programs that do this well, including Tribal Management, Construction Trades, and Rural Human Services, have been shown to be successful at attracting and retaining students here at UAF.

The skills and competencies that EBOT students will learn are part of the overall education required to work effectively at an entry level in the fields of ethnobotany, biology, botany, and anthropology. As the demand throughout rural Alaska for regionally-relevant education increases EBOT certificate recipients will have achieved the training skills necessary for entry level employment in natural and cultural resource management, including: local/regional native corporation, Alaska Department of Natural Resources, and US Fish and Wildlife Service. Other occupational opportunities for Ethnobotany Certificate recipients include entrepreneur and ecotourism guide.

An outstanding example of how ethnobotanical opportunities have already begun to be realized in Alaska is *Arxotica* (*http://www.arxotica.com/*), the winner of the top award ($60,000) at the Alaska Federation of Natives (AFN) 2007 Alaska Marketplace competition (*http://www.alaskamarketplace.org/50.cfm*). This company, created and run by the Sparck triplets (three Alaska Native women from the Y-K Delta region), produces "a range of designer skin-care

products of which key ingredients are those traditionally hand gathered from the wilderness that characterizes much of the 42 million acres of the Yukon/ Kuskokwim Delta". Another successful Alaska Native-run ethnobotanical business is *Yup'ik Way*, created and operated by Gloria Simeon (EBOT Advisory Board member), also from the Y-K region of Alaska. While the considerable potential of this type of entrepreneurial endeavor is evident, it is important to note that these companies were forced to go outside of Alaska to obtain the expertise needed to realize these accomplishments because we they were unable to find it here. We will begin to rectify that situation with the EBOT program.

In the past several years KuC has been laying the groundwork for the EBOT program by offering several programs that emphasize training in the fundamentals of science, technology, engineering and math (STEM) fields; including formal efforts like the Emerging Scholars Program (KuC's first-generation college student recruiting and retention program), the NSF-TCUP STEM bridging program, and the summer Talent Search (federal DOE TRIO grant) program geared toward junior high and high school students. Given that this type of science training groundwork has been laid, the EBOT program is in an excellent position to take advantage of this situation and to begin enrolling students by Fall 2009. With a minimum of eight students per year, this program will be serving 24 students by 2011.

Describe **Research** opportunities:

The primary focus of the EBOT certificate is to provide students with a strong academic foundation in science. This type of background will open many doors for rural students in their own future academic endeavors because the program is designed to dovetail into the Associate and Bachelors of Science degrees.

Since one of the goals of the EBOT program is to provide culturally relevant research opportunities for KuC students and faculty in the life sciences, successful completion of the EBOT program requirements will facilitate active development of and participation in research projects by rural and Native Alaskan students and rural campus faculty. The KuC ethnobotany faculty member, Dr. Jernigan, has already met with potential collaborators on the KuC and UAF main campuses and is beginning to develop partnerships with researchers and other stakeholders working in the Y-K region on current and future projects. Students will be included in these research efforts apace, as they progress through the EBOT program. This model of research collaboration can extend to other rural campuses in the state that have also incorporated science instruction into their curriculum.

The paucity of scientifically-trained rural students available to work with researchers on ongoing research projects in rural communities will begin to be addressed, as students become familiar with faculty and research methodology. With this increased awareness will come increased understanding and, it is hoped, an increase in the amount of rural/urban collaboration within the state.

By keeping tabs on student progress, the EBOT program will be providing much-needed data regarding efficacy of distance delivery of courses and community response to regionally-tailored University programs.

Describe **Fiscal Plan** for development and implementation:

Funding for development and faculty salary for the EBOT certificate have been provided by the United States Department of Agriculture's (USDA) Alaska Native/Native Hawaiian Serving Institutions (AN/NH) Higher Education program, whose mandate is to increase the presence of

Alaska Natives and Native Hawaiians in USDA careers. Ethnobotany represents an excellent tie-in for USDA because the practice of using plants as food, medicinals, and fuel is deeply rooted in Alaska Native culture as well as the study and practice of agriculture throughout the world.

Current USDA funding for the program extends to 2011, and also includes coverage of expenses for 20 students to complete the EBOT Certificate program. Much of the cost of student support is allocated to student travel, as EBOT 100 (Introduction to EBOT) is designed to be taught in a natural field setting. Because the success of the EBOT program is of such high priority to KuC, many of the full time faculty and staff there will also be contributing part of their time (total of 55% FTE faculty, 60% FTE support staff) to instruction and student support. KuC also has available for use by the EBOT program 3879 SF of instruction, office and lab space, as well as $52,810 in-kind contribution of networking hardware and software.

The EBOT program will be available to University campuses throughout the state and could generate between at least $9,600 if the minimum of 8 students take an average of 10 credits ($120/credit) per year. We anticipate that as student participation increases these fees will be covered by sources other than grant funding, including village and regional Native corporations. These partnerships have sustained many successful rural programs at UAF (Rural Human Services, Tribal Management, and Construction Trades, for example) and have the potential to do the same for the EBOT program.

ORIGINAL

The Faculty Senate passed the following motion at Meeting #158 on April 6, 2009:

MOTION:

The UAF Faculty Senate moves to approve an integrated B.S./M.S. degree program in Mechanical Engineering.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #32-UNP/#18-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 4-6-09
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs 4/8/09
Chancellor's Office DATE:

DISAPPROVED: _____
Chancellor's Office DATE: _____

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Approved at the June '09 BOR meeting.

Proposal Summary

The Department of Mechanical Engineering proposes a NEW integrated B.S./M.S. degree program for qualified undergraduate students to complete B.S. and M.S. degrees in a shorter time than traditional B.S. plus M.S. degrees.

Background

The Department of Mechanical Engineering proposes a combined accelerated degree for Mechanical Engineering undergraduate students. This program is designed for students to complete both a Bachelor of Science and a Master of Science Degree in five years. The basic rationales for the program are:

1. Better use of University resources
2. Leverage existing strong B.S. programs to increase graduate enrollment
3. A national trend in a highly demanding field
4. An attractive option for qualified undergraduate students

Proposed Catalog Layout:

1. Complete the following admission requirements:
    a. ME major (junior preferred) or senior standing.
    b. GPA 3.25 or above (based on minimum of 24 credits in ME major requirements). Students
    must maintain a cumulative GPA of 3.0 to remain in the program.
    c. Submit three letters of references.
    d. Submit GRE (general) scores.
    e. Submit a study goal statement.
    f. Submit a UAF graduate application for admission.

2. Complete the general university requirements.

3. Complete B.S. degree requirements (As part of the B.S. degree requirements, complete MATH F201X, PHYS F211X and PHYS F212X).

4. Complete the master's degree requirements.

5. Complete the following B.S. program (major) requirements:

    ES F101-Introduction to Engineering 3
    ES F201-Computer Techniques 3
    ES F209-Statics 3
    ES F210-Dynamics 3
    ES F301-Engineering Analysis 3
    ES F307-Elements of Electrical Engineering 3

ES F331-Mechanics of Materials 3
ES F341-Fluid Mechanics 4
ES F346-Basic Thermodynamics 3
ESM F450W-Economic Analysis and Operations 3
MATH F202X-Calculus 4
MATH F302-Differential Equations 3
ME F302-Dynamics of Machinery 4
ME F308-Measurement and Instrumentation 3
ME F313-Mechanical Engineering Thermodynamics 3
ME F321-Industrial Processes 3
ME F334-Elements of Materials Science/Engineering 3
ME F403-Machine Design 3
ME F408-Mechanical Vibrations 3
ME 415W-Thermal Systems Laboratory 3
ME 441-Heat and Mass Transfer 3
ME 487 W,O-Design Project 3

6. Complete the following M.S. program (major) requirements:

ME F631-Advanced Mechanics of Materials 3
ME F634-Advanced Materials Engineering 3
ME F641-Advanced Fluid Mechanics 3
ME F642-Advanced Heat Transfer 3
ME F608-Advanced Dynamics 3

7. Complete the thesis or non-thesis requirements:

Thesis
Complete the following:
ME F699-Thesis 6
Electives* 9

Non-Thesis
Complete the following
ME F698-Project 3
Electives** 12
*At least 3 credits at the graduate level.
**At least 6 credits at the graduate level.
Electives are ME or other engineering, science, or mathematics courses at F400-level or above approved by the student's advisory committee.

8. A minimum of 150 credits is required for both degrees.

Note: This degree program must be completed in 7 years or the student will be disqualified from the program. If a student is disqualified for exceeding the 7 year limit

for the fast track degree program, a ME B.S. will be awarded if: 1) completed in 10 years, and 2) meet ME B.S .requirements.

Taken separately, the degrees would require 161 credits (131 B.S. and 30 M.S.). The difference of 11 credits comes from the electives of the B.S. program:

a. Taking the B.S. degree and the M.S. degree separately, the student needs to take 11 elective credits (6 for ME electives, 3 for technical electives, and 2 for free electives) for the B.S. degree, another 9 or 12 graduate elective credits for the M.S. degree for the non-thesis and thesis option, respectively.
b. Taking the B.S./M.S. degree, the student needs to take 9 or 12 elective credits (for thesis and non-thesis option, respectively) instead of both B.S. elective credits and M.S. elective credits.

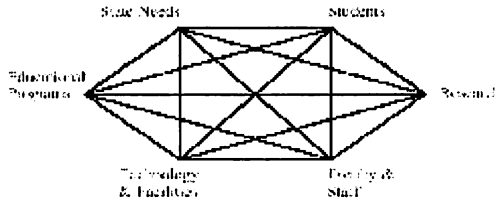
The minimization of overlaps, maximizing the benefits of continuity, and taking graduate level courses in lieu of undergraduate ones justify the reduction.

Resources Requirements

The department had a peak of enrollment of 22 M.S. students in 2003 and 2004 without any issues in resources. Consequently, we are not requesting additional resources for the proposed program.

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks
Title: Fast Track Mechanical Engineering Bachelor/Master Degrees
Target admission date: Fall 2009



How does the program relate to the **Education** mission of the University of Alaska and the MAU?

The proposed program aims to fulfill the education mission of the Department of Mechanical Engineering: To offer the highest quality, contemporary education at the undergraduate and graduate levels and to perform research appropriate to the technical needs of the State of Alaska, the nation and the world.

We have discussed the development of the program within the department, faculty staff and students, colleagues at UAF including the Computer Science Department which has a similar program to the one being proposed. Since this is a Mechanical Engineering specific program, there should be no impact on other existing programs.

What State Needs met by this program

The proposed program, through retaining and advanced training of our own excellent undergraduate students, will provide much needed high-quality workforce for the State of Alaska for economic development.

What are the Student opportunities and outcomes? Enrollment projections?

The combined accelerated degree for Mechanical Engineering undergraduate students is designed for excellent students to complete both a Bachelor in Science and a Master in Science in five years. Students receive advanced training by taking graduate level classes and conducting high-level research at a reduced cost and reduced time. The training should enhance the career paths and options of the graduates.

Projected enrollment is 4 to 8 students per year with a maximum of 30 students total.

Describe Research opportunities:

Students will conduct research through either the project or thesis option. There is a wide range of challenging research topics and projects, many are cold-regions related, for the students to choose.

Describe Fiscal Plan for development and implementation:

Existing resources are adequate for the proposed program.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #157 on March 2, 2009:

MOTION:
=======

The UAF Faculty Senate moves to approve a B.A. in Film.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #88-UNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 3-2-09
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 3/6/09
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Approved at Feb. 2011 BOR upon further revisions.

Brief Statement of Program:

Mission:
The mission of the UAF Film Program is to provide students with a critical understanding of the history, theory and technologies of cinema and new media arts, while giving students the opportunities, tools and resources needed for careers in media industries, to pursue graduate study, or become media artists. Through an interdisciplinary approach to film and media studies, the program will produce media literate professionals who can play a leading role in an increasingly information-centered world where virtually every profession will require skilled media creators.

UAF Film Program students will have the opportunities to produce their own creative, time-based content for a wide variety of multi-media applications. Emphasis will be placed on the cultures, lifestyles and environments of Alaska and the North, and the unique opportunities they afford for skilled media creators and artists.

Objectives:

- To unify disparate courses offered throughout the UAF campus into one comprehensive degree curriculum.
- To maintain the interdisciplinary nature of film by integrating faculty, courses, and resources at UAF into a multi-faceted degree program.
- To serve the needs and interests of students of the digital age with comprehensive education.
- To recruit new students and retain students currently studying film at UAF who anticipate transferring to film degree programs outside of Alaska.
- To provide experiential learning opportunities to UAF undergraduate students in the cinematic arts
- To enhance the visibility of UAF, its research, faculty, and students through multi-media projects.

Preliminary General Catalog layout copy

Film Major

College of Liberal Arts
Department of Theatre
907-474-6590
www.uaf.edu/film

B.A. Degree

Minimum Requirements for Degrees: 120 credits

The mission of the UAF Film Program is to provide students with a critical understanding of the history, theory and technologies of cinema and new media arts, while giving students the opportunities, tools and resources needed for careers in media industries, to pursue graduate study, or become media artists. Through an interdisciplinary approach to film and media studies, the program will produce media literate professionals who can play a leading role in an increasingly information-centered world where virtually every profession will require skilled media creators.

UAF Film Program students will have the opportunities to produce their own creative, time-based content for a wide variety of multi-media applications. Emphasis will be placed on the cultures, lifestyles and environments of Alaska and the North, and the unique opportunities they afford for skilled media creators and artists.

Film Major – B.A. Degree

1. Complete the general university requirements.
2. Complete the B.A. degree requirements, including 39 credits of upper division.
3. Complete the following program major requirements. Students must earn a grade of C or better in each course.

   a. Complete the following 18 credits required of all film majors:

   FLM/ENGL F217- Introduction to the Study of Film 3
   FLM/THR F271- Let's Make a Movie 3
   FLM/JRN F290 – Digital Video Editing 3
   FLM/THR F334W – Movies and Films 3
   FLM/THR F331- Directing Film/Video 3
   FLM/JRN F480 – Documentary Filmmaking 3
   18 Credits

   b. Complete a minimum of 6 credits from Film Studies, including at least one upper division course:

   FLM/JRN F105 - History of the Cinema 3
   FLM/THR F215 - Dramatic Literature 3
   FLM/ENGL F365- Screen writing 3
   FLM/ANS F381 – Alaska Natives in Film 3
   FLM/ JRN F308 – Film Criticism 3
   FLM/JRN/HIST F368 - Topics in American Film History 3
   FLM/ENG F427 - Topics in Film Studies 3
   6 Credits

   c. Complete a minimum of 12 credits from Film Production, including at least one upper division course:

   THR F121—Fundamentals of Acting 3

FLM/THR F245 – Stage and Film Production Management 3
FLM/JRN F251 – Television Production 4
FLM/JRN F280 – Video Storytelling 3
FLM/THRF325—Acting for the Camera 3
FLM/ART F371 Digital Photography and Pixel Painting 3
FLM/THR F347O—Lighting Design 3
FLM/THR F348—Sound Design in the Entertainment Industry 3
FLM/THR F470—Advanced Film and Video Directing 3
FLM /ART F472- Visualization and Animation 3
FLM/ART F475 – Digital Video Compositing 3
FLM/ENG/THR F488 – Dramatic Writing 3
FLM F481 - Special Topics in Film Production 3
FLM F493 – Independent Study 3
FLM F418 – Internship in Film Production 1-6
FLM F498 – Film Research 3
FLM F499- Film Thesis 3

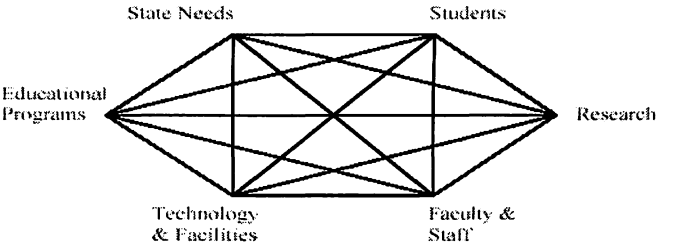
12 Credits

4. Of the above, students must complete 15 credits at the F300- or F400- level, at least 6 credits of which must be at the F400-Level
5. Minimum credits required for Film Major 36
6. Minimum credits required for B.A degree 120
7. Courses used to satisfy the major cannot be used for the minor.

VII Resource Impact

A. Budget - Resource Commitment Form (Signed copy Attached)

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	.75 FTE $38, 245	.25 FTE $12,748		1 FTE $50,993
Adjunct Faculty (FTE's & dollars)	N/A			
Teaching Assistants (Headcount)	N/A			
Instructional Facilities (in dollars and/or sq. footage)	FS311, rm THR 101 759 sq/ft 20% of FS311, rm THR 230C 127 sq/ft			
Office Space (Sq. footage)	FS311, rm 109B 99 sq/ft			
Lab Space (Sq. Footage)	75% of FS311, rm 223A 164 sq/ft FS303, rm 128, 469 sq/ft			
Computer & Networking (in dollars)				
Research/ Instructional/ office Equipment (in dollars)	$20,000			$20,000
Support Staff (FTE's & dollars)	.10 FTE - $2480			$2480
Supplies (in dollars)	$250	$500	Materials Fees (9159) $1500	$2250
Travel/Services Software license, phone, copies, airfare, etc. (in dollars)	$250	$1000		$1250



Regents Guidelines
University of Alaska Board of Regents
Program Approval Summary Form

MAU: UAF
Title: Film
Target admission date: Fall 2010

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

The movement towards a major degree in Film began in 1991 when Associate Professor, Anatoly Antohin, founded the UAF Film Club, followed by the approval of the Film Studies minor in 1992. Since this time, the departments of Theatre (who houses the film minor), English, Journalism, and Art, with assistance from the Center of Distance Education, have collaborated to offer courses that meet the needs of this requirement. Each of the aforementioned academic programs have independently, and collaboratively, added courses, technologies, and faculty proficient in areas of Film. The annual assessments of the theatre department from 2000-2004 clearly indicated a growing trend in student interest and previous academic work in media arts, with a decline in performing arts at the high school level. In 2005 the FLM designator for film studies was included in the course catalogue, leading to a clear increase in class enrollments cross listed with FLM.

Over the 2007-2008 academic year, an interdisciplinary committee of UAF faculty formed the Ad Hoc Digital Cinema Curriculum Committee in response to the CLA Curriculum Council's recommendations. This committee, consisting of Miho Aoki (Art), Anatoly Antohin (Theatre), Karen Grossweiner (English), Leonard Kamerling (English/UA Museum), Robert Prince (previously of Journalism), Kade Mendelowitz (Theatre), and Maya Salganek (Committee Chair, Theatre/Film) met regularly to initate this Film program proposal. Maya Salganek ultimately wrote the proposal. UAF's peer institutions were looked to as guidance in demonstrating the need, viability, and academic approach to a program in Media Arts and Film. In particular, the University of Montana in Missoula, University of Cornell, University of Idaho, and the University of Utah were all researched as references to the development of this program. Disxussions with UA's Office of Information Technology, Rasmuson Library, and the Center for Academic Technologies were all consulted along with academic departments.

What **State Needs** met by this program.

Alaska is a film destination, frequently hosting film crews from around the world that seek out the unique landscapes, people, politics, and stories that only Alaska can offer. Hundreds of film professionals work in Alaska annually, and frequently they contact the University of Alaska Fairbanks Theatre department or Journalism department looking for assistants, resources, or advice. Unfortunately, the majority of the time they opt to brining their own production assistants, sound techs, and producers to Alaska as they can not find the support here to help them with their projects.

The University of Alaska has many pockets of media studies and media arts courses, but no definitive program that unites all of the disparate faculty and students, and resources together. As a result, the state needs which are broadcast on a daily basis through the Alaska Film Board's website largely go unaddressed by the University of Alaska.

According to information collected from the State of Alaska Department of Labor and Workforce Development, the number of jobs in the motion picture industry subcategory of video

production (category 512), have increased from a statewide average of 37 jobs in 1997 to an average of 370 jobs in 2007! A 100% increase in video production jobs over 10 years reveals only one aspect of the potential growth of this medium. These numbers do NOT include television broadcasting, advertising, or web/internet based production.

In Spring of 2007, the Alaska State Legislature passes Senate Bill 230 which established a state film office and tax incentive program. This bill was signed into law by Governor Palin on June 4, 2008, and includes a provision that the state will certify an internship program to help develop the demands of the Alaska Film Industry. Maya Salganek testified to the Legislature in favor of SB 230 several times over the past year, and is currently working with the Film Office to develop the UAF Film degree program as a state certified program for the industry.

What are the **Student** opportunities and outcomes? Enrollment projections?

In the Spring of 2007 Theatre UAF offered an internship with Grey Jumper Productions, an independent film company who was producing a film written by a UAF alum. The resulting film produced, *Chronic Town*, was premiered at the Sundance Film Festival in January 2008. This film highlighted UAF campus, students, staff, and faculty as locations, production assistants, producers, extras, and actors.

As an interdisciplinary medium, film and video studies attract students from a wide variety of backgrounds and academic disciplines. Both undergrads and graduate students use digital media for basic research and to enhance the understanding of their research subjects. In May of 2008 the Film program collaborated with the Geophysical Institute, and offered an interdisciplinary class in Barrow, Alaska. Film students learned about arctic documentary filmmaking while focusing on a group of sea-ice scientists and students. The material shot during the Maymester course will become part of a DVD and Sea-Ice Research Manual to be published by UA Press in 2009. Enrolled in the film portion of the course were 10 students, from PhD to undergraduate, working in diverse fields such as Wildlife Biology, Natural Resource Management, Anthropology, and Theatre.

Since beginning the film minor in 1992, we have graduated 24 students with film minors. By offering the FLM (film) designator in the course catalog in Fall 2005, we have noticed a considerable increase in interest and enrollment in classes cross-listed with FLM. Movies and Films FLM/THR F331 had 23 enrolled in Fall 2005 compared to 17 enrolled in Fall 2004 when only the Theatre designator was used. In spring 2007, this same class saw a record total of 30 enrolled students, with 19 of them registered under FLM (63%) and only 11 of them registered under THR (37%). Similarly, in Fall 2006 Intro to the Study of Film FLM/JRN F217 had an enrollment of 26 students compared to 15 enrolled in the Spring of 2005. It is anticipated that numbers will continue to increase as visibility of the program grows. More courses were cross-listed with the Film designator in 2007-2008, which is anticipated to help contribute to the growth of many courses.

Describe **Research** opportunities:

Students of Film will have the opportunity to participate in professional video and film production projects conducted both for UAF programs and outside organizations. Current projects include the Geophysical Institute's Sizonet project documenting sea ice research in conjunction with the International Polar Year; the UAF College of Education Yup'ik Math Program documenting elder's knowledge of traditional mathematics; authoring DVD guides for curriculum instruction for teachers; and the Fairbanks North Star Borough School District's Project ARTiculate documenting the training educators in the visual and performing arts. Students will assist faculty in all stages of video production and will be included as collaborators in the projects.

Describe Fiscal Plan for development and implementation:

By providing video production services – from writing to directing, filming to editing and DVD authoring in conjunction with students, the Film program will be able to help offset costs by working in tandem with departmental grants and grant development in a variety of fields. Student fees would help assist for the annual expenses of computer labs, video and audio equipment, etc.

By pooling the current resources of the Journalism, Art, and Theatre programs, students should have sufficient access to required video production equipment. However, combining these resources and managing them would require a more sophisticated equipment management and maintenance system. Options include using the resources of the Rasmuson Library for equipment check-out, or a similar system for departmental check-out.

In Spring 2009 the Provost awarded Maya Salganek' proposal for purchasing a UAF site license for video editing software, Final Cut Pro. With OIT support, this software should be installed within the year, streamlining editing facilities across campus and significantly contributing to the Film program's needs.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #157 on March 2, 2009:

MOTION:
=======

The UAF Curricular Affairs Committee moves to revise the deadlines of the "Appeal of Academic Decision" policy (pages 82 of the 2008-09 UAF catalog) for all students.

EFFECTIVE: Fall 2009

RATIONALE: The current language and deadlines are inconsistent and confusing for students and cannot be easily located. Revising the language for consistency and making deadlines the same will be less confusing for students.

Marsha Sharp 3-2-09
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 3/6/09
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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CAPS = Addition

[[ ]] = Deletion

Appeal of Academic Decisions

Grade Error Policy

A grade, other than an incomplete or deferred, submitted by your instructor after a course is completed is your final grade and becomes part of your permanent academic record.

Your grade will not be changed unless your instructor made a legitimate error in calculating the grade. If you believe an error has occurred contact your instructor immediately. Grade error [[s]] CORRECTIONS must be RECEIVED [[corrected]] within 30 class days after the beginning of the next regular semester, and must be approved by the instructor's department head and dean. This is not an appeal of an academic decision.

Grade Appeals Policy

A student who wishes to appeal a faculty decision of final grade must submit a request for a review using university forms available at the Registrar's Office. Appeals must be received WITHIN 30 CLASS DAYS AFTER THE BEGINNING OF [[no later than 20 days after the first day of instruction in]] the next regular semester. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration can not influence or affect the outcome of the review. A copy of the full procedure can be obtained ONLINE BY SEARCHING THE UAF WEB SITE FOR "APPEAL OF ACADEMIC DECISION" OR through the university registrar, the vice chancellor of student and enrollment services, the academic advising center OR ANY COMMUNITY CAMPUS OFFICE.

Academic Decisions Other Than Grades

Students who want to appeal an academic decision such as denial of admission, faculty-initiated withdrawal, dismissal from program or pass/fail decisions of a faculty committee on non-course examinations (such as qualifying, comprehensive or thesis examinations) MUST SUBMIT [[should begin]] an appeal within 30 CLASS DAYS AFTER THE BEGINNING OF THE NEXT REGULAR SEMESTER [[15 days after the beginning of the semester in which the decision takes effect.]]

To appeal academic decisions, you should first address the person who made the decision. Often problems can be resolved and misunderstandings cleared up through this step. If the student does not find the informal review decision acceptable, the student may initiate a formal appeal procedure. Formal appeals must be made in writing, and must be received by the Provost no later than 10 days after the student has learned the outcome of the informal review. The office of the provost, university registrar, vice chancellor of student and enrollment services, or dean of the graduate school (for graduate student issues) can give you advice and answers to questions about the process.

By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the decision, and that the university's administration can not influence or affect the outcome of the review.

The UAF Faculty Senate passed the following at Meeting #156 on February 2, 2009:

ORIGINAL

MOTION:
=======

The UAF Faculty Senate moves to approve a Ph.D. in Indigenous Studies.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #20-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: Feb 3 2009
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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BOR approval at April 2009 meeting.

Brief Statement of Program:

Alaska Native people constitute 18% of the Alaska population and are the fastest growing ethnic group within the state, making up nearly 25% of the K-12 student population. At UAF, Alaska Natives make up 16% of the student enrollment, but only 3% of the faculty. In May, 2007 UAF awarded a Ph.D. to the fourth Alaska Native to receive such a degree in the University's history. To begin to address these disparities, the UAF 2010 Strategic Plan includes the following goals:

- Increase Alaska Native enrollment in graduate programs by 50%
- Increase the representation and retention of women and minorities in staff and faculty positions
- Increase research programs that address the Arctic and its indigenous people
- Document and disseminate indigenous knowledge
- Generate innovative and useful applications of research that benefit the state of Alaska

The Ph.D. program in Indigenous Studies is intended to directly address these and most other goals of the UAF 2010 Strategic Plan by offering an advanced program of graduate study focusing on issues that are deeply rooted in Alaska's past and are destined to be an integral part of Alaska's future.

The proposed Ph.D. program in Indigenous Studies will draw and build upon longstanding academic and research capabilities at UAF. The program will offer an integrated course of advanced graduate study consisting of a common core curriculum that all students will complete, coupled with five thematic areas of emphasis from which students will choose a concentration:

- Indigenous Studies/Research
- Indigenous Knowledge Systems
- Indigenous Education/Pedagogy
- Indigenous Languages
- Indigenous Leadership

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF. They will be encouraged to engage in comparative studies with other indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic. Using the IGERT and Interdisciplinary Ph.D. model of academic assignment, students' home base will be in the School or College of their major advisor, who will also serve as an affiliate faculty for the program. The program itself will be administered through the UAF Graduate School.

<u>Program Objectives</u>:

1. To provide the programmatic infrastructure for advanced, in-depth, interdisciplinary graduate studies and research in academic fields related to the role of indigenous knowledge and ways of knowing in the contemporary world.
2. To prepare graduates who are capable of conducting basic and applied research on social, political, educational, economic and cultural issues of concern to people and communities in the circumpolar north, with a particular emphasis on Alaska.

3. To expand the pool of knowledgeable and highly skilled Alaskans who can assume leadership and technical positions with public and private sector organizations, including universities, school districts, social service agencies, Native corporations, tribal governments, and state and federal agencies in Alaska and beyond.
4. To provide a venue to sponsor state, national and international seminars, conferences, exchanges and comparative research programs that bring people together around issues of concern to Alaska, the circumpolar north, and indigenous people throughout the world.
5. To contribute to and tap into newly emerging bodies of academic scholarship that address the role of indigenous knowledge systems in fields such as ecological studies, natural resources management, health care. education, language revitalization, community development, social services, justice, and Native studies.
6. To achieve economies-of-scale that put existing university resources and capabilities to more effective and efficient use in addressing issues of concern to all Alaskans.

Preliminary General Catalog layout copy

Ph.D. Program in Indigenous Studies
UAF Graduate School, College of Liberal Arts, School of Education, and College of Rural and Community Development

Ph.D. Degree
Minimum requirement for Degree: 18 thesis credits

The joint Ph.D. program in Indigenous Studies draws and builds upon long-standing academic and research capabilities at UAF to offer an integrated course of advanced graduate study consisting of a common core curriculum that all students complete, coupled with five thematic areas of emphasis from which students choose a concentration:

- Indigenous Studies/Research
- Indigenous Knowledge Systems
- Indigenous Education/Pedagogy
- Indigenous Languages
- Indigenous Leadership

Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF. They are encouraged to engage in comparative studies with other indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic. Using the Interdisciplinary Ph.D. model of academic assignment, student's home base will be in the School or College of their major advisor, who also serves as an affiliate faculty for the program.

In collaboration with the graduate committee, each student develops a program of coursework and research that produces a unique intellectual contribution to the applied

fields associated with Indigenous Studies. Students elect to focus on one of the five thematic areas or they may choose in collaboration with their graduate committee to draw on multiple themes to develop their areas of knowledge and dissertation research.

Graduate Program--Ph.D.

Complete the admissions process and fulfill the following program requirements:

1. Complete the general university requirements listed in the UAF catalog
2. Complete the Ph.D. degree requirements listed in the UAF catalog
3. Complete coursework as determined by the student's graduate advisory committee (completion of 18 UAF semester credits by distance or on-campus will constitute residency)
4. Required and Elective Elements of the Plan of Study
    a. Coursework: All Indigenous Studies Ph.D. students will be required to complete a minimum of two research methods courses and select, in collaboration with their graduate committee, 12 credits from the core courses in Table I (including CCS 608 and CCS 690), plus a minimum of 12 credits in an area of concentration.
    b. Advancement to Candidacy will occur when the student demonstrates mastery in understanding of the problems and theories of indigenous studies and in-depth knowledge of the student's dissertation research topic area. Requirements for Advancement to Candidacy are determined by the graduate committee of the student, and shall be consistent with the candidacy requirements for Ph.D. studies at UAF. The basis of the evaluation will be comprehensive written and oral exams.
    c. Dissertation Defense Seminar and Oral Examination
    d. Doctoral Dissertation (18 credits minimum)
5. Recommended additional academic experience
    a. Students will be encouraged to enroll in a minimum of one semester of coursework at a partner institution with program offerings related to their area of specialization.
    b. Students will be expected to make at least one formal academic presentation at a national or international meeting, as well as a community-level presentation in Alaska.
    c. Students will be encouraged to study a language other than English, as appropriate for the thematic area in which they arc enrolled. Students who select the Indigenous Languages specialty will be expected to acquire a minimum of nine credits in an appropriate indigenous language.

VII. RESOURCE IMPACT

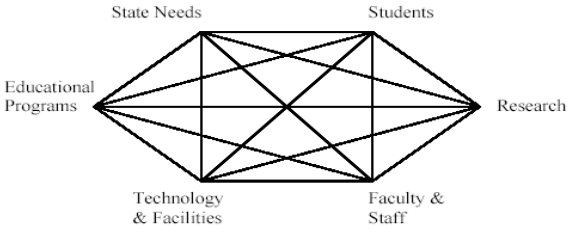
A. Budget (Resource Commitment Form attached)

Table 2:
RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	2 @ $90,000 each	$13,536		$193,536
Adjunct Faculty (FTE's & dollars)	2 @ $3,100 ea			$6200
Grad. Fellowships (headcount)	2 @ 20,106 ea	2 @ $15,000 ea (Grad. School)	4 @ $30,000/yr each (Mellon Fdn)*	$190,212
Instructional Facilities (in sq. footage)	800 sq ft OUP 1,800 sq ft Brk			2,600 sq ft
Office Space (Sq. footage)	1,000 sq ft OUP/Brk/Gruen			1,000 sq ft
Lab Space (sq. Footage)	N/A			N/A
Computer & Networking (dist ed) (in dollars)	$1,600			$1600
Research/ Instructional/ office equipment (in dollars)	$8,000	$2,000	$3,000 (Mellon Fdn)	$13,000
Support Staff (FTE's & dollars)	$18,767	.5 @ $37,535 .5@$45,000	.5 @ $45,000	$127,534
Supplies (in dollars)	$2,000	$2,000	$3,000	$7,000
Travel (in dollars)	$5,000	$5,000	$20,000 (Mellon Fdn)	

* On June 13, 2008 UAF was notified that it has been awarded a $700,000 grant from the Andrew W. Mellon Foundation to help support four indigenous Ph.D. students per year with a $30,000 fellowship plus tuition/fees, travel and mentoring support for four years, with the possibility of further funding if the program is successful.

University of Alaska Board of Regents
Program Approval Summary Form



MAU: University of Alaska Fairbanks
Title: Ph.D., Indigenous Studies
Target admission date: Fall 2009

1. How does the program relate to the Education mission of the University of Alaska and UAF?

The Ph.D. program in Indigenous Studies will directly address the following goals of the UAF 2010 Strategic Plan by offering an advanced program of graduate study focusing on issues that are deeply rooted in Alaska's past and are destined to be a vital part of Alaska's future.

- Increase Alaska Native enrollment in graduate programs by 50%
- Increase the representation and retention of women and minorities in staff and faculty
- Increase research programs that address the Arctic and its indigenous people
- Document and disseminate indigenous knowledge
- Generate innovative and useful applications of research that benefit the state of Alaska

The proposed program was developed by faculty in the UAF College of Liberal Arts, School of Education and College of Rural and Community Development in response to a growing need for "advanced graduate opportunities for Alaska Native scholars and leaders," as expressed in a 2004 resolution of the Alaska Federation of Natives. Details of the program grew out of a two-day "Indigenous Ph.D. Planning Workshop" hosted by UAF in conjunction with the 2007 Alaska Federation of Natives Convention and funded by the Andrew W. Mellon Foundation. We invited 55 Alaska Natives (out of a list of over 100) with a Master's degree who had expressed an interest in pursuing a PhD to provide input into the planning of the proposed Ph.D. in Indigenous Studies. Following the workshop a survey form was sent to all the participants to obtain a more systematic picture of the level of interest and the conditions under which students would enroll in a Ph.D. program. The survey responses have served as the basis for many of the elements and structure of this proposal. The level of interest in the program is high from both Native and non-Native potential doctoral candidates, provided there is a strong Indigenous core emphasis, multiple avenues for access to the program (on-campus, distance education, intensive seminars, etc.) and sufficient fellowship funding for financial support.

2. What State Needs will be met by this program?

In 2002, the Alaska Federation of Natives conducted a statewide survey to identify all the Alaska Natives who had earned a Ph.D. (30), J.D. (32) or M.D. (12). Of the 30 Alaska Native Ph.D.'s at the time, three had earned their degree from the University of Alaska, with one more graduating in 2007. The dearth of Alaska Natives with advanced degrees has meant a paucity of indigenous perspective in upper level leadership and professional

roles, including as university faculty members, where at UAF they currently constitute 3% of the faculty but 16% of the students.
Most often, upper-level expertise has to be imported from outside Alaska to fill advanced professional and technical positions in the state. Businesses, government agencies, nongovernmental organizations, policy institutes, Native organizations, academic institutions, and other groups in Alaska today need professionals who have competencies in a wide set of Indigenous issues, while also having the in-depth expertise in a specific problem area. The Indigenous Studies program strives to meet these needs by training professionals with analytical skills for understanding human resource problems and cultural sustainability issues.

3. What are the Student opportunities, outcomes and enrollment projections?
The proposed Ph.D. program will draw and build upon long-standing academic and research capabilities at UAF to offer an integrated course of advanced graduate study consisting of a common core curriculum that all students will complete, coupled with five thematic areas of emphasis from which students will choose a concentration: indigenous research; indigenous knowledge systems; indigenous education; indigenous languages; and indigenous leadership. The specific skill set of the graduates will include quantitative analysis, scientific applications, qualitative research methods, research design and program management, along with broad conceptual frameworks for understanding the dynamics of social-cultural-ecological systems. Based on current staffing levels and resource commitments, the program will accommodate six new students each year for an average total enrollment of approximately 20 students spread over three to four years.

4. Describe the Research opportunities:
Ph.D. candidates will participate in research activities across a variety of academic disciplines and applied fields at UAF and with an international network of partner institutions. They will be encouraged to engage in comparative studies with other indigenous peoples around the world and to focus their dissertation research on issues of relevance to Alaska and the Arctic.

5. Describe the Fiscal Plan for development and implementation:
The faculty resources for implementation of the program will be drawn from reallocation of existing workload in cooperating departments across the campus, with the only additional funding being to support program operations during the summer. Facilities and equipment of the Center for Cross-Cultural Studies will be utilized to house the administration of the program. These existing institutional resources will be augmented by funding from the Andrew W. Mellon Foundation to provide doctoral fellowships and student support services.

The UAF Faculty Senate passed the following at Meeting #156 on February 2, 2009:

ORIGINAL

MOTION:
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The UAF Faculty Senate moves to approve a Certificate in Pre-Nursing Qualifications.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #77-UNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: Feb 3 2009
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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BOR approval at April 2009 meeting.

Brief Statement of Program:

This Certificate program consists of the courses that prepare a student to apply to the University of Alaska Anchorage Associate of Applied Science in Nursing. UAA distributes the AAS in nursing to each MAU and to specific campuses at each MAU on a rotating schedule. There is need to provide a clearly identified pathway for students and advisors alike, so that each student may proceed efficiently through the pre-requisite courses and be highly qualified for the competitive admission to the AAS in nursing. Further, since only UAA holds the nursing degree, it is not possible to admit UAF students into a pre-nursing degree status at UAF. Virtually all financial aid grantors require that students be enrolled in a degree with a specific sequence of courses. This certificate will provide that degree-seeking status to students, and will result in a transcripted Certificate. Having pre-nursing students identified specifically within the UAF system will also allow UAF faculty and administration to better track the demand for and success of the UAA nursing program as it is distributed to UAF.

Preliminary General Catalog layout copy

Allied Health: Pre-nursing qualifications

College of Rural and Community Development
Tanana Valley Campus
(907) 455-2823
www.tvc.uaf.edu/programs/health/

Minimum credits for the Certificate: 37-42

The Certificate in Allied Health: Pre-Nursing Qualifications is designed to guide the student who is preparing to apply to the University of Alaska Anchorage (UAA) Associate of Applied Science (AAS) in nursing. The certificate includes all of the prerequisite and co-requisite courses for the UAA AAS in nursing. In addition, it includes a clinical course. Students are strongly encouraged to work in a clinical practice prior to applying to the UAA nursing program. Admission to the UAA nursing program is competitive; while this certificate prepares the student to be highly qualified, it does not guarantee admission to the UAA nursing program. Students who have not completed high school chemistry will need to complete either CHEM 100X or CHEM 103X. Students who have not completed high school algebra must take DEVM 105 or MATH at the 100-level or higher. Students who have completed high school algebra may take HLTH 116 to review computation skills used in the medical field. Students must complete the Nurse Entrance Test prior to application to the UAA AAS in nursing. Students should work closely with an advisor while completing this certificate and preparing an application for admission to the nursing program.

1. Complete the general university requirements
2. Complete the following certificate requirements (9 credits)

   Communications

   ENGL 111X – Introduction to Academic Writing 3

   Computation

   DEVM 105 – Intermediate Algebra
   or HLTH 116 – Mathematics in Healthcare
   or MATH at the 100 level or higher 3

   Human Relations

   PSY 101 – Introduction to Psychology 3

3. Complete the following major requirements (24 credits)

   ENGL 211X – Academic writing about literature
   or ENGL 213X (preferred) – Academic writing
   about social and natural sciences 3

   COMM 131X - Fundamentals of communication: group context
   or COMM 141X – Fundamentals of communication :
   public context 3

   PSY 240 – Lifespan developmental psychology 3

   HTLH 203 – Science of nutrition 3

   BIOL 111X – Human anatomy and physiology 4

   BIOL 112X – Human anatomy and physiology II 4

   BIOL 240 – Beginnings in microbiology 4

4. Select <u>one</u> of the following clinical courses (4 – 9 credits)

   HLTH 107 – Nurse Aide training 9

   HLTH 111 – Personal care attendant 4

   HLTH 113 – PCA to CNA bridge 5

   EMS 170 – Emergency Medical Technician I 6
   or other approved clinical course

5. Required credits 37-42

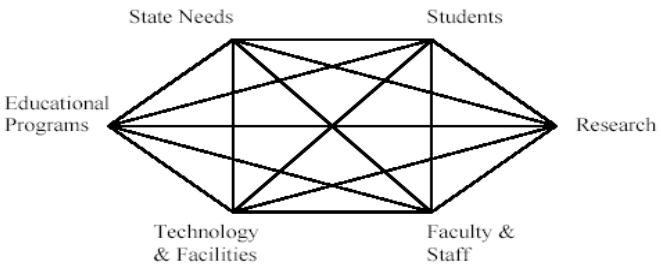
RESOURCE COMMITMENT TO THE

Certificate in Allied Health: Pre-nursing Qualifications

Resources	**Existing**	**New**		**Total**
	UAF/TVC	UAF/TVC	Others (Specify)	
Regular faculty (FTEs & dollars)	4 FTE $364,000	0	0	$364,000
Adjunct Faculty (FTE's & dollars)	4 FTE $28,000	0	0	$28,000
Teaching Assistants (Headcount)	none	0	0	
Instructional Facilities (in dollars and/or sq. footage)	numerous classroom	0	0	
Office Space (Sq. footage)	4 offices, each about 140 sq ft	0	0	4 offices, each about 140 sq ft
Lab Space (Sq. Footage)	576 sq ft nurse aide teaching lab 1800 sq ft biology lab, 400 sq ft biology lab	0	0	576 sq ft nurse aide teaching lab 1800 sq ft biology lab, 400 sq ft biology lab
Computer & Networking (in dollars)	24 chair computer lab	0	0	24 chair computer lab
Research/ Instructional/ office Equipment (in dollars)	$200,000	0	0	$200,000
Support Staff (FTE's & dollars)	20% of 1 FTE $20,000	0	0	20% of 1 FTE $20,000
Supplies (in dollars)	none	0	0	
Travel (in dollars)	none	0	0	

University of Alaska Board of Regents
Program Approval Summary Form

MAU: **University of Alaska Fairbanks**
Title: **Certificate in**
Allied Health:Pre-Nursing Qualifications
Target admission date: **Fall, 2009**



How does the program relate to the Education mission of the University of Alaska and the MAU?

This program is proposed by the Division of Allied Health in the College of Rural and Community Development. It is supported by the University of Alaska Anchorage and by the Allied Health Alliance as a mechanism for identifying and advising students who are preparing for admission to the UAA AAS program in nursing. The Certificate is similar to one at UAS.

Data at UAF was used to determine the number of students seeking admission to the UAA AAS in nursing. That data includes admission to the Allied Health No Major status, the number of applicants to the program and advising information from nursing advisors and others. UAA school of nursing representatives reviewed the proposed certificate and suggested slight modifications to it. The Certificate was modeled after the UAS Certificate in Pre-Nursing Qualifications.

No impact is expected at programs across UAA since this is primarily a mechanism for identifying and advising a group of students who intend to apply to the UAA school of nursing for the AAS degree.

What **State Needs** met by this program.

The need for nurses within the state is well-documented. According to the Alaska Department of Labor Statistics, there will be a 31.2% increase in the number of registered nurses employed between 2004 and 2014. That statistic means that an additional 1530 nurses will be needed.

In response to that need, Statewide UA and UAA collaborated to develop the distance delivered AAS in nursing. The success of that program has resulted in doubling the number of nurses trained in Alaska within the past 5 years. However, for students attending UAF while completing their general education and prerequisite courses, the career pathway has not been very clear. Problems with financial aid and advising remain frustrating for students. To date, students have selected several options: self-advisement, enrollment in degrees they do not intend to pursue, or enrolling as AHNM majors. Many obtain excellent advising through the nursing advisors at TVC; others flounder. Some enroll as UAA students, and then find that they are unable to enroll at UAF to complete their prerequisites or that their financial aid has been sent to Anchorage. We believe that

the creation of the pre-nursing certificate will help direct students more seamlessly into the nursing career path and ensure that they receive excellent advising. The certificate will make it easier for students to apply for and receive financial aid. Lastly, the certificate will allow UAF to clearly identify and track the students who are pursuing nursing, and document the significant role UAF plays in their education.

What are the **Student** opportunities and outcomes? Enrollment projections?

The ultimate goal of this certificate is not actually the certificate in pre-nursing qualifications: no market for a pre-nursing certificate exists. However, there is substantial need for nurses in our state and in the nation. According to the Alaska Department of Labor (DOL) Statistics, there will be a 31.2% increase in the number of registered nurses employed between 2004 and 2014. That statistic means that an additional 1530 nurses will be needed. Students who complete the pre-nursing qualifications certificate and are not admitted to the UAA AAS nursing program will be able to work immediately as nurse aides (or other clinical practitioners, depending on course selection). The Alaska DOL estimates that between 2002 and 2012 there will be a 26% increase in the number of CNAs needed to accommodate aging of the current staff and growth of new staff. In addition, DOL projects a 42% increase in the number of Personal Care Attendants needed in the workplace. Locally, Denali Center and Pioneer Home are the largest employers of CNAs. Denali Center hires approximately 50 CNAs annually.

Describe **Research** opportunities:

Not applicable to this certificate program.

Describe Fiscal Plan for development and implementation:

We do not seek any additional funding in order to develop, implement or maintain this program. All courses currently exist and are taught on a routine basis. Those faculty are supported by general fund revenue. An administrative assistant provides support to the nursing program and to the nurse aide program. The technology, classroom, labs, and offices are available.

The UAF Faculty Senate passed the following at Meeting #155 on December 8, 2008:

RESOLUTION OF REMEMBRANCE FOR PROFESSOR HEINZ M. WIECHEN

WHEREAS, the UAF Faculty Senate mourns the loss of our colleague Dr. Heinz M. Wiechen, Associate Professor of Space Physics and Aeronomy. His passing leaves us bereft of his wealth of experience, teaching and insight; and

WHEREAS, the UAF Faculty Senate wishes to express its sincere condolences and sympathy to the family and friends of Dr. Wiechen; and

WHEREAS, the UAF Faculty Senate honors Dr. Wiechen's contributions to the Faculty Senate and his service on the Graduate Academic and Advisory Committee, and

WHEREAS, The UAF Faculty Senate acknowledges, appreciates, and will miss Dr. Wiechen's contributions to the State of Alaska, the University of Alaska Fairbanks, the College of Natural Science and Mathematics, and the Geophysical Institute; now

THEREFORE, BE IT RESOLVED THAT, as a token of our respect and our desire to honor his memory, the Faculty Senate dedicates a moment of silence to our friend and colleague, Dr. Heinz M. Wiechen, as we reflect on the importance of our colleagues in the community of scholars in our lives.

Marsha Sousa 12/10/2008

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #155 on December 8, 2008:

MOTION:
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The UAF Faculty Senate moves to approve a Certificate of Completion for the K-12 Post-Baccalaureate Special Education Licensure Program (pending approval of the new special education courses).

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #15-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 12/10/2008
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 12/10/2008
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Courses approved. BOR approval at June 2009 meeting.

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1B Brief statement of the proposed program, its objectives and career opportunities:
The primary purpose of the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is to provide individuals who already possess (or are eligible for) a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers, which the National Council for the Accreditation of Teacher Education (NCATE) approved. The ten standards are: Foundations in special education, Development and Characteristics of Learners,

Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice.

According to the most recent Special Education Directors Conference (September 2008) there is a continuing need for the training of special education teachers throughout the state of Alaska. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill. The Teacher Education Group for the FY10 operating Budget Request lists Special Education as the number one priority need for the next three to five years. In addition, to make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Completion of this program meets the State of Alaska requirements for a K-12 special education endorsement. The program shares a strong common core with the Special Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The program consists of 30 credits.

Proposed General Catalog Layout

The primary purpose of the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is to provide individuals who already possess, or are eligible for, a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers.

Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program

Minimum requirements for: 30 credits

The primary purpose of this program is to prepare Special Educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law, and implementation of programs including development of legally defensible federal IDEA documents. Completion of this program meets requirements for Alaska as a special education teacher K-12. Students will have mastery of the Council for Exceptional Children (CEC) standards for Special Education teachers which are: Foundations in Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice

The program shares a strong common core with the Special Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The program consists of 30 credits.

Special Education Requirements

1. Complete the following admission requirements:
    a. Applications to the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program follow the same admission requirements and procedures as the M. Ed. in Special Education. It will be reviewed on March 1 and Oct. 1 for admission for the following semester.
    b. Admission requires a current teaching certificate or to be eligible for a current Alaska teacher certificate.
2. Complete the general university requirements **(pages xxx).**
3. Complete the following course requirements:
    a. Complete all of the following courses:

EDSE F605 Early Childhood Special Education (3 credits)
EDSE F610 Assessment of Students with Disabilities (3 credits)
EDSE F612 Curriculum and Strategies I: Low Incidence (3 credits)
EDSE F622 Curriculum and Strategies II: High Incidence (3 credits)
EDSE F677 Reading Assessment, Curriculum, and Strategies (3 credits)
EDSE F632 Special Education Law: Principles and Practices (3 credits)

b. Complete one of the following:
EDSE F625 Teaching Mathematics to Special Learners (3 credits)
OR
EDSE F640 Collaboration and Consultative Methods (3 credits)

c. Complete one of the following:
EDSE F633 Autism: Communication and Social Disorders (3 credits)
OR
EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (3 credits)
OR
EDSE F624 Social/Emotional Development Assessment, and Intervention (3 credits)

d. Complete:
EDSE F694 Special Education Practicum (3 credits)*+
EDSE F696 Special Education Portfolio (3 credits) +

Total credits: 30

*Additional fee required. Charges are added to fee statements each semester.
+ Students pursuing a K-12 Special Education certificate must complete a Practicum and Portfolio in a school setting.

VII. Resource Impact

VII A. Budget

The UAF School of Education has submitted a recruitment request for an additional faculty member to teach Special Education courses contingent on funding. There is also a need for additional support staff, which will be internally funded by the SOE.

VII B. Facilities/space needs

Space exists on the Fairbanks campus for our current faculty and staff, but if our programs grow, we will experience immediate challenges finding office space. Our biggest space needs relate to classroom space and to having classrooms with sufficient technology resources for delivery of audio and face-to-face simultaneously. Office space for faculty and staff will be needed.

VII C. Credit hour production

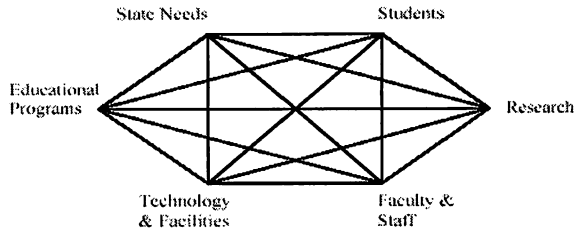
A typical student in the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program completes 30 credits. Given that the typical year enrollment is 15 students, a total of 450 credit hours will be generated annually.

VII D. Faculty

Currently the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program includes the one full time faculty and two adjunct faculty. There is a need for a tenure track faculty. To make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF.

VII E Library/Media

Impact anticipated in the area of new acquisitions of books and journals. Rheba Dupras was contacted on 10/8/08 and 10/10/08 to discuss needs and request materials. Currently the library has over 300 book titles related to special education and over 50 professional journals related to special education. A list of fifteen additional book titles was submitted to determine if books needed to be ordered. Once student interest is determined additional titles and journals may be requested; however, the library currently has an excellent selection of materials.



X. Regents Guidelines

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks
Title and Brief Description:
Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program
Target date: Fall 2009

How does the program relate to the Education mission of the University of Alaska and the MAU?

There is substantial evidence that indicates a chronic shortage of fully certified professional Special Education Teachers in Alaska, and throughout the United States. Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program allows students throughout the state, including those in rural areas, to complete the necessary professional training to become certificated as K-12 Special Education Teachers. The proposed certificate program with its well-defined set of courses will allow the university to recognize the professional training students have completed to receive this. It will be useful for job applicants, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their potential employees. In addition, the School of Education, UAF, and UA statewide will be able to gather and analyze data on post-bachelor's or post-master's candidates in a far more accurate manner than is currently possible.

As a public institution the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the State's higher education system are essential for the social and economic well being of our state. The K-12 Special Education Certificate is a direct response to the stated mission of the University of Alaska, which is to "address the needs of the North and its diverse peoples". There most certainly is a need in Alaska for professional Special Education Teachers and for Special Education Teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska's diverse peoples. We would serve as a model to demonstrate how gender, racial and cultural diversity can strengthen a university and society.

In addition to supporting the Mission of the University of Alaska, the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program at UAF directly supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: providing high quality graduate education for traditional and non-traditional students; forming active collaborations with school districts and communities throughout the state by requiring on-going fieldwork in those arenas; actively recruiting Alaska Native students; and providing professional development opportunities for practicing school counselors in rural and urban areas.

What state needs met by this program:

The proposed program for Special Education Teachers will help meet the critical shortage for special education teachers. In addition, anecdotal evidence from the Fairbanks community, Alaska State Special Education Directors' meeting supports the chronic shortage of certificated K-12 Special Education Teachers in the state. Supporting data is also available from each of the 54 Alaska School Districts, the Alaska Department of Education and Early Development, and the Alaska Teacher Placement Service's annual comprehensive report Statewide Educator Supply and Demand. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. The comment that has been repeated numerous

times is "It's about time, we need it. We've needed it for a long time." Followed by, "When can I enroll?"

What are the student opportunities and outcomes? Enrollment projections?

The continued shortage of Special Education teachers statewide will ensure job placement. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill.

Describe research opportunities:

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program assures the ongoing involvement of the UAF education faculty in K-12 education throughout the state. The many fieldwork requirements and the intensive Practicum/Portfolio internship are dependent upon the continuing close working partnerships with schools, districts, and communities.

Describe Fiscal Plan for development and implementation:

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program anticipates a need for additional funding for The Teacher Education Group for the FY10 operating Budget Request lists Special Education and the number one priority need for the next three to five years. In addition, to make an across-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Additional support staff will also be needed which will be funded internally.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #155 on December 8, 2008:

MOTION:
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The UAF Faculty Senate moves to approve a Master's of Education in Special Education (pending approval of the new special education courses).

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #14-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 12/08/2008
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 12/10/2008
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Courses approved. BOR approval at June 2009 meeting.

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Brief statement of the proposed program, its objectives and career opportunities.

The primary purpose of the Master of Education in Special Education is to provide individuals who already possess (or are eligible for) a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers, which the National Council for the Accreditation of Teacher Education (NCATE) approved. The ten standards are: Foundations in Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional

Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice.

According to the most recent Special Education Directors Conference (September 2008) there is a continuing need for the training of special education teachers throughout the state of Alaska. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill. The Teacher Education Group for the FY10 operating Budget Request lists Special Education as the number one priority need for the next three to five years. In addition, to make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Completion of this program meets requirements for Alaska Licensure as a special education teacher. The program shares a strong common core with the Special education Licensure programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The Masters program consists of 36 units.

Proposed General Catalog Layout

The primary purpose of the Master of Education in Special Education is to provide individuals who already possess, or are eligible for, a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers.

Master of Education In Special Education

Minimum requirements for M.Ed.: 36 credits

The primary purpose of this program is to prepare Special Educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law, and implementation of programs including development of legally defensible federal IDEA documents. Completion of this program meets requirements for Alaska Licensure as a Special Education Teacher. Students will have mastery of the Council for Exceptional Children (CEC) standards for special education teachers which are: Foundations in Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice.

The program, which shares a strong common core with the Special Education Master of Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The Master of Education program consists of 36 credits.

Program Requirements
1. Complete the general University requirements (**page XXX**).
2. Complete the M.Ed. degree requirements (**page XXX**).
3. Complete the admissions requirements for the Master of Education Degree.
4. Complete the following admission requirements:
a. Admission requires a current teaching certificate and to be eligible for a current Alaskan teacher certificate.
5. Complete the following course requirements:
a. Complete all of the following courses:
EDSE F605 Early Childhood Special Education (3 credits)
EDSE F610 Assessment of Students with Disabilities (3 credits)
EDSE F612 Curriculum and Strategies I: Low Incidence (3 credits)
EDSE F622 Curriculum and Strategies II: High Incidence (3 credits)
EDSE F677 Reading Assessment, Curriculum, and Strategies (3 credits)
EDSE F632 Special Education Law: Principles and Practices (3 credits)

b. Complete one of the following:
EDSE F625 Teaching Mathematics to Special Learners (3 credits)
OR
EDSE F640 Collaboration and Consultative Methods (3 credits)

c. Complete one of the following:
EDSE F633 Autism: Communication and Social Disorders (3 credits)
OR
EDSE F642 Autism & Aspberger Syndrome: Social and Behavioral Issues (3 credits)
OR
EDSE F624 Social/Emotional Development Assessment, and Intervention (3 credits)

d. Complete:
EDSE F694 Special Education Practicum (3 credits)*+
EDSE F696 Special Education Portfolio (3 credits) +
ED F601 Introduction to Applied Social Science Research
ED F603 Field Study Research Methods

Total credits: 36

*Additional fee required. Charges are added to fee statements each semester.
+ Students pursuing a Master of Education in special education must complete a Practicum and Portfolio in a school setting.

VII. Resource Impact

VII A. Budget

The UAF School of Education has submitted recruitment request for an additional faculty member to teach Special Education courses contingent on funding. There is also a need for additional support staff, which will be internally funded by the SOE.

VII B. Facilities/space needs

Space exists on the Fairbanks campus for our current faculty and staff, but if our programs grow, we will experience immediate challenges finding office space. Our biggest space needs relate to classroom space and to having classrooms with sufficient technology resources for delivery of audio and face-to-face simultaneously. Office space for faculty and staff will be needed.

VII C. Credit hour production

A typical student in the Master of Education in Special Education completes 36 credits. Given that the typical year enrollment is 15-20 students, a total of 540-720 credit hours will be generated annually.

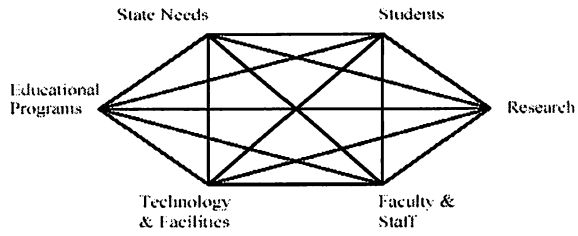
VII D. Faculty

Currently the Master of Education in Special Education includes the one full time faculty and two adjunct faculty. There is a need for a tenure track faculty. To make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF.

VII E Library/Media

Impact anticipated in the area of new acquisitions of books and journals. Rheba Dupras was contacted on 10/8/08 and 10/10/08 to discuss needs and request materials. Currently the library has over 300 book titles related to special education and over 50 professional journals related to special education. A list of fifteen additional book titles was submitted to determine if books needed to be ordered. Once student interest is determined additional titles and journals may be requested; however, the library currently has an excellent selection of materials.

University of Alaska Board of Regents
Program Approval Summary Form



MAU: University of Alaska Fairbanks
Title and Brief Description:
Master of Education in Special Education

Target date: Fall 2009

How does the program relate to the Education mission of the University of Alaska and the MAU?

There is substantial evidence that indicates a chronic shortage of fully certified professional Special Education Teachers in Alaska, and throughout the United States. The Master of Education in Special Education allows students throughout the state, including those in rural areas, to complete the necessary professional training to become certificated as K-12 Special Education Teachers. The proposed certificate program with its well-defined set of courses will allow the university to recognize the professional training students have completed to receive this Licensure. It will be useful for job applicants, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their potential employees. In addition, the School of Education, UAF, and UA statewide will be able to gather and analyze data on post-bachelor's or post-Master's Licensure candidates in a far more accurate manner than is currently possible.

As a public institution the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the State's higher education system are essential for the social and economic well being of our state. The Master of Education in Special Education is a direct response to the stated mission of the University of Alaska, which is to "address the needs of the North and its diverse peoples". There most certainly is a need in Alaska for professional Special Education Teachers and for Special Education Teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska's diverse peoples. We would serve as a model to demonstrate how gender, racial and cultural diversity can strengthen a university and society.

In addition to supporting the Mission of the University of Alaska, the Master of Education in Special Education at UAF directly supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: providing high quality graduate education for traditional and non-traditional students; forming active collaborations with school districts and communities throughout the state by requiring on-going fieldwork in those arenas; actively recruiting Alaska Native students; and providing professional development opportunities for practicing special education teachers in rural and urban areas.

What state needs met by this program:

The proposed Master of Education in Special Education will help meet the critical shortage for special education teachers, In addition, anecdotal evidence from the Fairbanks community, Alaska State Special Education Directors' meeting supports the chronic shortage of certificated K-12 Special Education Teachers in the state. Supporting data is also available from each of the 54 Alaska School Districts, the Alaska Department of Education and Early Development, and the Alaska Teacher Placement Service's annual comprehensive report Statewide Educator Supply and Demand. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. The comment that has been repeated numerous times is "It's about time, Fairbanks needs it. We've needed it for a long time." Followed by, "When can I enroll?"

What are the student opportunities and outcomes? Enrollment projections?

The continued shortage of Special Education teachers statewide will ensure job placement. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill.

Describe research opportunities:

The Master of Education in special education assures the ongoing involvement of the UAF education faculty in K-12 education throughout the state. The many fieldwork requirements and the intensive Practicum/Portfolio internship are dependent upon the continuing close working partnerships with schools, districts, and communities. Faculty may research success of students receiving instruction from highly qualified special educators, the impact of having a qualified special educator in the community versus itinerant, retention of qualified teachers, effects on response to intervention or a myriad of other topics.

Describe Fiscal Plan for development and implementation:

The Master of Education in Special Education anticipates a need for additional funding for adding the proposed Masters program. The Teacher Education Group for the FY10 operating Budget Request lists Special Education and the number one priority need for the next three to five years. In addition, to make an across-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Additional support staff will also be needed which will be funded internally.

The UAF Faculty Senate passed the following at Meeting #155 on December 8, 2008:

MOTION:
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The Student Academic Development and Achievement Committee of the Faculty Senate moves to amend the Mandatory Placement Policy (passed at Senate meeting #137 on May 1, 2006) to read:

CAPS - Addition
[[ ]] – Deletion

Mandatory Placement
Students who do not meet basic skills standards in reading, writing, and mathematics must complete appropriate Developmental Education course instruction. Such students may not enroll in 100-level or above courses that depend on these skills until they have satisfactorily met the exit criteria of the appropriate Developmental Education course(s).

Students without appropriate standardized test scores (ACT /SAT/ COMPASS / ASSET / **ACCUPLACER**), Advanced Placement credits, transfer credits, or prerequisite coursework must have UAF-approved placement test scores prior to registering for classes their first semester at UAF. Students may not enroll in classes unless they meet the placement requirements. Placement into appropriate developmental or core classes must be done with the help of an advisor. Students who enroll in a course without meeting the requirements will be withdrawn from the course by faculty initiated withdrawal.

For placement into any developmental math course, or any course satisfying core math requirements, prerequisite courses and/or placement exams must be taken within one calendar year prior to commencement of the course.

FOR PLACEMENT INTO ENGLISH F111X OR ANY DEVELOPMENTAL ENGLISH COURSE, STUDENTS MUST ALSO HAVE A SCORED WRITING SAMPLE SUCH AS AN SAT OR ACT WRITING SAMPLE, OR A UAF-GENERATED WRITING SAMPLE GIVEN ALONG WITH ASSET, COMPASS, OR ACCUPLACER OR OTHER PLACEMENT TESTS.

Students may not enroll in Perspectives on the Human Condition courses unless they meet the placement requirements for English **F**111X (including reading). Students may not enroll in core science classes unless they have placement at DEVM **F**105 or above and placement into English **F**111X.

The UAF Faculty Senate reiterates its requirement that financial support for academic resources to assist mandatory placement of students at UAF be increased to an adequate level prior to implementation.

EFFECTIVE: Fall 2009

RATIONALE: There is agreement across the English/ DEVE faculty that the best, most fine-tuned method for placement into freshman-level writing classes must involve trained evaluation of a writing sample. While student placement into English F111X or DEVE classes based on ACT, SAT, Compass, or Accuplacer scores will allow for more accurate placement of students than no placement, it leaves out the writing sample, a significant measure of student ability. For the last twenty years, the rural campuses have used a faculty-designed writing sample and rubric to place their students into English or DEVE classes. That this is a more effective placement, combining a standardized test with a writing sample, is supported by the higher success rate of rural students placed with this method compared to Fairbanks students placed by test scores alone or (until this fall semester) self-placed.

We are proposing adopting the writing sample and rubric used on the rural campuses for evaluation of entering freshmen who don't take ACT or SAT to provide more accurate evaluation of their writing skills and more effective placement into English F111X or DEVE classes.

We further recommend using the writing portion of the SAT or ACT (both of which are hand scored, not computer scored) for writing placement of students who take those tests. Students who place below the English F111X cutoff range can further test using the writing sample.

Students who don't have ACT or SAT scores will be notified that they need to submit a proctored writing sample.

Students will be asked to write for 20 minutes on a standard question without computer support (so that a student's spelling and sentence style will be unaffected by spell-check or grammar-check). This can be done at the Fairbanks campus Testing Services or can be submitted electronically, scanned or faxed from a proctored location such as a library or a school.

Writing samples will be scored by experienced faculty. Scored samples will be added to the student's placement file and scores will be added to the student's record. Students whose writing sample score indicates placement into English F111X will be placed in that class, after consultation with an advisor. Students may also be referred to DEV support classes such as DEVE F068 or DEVS F105 (Reading).

The Student Academic Development and Achievement committee will work with the Department of Developmental Education, the English Department, and other affected departments and committees to develop guidelines for enforcement of placement.

Marsha Sousa 12/10/2008

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4/20/09

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

Meeting #154, November 10, 2008

ORIGINAL

MOTION:
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The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Department of Anthropology.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Anthropology for review. The unit criteria were found to be consistent with UAF guidelines.

Marsha Sousa 11-10-2008
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs for BR DATE: 11/12/08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UNIVERSITY OF ALASKA FAIRBANKS

REGULATIONS FOR THE APPOINTMENT AND EVALUATION OF FACULTY

AND

DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT OF ANTHROPOLOGY FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, “Faculty Appointment and Evaluation Policies,” supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

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

B. Academic Titles

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

C. Process for Appointment of Faculty with Academic Rank

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

D. Process for Appointment of Faculty with Special Academic Rank

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

E. Following the Selection Process

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

F. Letter of Appointment

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

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA, STANDARDS AND INDICES,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT OF ANTHROPOLOGY WILL EVALUATE THE CURATOR'S TEACHING RECORD.***

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. ***ALL PEER-REVIEWED PUBLICATIONS SHALL BE CONSIDERED SIGNIFICANT. THIS INCLUDES NOT ONLY THE WRITING OF JOURNAL ARTICLES AND BOOK CHAPTERS BUT THE EDITING OF BOOK AND JOURNAL VOLUMES.***

o. ***MULTIPLE-AUTHORED, PEER-REVIEWED PUBLICATIONS SHALL BE EVALUATED IN TERMS OF THE AUTHOR'S CONTRIBUTION, TO BE DELINEATED IN THE NARRATIVE STATEMENT OF THE PROMOTION AND TENURE FILE.***

p. ***RESEARCH CONTRIBUTIONS AS EDITOR OF VOLUMES OF THE APUA (ANTHROPOLOGY PAPERS OF THE UNIVERSITY OF ALASKA) SHALL BE CONSIDERED COMPARABLE TO RESEARCH CONTRIBUTIONS AS EDITOR OF OTHER PEER REVIEWED BOOKS AND JOURNAL VOLUMES.***

q. ***CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF RESEARCH.***

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. ***APPLIED ANTHROPOLOGICAL WORK WITH COMMUNITIES AND ORGANIZATIONS.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service

activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR TIME ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF SERVICE TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UNIVERSITY OF ALASKA MUSEUM COMMITTEE (SEE BELOW).

CURATION

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH AND SERVICE.

1. ***CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:***

    a. ***MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);***

    b. ***INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;***

    c. ***FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;***

    d. ***MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);***

    e. ***SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;***

    f. ***WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;***

g. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE; AND

h. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS.

i. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS THAT PERTAIN TO THE COLLECTION.

2. ***SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:***

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

1. ***CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA AND THE CIRCUMPOLAR NORTH AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.***

2. ***COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.***

3. ***CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.***

4. ***CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.***

5. ***CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.***

6. ***CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CAUTION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.***

7. ***CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES***

PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.

8. ***CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.***

<u>ASSOCIATE PROFESSOR AND CURATOR</u>

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH MUST BE EVIDENT.

<u>PROFESSOR AND CURATOR</u>

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. THEY MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

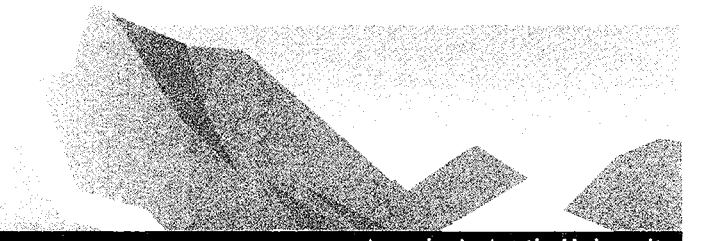
3. ***EVALUATION OF CURATION***

   A COMMITTEE COMPOSED OF THE TENURED CURATORS AT THE MUSEUM WILL PROVIDE AN EVALUATION TO THE UNIT PEER COMMITTEE. IN FORMULATING CRITERIA, STANDARDS AND INDICES FOR EVALUATION, PROMOTION, AND TENURE, THE MUSEUM SHOULD INCLUDE EXAMPLES OF CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

UNIVERSITY OF ALASKA FAIRBANKS

Governance Office

(907) 474-7964 • 474-7056
Fax (907) 474-5213
www.uaf.edu/uafgov



MEMORANDUM

Date: October 13, 2008

To:
Joan Braddock, Dean, CNSM
Jennie Carroll, Acting VC, CRCD
Ron Davis, Dean, CLA
Doug Goering, Dean, CEM
Mark Herrmann, Dean, SOM
James Huesmann, Dean, Libraries
Carol Lewis, Dean, SNRAS
Eric Madsen, Dean SoEd
Pete Pinney, Interim Director, CES
Denis Wiesenburg, Dean, SFOS

From: Jayne Harvie, Faculty Senate Coordinator

Subject: UAF Faculty Senate Actions

The following actions were taken by the UAF Faculty Senate at their October 13, 2008 meeting:

1. Resolution on Tuition Rates for Graduate Students after Two Years of Study: Passed unanimously

2. Motion to Approve a Graduate Certificate in Statistics: Passed unanimously.

If you have any questions, please contact me at x7964.

cc:
Brian Rogers, Interim Chancellor
Susan Henrichs, Provost
Dana Thomas, Asst. Provost, General Studies
Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Dean, Graduate School
Tim Barnett, VC, Student & Enrollment Svcs.
Tim Stickel, Acting Registrar
Melissa McGinty, Graduation Office
Linda Hapsmith, Academic Advising Ctr.
Lael Oldmixon, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Svcs.
Rick Caulfield, Tanana Valley Campus

UAF is an Equal Opportunity Employer/Affirmative Action Educational Institution

ORIGINAL

RESOLUTION ON TUITION RATES FOR GRADUATE STUDENTS AFTER TWO YEARS OF STUDY

WHEREAS, out-of-state graduate students pay higher tuition than other UAF graduate students; and

WHEREAS, the amount of annual income from this out-of-state graduate tuition is small compared to the UA budget; and

WHEREAS, UAF seeks to increase the number of graduate students who attend and complete their Master's and Doctoral degree; now

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate recommends that the Board of Regents policy be amended to offer all graduate students a resident tuition rate after completion of two years of full-time graduate study at a UA institution.

Marsha Sousa 10-13-08

President, UAF Faculty Senate Date

ORIGINAL

MOTION:
=======

The UAF Faculty Senate moves to approve the Graduate Certificate in Statistics.

EFFECTIVE: Fall 2009 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #1-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Certificate is a post-bachelors program, equivalent to a full year of graduate statistics courses. Courses will be in applied statistics, with one theory-based core course (STAT 651) from the M.S. in Statistics.

Marsha Sousa 10-13-08
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 10/16/08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

BOR approval at February 2009 meeting.

****

Overview

College of Natural Science and Mathematics
Department of Mathematics and Statistics

Graduate Certificate in Statistics
Minimum Requirements for the Certificate: 12 credits

The Graduate Certificate in Statistics is designed for students who are pursuing a graduate degree in a quantitative field of study. The curriculum of the Graduate Certificate is designed to expose

the students to a variety of areas in applied statistics along with a core of theoretical statistics that will enable the students to understand advanced statistical techniques. The Certificate program is entirely based on coursework – there are no comprehensive exams, projects or theses. This Graduate Certificate will also demonstrate students' quantitative expertise to future employers.

Graduate Certificate Program

1. Complete the general university requirements
2. Have a Bachelor's Degree from an accredited institution. Prerequisites are Calc. I, II and III (MATH200-201-202) or equivalent with at least a C in each course and a B average overall, and STAT401 (Regression and Analysis of Variance) or equivalent.
3. Complete the following:

   STAT 651-- Statistical Theory I.....3

4. Complete one or more of the following:

   A. One of the following theory courses:
   STAT 652-- Statistical Theory II.....4
   STAT 653-- Statistical Theory III.....3

   OR

   B. Two graduate statistics courses (STAT 602, STAT 605, STAT 611, STAT 621, STAT 631)

2. Complete additional graduate courses to total at least 12 credits by completing graduate STAT courses and/or courses from the following:
   STAT 461—Applied Multivariate Statistics 3
   PHYS 628—Digital Time Series Analysis.....3
   WLF/FISH 625—Analysis of Vertebrate Population Survival and Movement.....3
   FISH 601—Quantitative Fishery Science.....3
   ECON 626—Econometrics.....3
   ECON 627—Adv. Econometrics.....3
   ESM 621-- Operations Research.....3
   MATH 641—Real Analysis.....4
   MIN/GE 653—Geostatistical Ore Reserve Est.....3

6. Minimum credits required.....12

Resources Impact

Implementing the Certificate Program will have virtually no impact on resources. The Department Chair in the Dept. of Mathematics and Statistics or a designated Faculty member will have to answer questions about the program and review applications. There will be program assessment required. There may be a slight increase in enrollment in applied statistics courses. The statistics core courses are likely to have an increase in enrollment, but not one that would require any reallocation of workloads; current enrollment in these courses is 5 to 10. No new courses, new library materials or facilities will be required.

University of Alaska Board of Regents
Program Approval Summary Form

MAU: UAF

Title: Graduate Certificate in Statistics

Target admission date: Spring 2009

How does the program relate to the Education mission of the University of Alaska and the MAU? What State Needs are met by this program?

From UAF Vision Statement, the interests of the university includes spearheading integrated research "emphasizing our complex high latitude physical, biological and social systems"; students success (in general); and "...vitality and creativity of new discoveries and research...". The proposed Graduate Certificate in Statistics will encourage and reward more in-depth study of statistics by graduate students, primarily in the sciences. This will improve the students' employability and improve the quality of research design and analysis.

What are the Student opportunities and outcomes? Enrollment projections? We sent out an informal e-mail survey of interest in the program to graduate students in the College of Natural Sciences and Mathematics and to graduate students in the School of Fisheries and Ocean Science. We received fourteen replies- ten said they were interested but wanted more information while four said that they were likely to enroll. Faculty from the SFOS in Juneau sent the following comment: "Many of our graduate students in Fisheries would be interested in certifying an expertise in statistics. The statistical theory course series in particular would be very useful to us."

Describe Research opportunities: Many research activities involve research design and statistical analysis. To the extent that the Graduate Certificate encourages, recognizes and rewards strong quantitative skills, especially in the fundamentals of statistics, it will support the goals of other graduate programs at UAF.

Describe Fiscal Plan for development and implementation: There are only negligible costs associated with the proposed program. These include a need for annual program assessment, some advising and possibly an increase in the sizes of some statistics courses. This should not result in an appreciable increase in workload.

UNIVERSITY OF ALASKA FAIRBANKS
Department of Mathematical Sciences and Statistics
Graduate Certificate in Statistics
Academic Outcomes Assessment Plan

Date: July 2008

Certificate or Degree Program: Graduate Certificate in Statistics

Mission: We shall provide quality education responsive to the needs of individual students and
the diverse population of Alaska.

Goal: To assure that our graduates are adequately prepared to succeed in the job market through the application of advanced statistics to their primary field of study.

Intended Outcome Objectives	Assessment Criteria	Implementation Procedures (what, when, who)
The Graduate Certificate in Statistics will further students' career and improve the quality of their research in their primary area of expertise.	Alumni survey	Each May, the statistics faculty will send an alumni survey to all students who graduated the previous year. The statistics faculty will evaluate the survey responses. We will ask the alumni for suggestions for improvements in the program, applicability to their academic research and career.
Students' will leave the program with adequate skills in advanced statistical theory and methods.	Evaluation of student learning.	Once each year, the statistics faculty will meet to discuss the performance of Graduate Certificate Students in their courses.
	Evaluating the prerequisites of students entering the program.	Once each year, the statistics faculty will examine the background of all entering students, and determine whether the students are starting the program with adequate skills.

The UAF Faculty Senate tabled the following resolution at its Meeting #152 on September 15, 2008:

RESOLUTION:
==========

TUITION RATES FOR GRADUATE STUDENTS AFTER TWO YEARS OF STUDY

WHEREAS, out-of-state Ph.D. students pay higher tuition than other UAF graduate students; and

WHEREAS, the amount of annual income from this out-of-state Ph.D. tuition is small compared to the UA budget; and

WHEREAS, a separate financial class of students is paying this separate sur-tax on the normal tuition; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recommends that the UAF Graduate School can issue UAF tuition waivers for the non-resident portion of tuition after two years of graduate study.

_____

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #152 on Sept. 15, 2008:

RESOLUTION:
==========

RESOLUTION
ON
MAJORITY VOTE OF GRADUATE STUDENT COMMITTEES

WHEREAS, UAF uses committees of three or more faculty to review the scholarship of graduate degree candidates; and

WHEREAS, faculty are obligated to inform students that a majority yes vote constitutes a successful defense of their scholarship and research; now

THEREFORE BE IT RESOLVED, That a majority yes vote of the student's graduate committee constitutes a pass for a comprehensive examination or defending a thesis.

Marsha Sousa 9/15/08

President, UAF Faculty Senate Date

Steve Jones, Chancellor
(907) 474-7112
(907) 474-6725 fax
chancellor@uaf.edu

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor

320 Signers' Hall, P.O. Box 757500, Fairbanks, Alaska 99775-7500

MEMORANDUM

DATE: May 23, 2008

TO: Marsha Sousa, Faculty Senate President

FROM: Steve Jones, Chancellor Steve

RE: Faculty Senate Motion--Electronic Faculty Annual Activities Reports

I have given careful consideration to the above-referenced motion, which was delivered to my office on May 7, 2008. This is such an important issue; I believe it deserves more discussion than I can engage in during the last month of my tenure as UAF chancellor. Therefore, I have disapproved the motion and strongly recommend that Faculty Senate representatives meet with Provost Henrichs and Interim Chancellor Rogers soon to resolve the issue.

SBJ

Attachment (as stated)

cc: Jayne Harvie, Governance Office Coordinator (with attachment)
Susan Henrichs, Provost (with attachment)
Brian Rogers, Interim Chancellor (with attachment)

dlm/memoSousadenialelectronicfacultyreporting

UAF is an AA/EO employer and educational institution.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to reject use of the Digital Measures software for electronic Faculty Annual Activities Reports at UAF.

EFFECTIVE: Immediately

RATIONALE: The UAF Administration is in the process of testing an electronic system of Faculty Annual Activities Reports. The company Digital Measures was contracted to customize existing software for the UA system, incorporating requests from administrators and a survey of deans/directors. A beta test of the software was conducted in Fall 2007 with the faculty of the School of Fisheries & Ocean Sciences at UAF. Beta tests were also performed with departments at UAA and UAS.

The faculty of UAA oppose adoption of this system, and it is no longer under consideration for that MAU. The UAF administration wishes to move forward with adoption, focusing its efforts on refining and improving the software. The feedback received from SFOS faculty addressed programming and design issues from the users' point of view, i.e., the nuts and bolts of the data entry. This feedback did not include discussion of the role of these electronic reports at UAF, nor their broader implications.

The Annual Activities Reports are designed to help guide the career of faculty in consultation with their dean and/or director, and are used as a tool for faculty performance evaluation as stated in the Collective Bargaining Agreements. The system being tested from Digital Measures focuses on measuring university performance. These are two separate goals which have limited overlap. The attempt to achieve both at once has made for a system with critical failings for each goal.

The Faculty Alliance in 2004 drafted objectives, guidelines and constraints of an electronic interactive database system for faculty workload and activity reports. A detailed analysis of the Digital Measures system has shown that few of these objectives, guidelines and constraints were met. Further, the proposed system doubled the required information over the current Annual Activity report. The primary concerns of the faculty are the security of sensitive information, use of this information for inappropriate purposes, duplication of effort through lack of coordination with other on and off campus databases, and compliance with the respective Collective Bargaining Agreements. As a database for measuring university performance, the system is poorly designed, error prone, cumbersome and does not take advantage of modern computing capabilities.

The recommendation of the Faculty Senate is to drop the effort to use electronic Annual Activities Reports as input for a comprehensive university database. The faculty would support an electronic version of Annual Activities

Reports if it met the criteria specified by the Faculty Alliance in 2004. A separate database of faculty activities could be created with only the public professional products of the faculty; however, considering the poor result from the time, effort, and resources already devoted to adapting the Digital Measures software for the University of Alaska, further investment in this system as a public professional products database is not advisable.

See the Faculty Affairs Committee report on the automated Annual Activity Reports for more detailed information. A copy is posted online at the following web address:

http://www.uaf.edu/uafgov/faculty/fsfy08meetings/index.html

Jon Gantt 5/5/08

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____

Chancellor's Office

DISAPPROVED: SA Jan DATE: 5-27-08

Chancellor's Office

I've disapproved as a means of encouraging further dialogue between Senate and Int Chan Regen.

MEMORANDUM

TO:
Joan Braddock, Dean, CNSM
Ron Davis, Dean, CLA
Doug Goering, Dean, CEM
Mark Herrmann, Dean, SOM
James Huesmann, Dean, Libraries
Bernice Joseph, Vice Chancellor, CRCD
Carol Lewis, Dean, SNRAS
Eric Madsen, Dean, SOEd
Pete Pinney, Vice Chancellor, Outreach
Denis Wiesenburg, Dean, SFOS

FROM: Jayne Harvie, Office Manager
Governance Office

DATE: May 6, 2008

SUBJECT: UAF Faculty Senate Actions – Meeting #151

Enclosed for your information are actions approved by the UAF Faculty Senate at their May 5, 2008 meeting.

1. Motion to approve the Unit Criteria for Library Science.
2. Motion to approve the Unit Criteria for the Graduate Program in Marine Science and Limnology.
3. Motion to amend the approved alternatives to a Minor.
4. Motion to reject use of the Digital Measures software for electronic Faculty Annual Activities Reports at UAF.
5. Motion to approve the list of 2007-2008 degree candidates.
6. Resolution to support student success initiatives by hiring more full-time tenure track faculty.
7. Resolution of Appreciation for Chancellor Stephen B. Jones.
8. Resolution of Appreciation for Jon Genetti.
9. Resolution for the Outstanding Senator of the Year Award.
10. Motion to endorse 2008-2009 committee membership.
11. Motion to approve the 2008-2009 Faculty Senate Meeting Calendar.
12. Motion to authorize the Administrative Committee to act on behalf of the Senate during the summer months

If you have any questions, please contact me at 474-7964.

Attachments

cc: Steve Jones, Chancellor
Susan Henrichs, Provost
(Continued next page)

cc's continued:

Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Graduate School
Tim Barnett, Student & Enrollment Services
Deanna Dieringer, University Registrar
Melissa McGinty, Graduation Office
Dana Thomas, Asst. Provost for General Studies
Linda Hapsmith, Academic Advising Center
Lael Oldmixon, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Services
Rick Caulfield, Tanana Valley Campus

ORIGINAL

Signature page added for the record.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to approve the revised Unit Criteria for Library Science.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by Library Science. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

Jm Caulk 5/5/08
President, UAF Faculty Senate Date

APPROVAL: SBJ
Chancellor's Office DATE: 5-9-08

DISAPPROVED: _____
Chancellor's Office DATE: _____

****

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE
AND LIBRARY SCIENCE UNIT CRITERIA STANDARDS AND INDICES

APRIL 2008

THE FOLLOWING IS AN AMPLICATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN LIBRARY SCIENCE. ITEMS IN BOLDFACE ARE

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:
=======

The UAF Faculty Senate moves to approve the revised Unit Criteria for Library Science.

EFFECTIVE:	Immediately Upon Chancellor / Provost Approval
RATIONALE:	The committee assessed the unit criteria submitted by Library Science. With some further changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

****

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE AND LIBRARY SCIENCE UNIT CRITERIA STANDARDS AND INDICES

APRIL 2008

THE FOLLOWING IS AN AMPLICATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN LIBRARY SCIENCE. ITEMS IN BOLDFACE ARE THOSE ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO LIBRARY FACULTY, AND ARE CLARIFICATIONS OF UAF REGULATIONS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment
Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. A MASTER'S DEGREE IN LIBRARY SCIENCE (MLS) OR EQUIVALENT FROM AN AMERICAN LIBRARY ASSOCIATION (ALA) ACCREDITED PROGRAM IS THE RECOGNIZED QUALIFICATION FOR ACADEMIC LIBRARIANS. IN SOME CIRCUMSTANCES, A MASTER'S OR PHD IN A SPECIFIED FIELD MAY SERVE AS AN ALTERNATIVE. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles
Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank
Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank
Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process
The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment
The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, AND LIBRARY SCIENCE UNIT CRITERIA AND INDICIES, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

A CUSTOMARY TEACHING WORKLOAD FOR LIBRARY SCIENCE FACULTY MAY RANGE FROM 1-2 UNITS PER YEAR; TEACHING IS A SMALL PORTION OF THE LIBRARY SCIENCE WORKLOAD.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.

LIBRARY FACULTY MEMBERS ENGAGE IN REGULAR REVISION OF THE CURRICULUM TO REFLECT CHANGES IN LIBRARY AND INFORMATION RESEARCH METHODS AND ACCESS TECHNOLOGIES. IN ADDITION TO TEACHING CREDIT COURSES, LIBRARY FACULTY MAY ALSO PROVIDE LECTURES, WORKSHOPS, AND SEMINARS FOR DISCIPLINE-BASED COURSES AT ALL LEVELS OF UAF'S ACADEMIC PROGRAMS IN COOPERATION WITH COURSE INSTRUCTORS.

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms, and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

A CUSTOMARY RESEARCH WORKLOAD FOR LIBRARY SCIENCE FACULTY IS 2-3 UNITS OF THEIR TOTAL WORKLOAD. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITY ARE A SMALL PORTION OF THE NORMAL LIBRARY SCIENCE WORKLOAD.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, CASE STUDIES, PEER-REVIEWED TRANSLATIONS, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development. DEVELOPMENT OF PEER-REVIEWED ADAPTATIONS OF NEW TECHNOLOGY INCLUDING SOFTWARE DEVELOPMENT TO SOLVE PROBLEMS RELEVANT TO INFORMATION ACCESS AND/OR DELIVERY OF LIBRARY SERVICES.

m. PEER-REVIEWED EXHIBIT CURATION.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

A CUSTOMARY SERVICE WORKLOAD FOR LIBRARY SCIENCE FACULTY MAY RANGE FROM 16 TO 37 UNITS. UNIVERSITY SERVICE IS THE LARGEST PORTION O F THE LIBRARY SCIENCE WORKLOAD.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves

planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

ALONG WITH UNIVERSITY SERVICE, LIBRARIANS MUST ALSO PERFORM SERVICE IN THE UNIT. AS SUCH, LIBRARIANS MUST DEMONSTRATE COMPETENCE AND EVIDENCE OF DEVELOPING EXCELLENCE IN HIS/HER PRIMARY AREA(S) OF RESPONSIBILITY WHICH ARE DESCRIBED BELOW. LIBRARY FACULTY WORKLOADS MAY SHOW ACTIVITY AND/OR RESPONSIBILITY FOR SOME BUT NOT ALL OF THESE SERVICE ACTIVITIES AND MAY ALSO INCLUDE ACTIVITIES SPECIFIED IN INDIVIDUAL WORKLOAD REQUIREMENTS.

REFERENCE
REFERENCE SERVICES PROVIDE A LINK BETWEEN USERS SEEKING INFORMATION AND THE INFORMATION SOURCE. SERVICES INCLUDE PROVIDING ASSISTANCE IN LOCATING BASIC INFORMATION AND INSTRUCTION IN THE SELECTION AND USE OF LIBRARY RESOURCES AND RESEARCH TOOLS.

COLLECTION DEVELOPMENT
COLLECTION DEVELOPMENT IS THE PROCESS BY WHICH LIBRARIANS DETERMINE THE MATERIALS TO BE INCLUDED IN LIBRARY COLLECTIONS THROUGH: SELECTION OF MATERIALS CHOSEN TO SUPPORT THE CURRICULUM AND THE UNIVERSITY'S MISSION; DEVELOPMENT OF DEPARTMENTAL LIAISON RELATIONSHIPS; MANAGEMENT OF THE COLLECTION DEVELOPMENT INFRASTRUCTURE; COLLECTION AND MANAGEMENT OF DATA FOR COLLECTION ASSESSMENT AND ACCREDITATION/ASSESSMENT; AND DIRECTING LIBRARY PARTICIPATION IN CONSORTIAL OR OTHER JOINT PROJECTS SUCH AS COOPERATIVE PURCHASES AND SHARING OF ONLINE RESOURCES WITH OTHER INSTITUTIONS.

MANAGEMENT OR ADMINISTRATIVE ACTIVITIES
THIS AREA INCLUDES MANAGING BUDGETS; SUPERVISING AND EVALUATING LIBRARY STAFF; BROAD-BASED PLANNING; AND POLICY DEVELOPMENT, DATA ANALYSIS, AND REPORT WRITING RELATED TO THE FUNCTIONING OF THE LIBRARY.

INFORMATION TECHNOLOGY
INFORMATION TECHNOLOGY INVOLVES ASSESSING AND USING CURRENT TECHNOLOGIES TO CREATE AND MAINTAIN SYSTEMS AND PUBLIC INTERFACES THAT DEVELOP OR IMPROVE ACCESS TO LIBRARY COLLECTIONS AND INFORMATION RESOURCES, INCLUDING: PLANNING, INSTALLATION AND MAINTENANCE OF SOFTWARE SYSTEMS; CREATION OF SOFTWARE AND DESIGN OF WEB SITE ARCHITECTURE; AND WRITING AND IMPLEMENTING POLICIES TO SUPPORT AND CARRY OUT LIBRARY SYSTEMS/TECHNOLOGY WORK.

ARCHIVES
ARCHIVAL ACTIVITIES INCLUDE FACILITATING DONOR RELATIONSHIPS AND DONATIONS, RESULTING IN NEW ACQUISITIONS AND/OR FUNDING FOR ARCHIVAL PROJECTS; APPRAISAL OF COLLECTIONS TO DETERMINE ADMINISTRATIVE OR HISTORICAL VALUE; ARRANGEMENT AND DESCRIPTION OF COLLECTIONS TO FACILITATE RESEARCHER ACESS; PRESERVATION OF FRAGILE MATERIALS AND/OR OBSOLETE MEDIA; DEVELOPMENT OF OUTREACH PROGRAMS; AND PROVISION OF RESEARCH SERVICES TO ASSIST PUBLIC ACCESS TO HISTORICAL COLLECTIONS OF PAPERS, PHOTOGRAPHS, AND OTHER UNIQUE AND UNPUBLISHED MATERIALS.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring OF NEW FACULTY.

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ALTHOUGH ALL FACULTY MEMBERS ARE INDIVIDUALLY RESPONSIBLE FOR PROFESSIONAL ACHIEVEMENT, SCHOLARSHIP AND OTHER RELEVANT EXPERIENCE, A HIGH PROPORTION OF COOPERATIVE WORK IS ESSENTIAL FOR PROGRESS IN THE FIELD OF LIBRARIANSHIP. THEREFORE, EVALUATION OF LIBRARY SCIENCE FACULTY IS BASED

UPON INDIVIDUAL AND COLLECTIVE ACCOMPLISHMENTS IN THE PRACTICE OF LIBRARIANSHIP, SCHOLARLY, RESEARCH OR CREATIVE ACTIVITY AND SERVICE.

EFFECTIVENESS IN SERVICE MAY BE EVALUATED BY ANY OF THE FOLLOWING METHODS:

A. DOCUMENTATION DEMONSTRATING SUCCESSFUL DEVELOPMENT AND IMPLEMENTATION OF PROJECTS, POLICIES, PROCEDURES, AND STANDARDS.

B. LETTERS SUPPLIED BY COLLEAGUES WITHIN AND OUTSIDE THE UNIVERSITY EVALUATING PERFORMANCE, CONTRIBUTIONS TO THE LIBRARY AND ASSISTANCE TO INDIVIDUALS AND/OR GROUPS.

C. UNSOLICITED TESTIMONIALS DEMONSTRATING OUTCOMES AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES.

D. HONORS AND AWARDS FOR PERFORMANCE EXCELLENCE WITHIN AND OUTSIDE THE UNIVERSITY, INCLUDING LIBRARY AND PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS.

ORIGINAL

SIGNATURE PAGE ADDED FOR RECORD.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Graduate Program in Marine Science and Limnology.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Graduate Program in Marine Science and Limnology. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

Jon Gantt 5/5/08
President, UAF Faculty Senate Date

APPROVAL: SBJ 5-9-08
Chancellor's Office DATE:

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE
AND
GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY, INSTITUTE OF MARINE SCIENCE, GLOBAL UNDERSEA RESEARCH UNIT STANDARDS AND INDICES

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the Graduate Program in Marine Science and Limnology.

EFFECTIVE:	Immediately Upon Chancellor / Provost Approval
RATIONALE:	The committee assessed the unit criteria submitted by the Graduate Program in Marine Science and Limnology.. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,
PROMOTION, TENURE, AND SABBATICAL LEAVE
AND
GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY,
INSTITUTE OF MARINE SCIENCE,
GLOBAL UNDERSEA RESEARCH UNIT
STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY WHO TEACH PRIMARILY IN THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL), AND ARE APPOINTED WITHIN THE SCHOOL OF FISHERIES AND OCEAN SCIENCES (SFOS) UNITS INSTITUTE OF MARINE SCIENCE (IMS) AND GLOBAL UNDERSEA RESEARCH UNIT (GURU). ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO GPMSL FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience, and performance requirements are set forth in “UAF Faculty Policies,” Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans or schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

1. General Criteria

Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV**, AND GPMSL UNIT CRITERIA, STANDARDS AND INDICES,** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty. Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in

classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

TEACHING IS AN IMPORTANT MISSION OF ALL SFOS TENURE-TRACK FACULTY; TEACHING IN SFOS IS NORMALLY CONDUCTED THROUGH EITHER THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL) OR THE FISHERIES PROGRAM. THE SCOPE FOR UNDERGRADUATE TEACHING BY MOST GPMSL FACULTY IS LIMITED, BECAUSE THE PRIMARY MISSION OF GPMSL IS GRADUATE EDUCATION. THE MAJOR TEACHING ACTIVITIES OF MOST GPMSL FACULTY ARE CLASSROOM/LABORATORY/FIELD INSTRUCTION AT THE GRADUATE LEVEL AND ADVISING GRADUATE STUDENTS ON THESIS AND DISSERTATION RESEARCH. GRADUATE CLASSROOM INSTRUCTION OFTEN REQUIRES EFFORT DISPROPORTIONATE TO THE NUMBER OF STUDENTS SERVED. THE NORMAL EXPECTATION FOR FULL-TIME (9 MONTH) TENURE-TRACK FACULTY IS 6 CREDITS PER YEAR. FACULTY CAN REDUCE CLASSROOM TEACHING TO A MINIMUM OF 3 CREDITS PER YEAR WITH EXTERNAL FUNDING BUY-OUT. FOR FACULTY WITH DIFFERENT WORKLOADS, THE EXPECTATION FOR FORMAL TEACHING IS TO BE ADJUSTED PROPORTIONATELY IN ACCORDANCE WITH ANNUAL WORK LOAD STATEMENTS.

1. **Effectiveness in Teaching**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers.

   EFFECTIVE TEACHERS:

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students**,** develop good rapport with students**,** show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student and clientele diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

PERFORMANCE AS MAJOR ADVISOR IS EVALUATED BASED ON DEGREES COMPLETED UNDER THE FACULTY MEMBER'S SUPERVISION, SINCE EACH REPRESENTS A MAJOR INVESTMENT OF FACULTY TIME. HOWEVER, IT IS RECOGNIZED THAT DEMAND FOR GRADUATE DEGREES IS NOT UNIFORM ACROSS DISCIPLINES, AND LIMITED AVAILABILITY OF STUDENTS MAY LIMIT A FACULTY MEMBER'S ACTIVITY IN GRADUATE ADVISING. PROMOTION TO ASSOCIATE PROFESSOR REQUIRES THAT AT LEAST ONE M.S. GRADUATE DEGREE HAS BEEN COMPLETED, OR ONE Ph.D. STUDENT HAS MADE SUBSTANTIAL PROGRESS TOWARDS COMPLETION UNDER THE FACULTY MEMBER'S SUPERVISION AS MAJOR ADVISOR IF THE FACULTY MEMBER'S WORKLOAD INCLUDES TEACHING. PROMOTION TO PROFESSOR REQUIRES THAT AT LEAST TWO GRADUATE DEGREES (M.S. OR PH.D.) HAVE BEEN COMPLETED UNDER THE FACULTY MEMBER'S SUPERVISION AS MAJOR ADVISOR IF THE FACULTY MEMBER'S WORKLOAD INCLUDES TEACHING. ADDITIONAL EVIDENCE OF PERFORMANCE QUALITY INCLUDES PUBLICATION OF PEER-REVIEWED JOURNAL ARTICLES OR BOOK CHAPTERS BASED ON THE ADVISED STUDENT'S THESIS OR DISSERTATION RESEARCH; STUDENT PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS; AWARDS TO STUDENTS; AND STUDENT SUCCESS IN INITIAL EMPLOYMENT AFTER GRADUATION.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/ space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in

other scholarly or creative pursuits that are appropriate the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

THE PRIMARY EVIDENCE OF HIGH RESEARCH QUALITY IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED, NATIONAL OR INTERNATIONAL, PEER-REVIEWED JOURNALS OR PEER-REVIEWED BOOKS OR BOOK CHAPTERS. IN EVALUATING SUCH PUBLICATIONS, QUALITY, AS JUDGED BY GPMSL/SFOS FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY.

SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE PUBLICATIONS THAT ARE NOT PEER-REVIEWED, SUCH AS FINAL CONTRACT REPORTS, DATA REPORTS, AND WEBSITES.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE EXTERNAL FUNDING FROM SOURCES KNOWN FOR RIGOROUS PEER OR ORGANIZATIONAL REVIEW OF PROPOSALS.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by peers**,** juries, recognized artists, or critics.

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations**.**

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

FACULTY APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF HIGH-QUALITY CONTRIBUTIONS IN RESEARCH. FOR A FULL-TIME (9-MONTH) WORKLOAD, THE MINIMUM EXPECTATION FOR AWARD OF TENURE AND PROMOTION TO ASSOCIATE PROFESSOR IS A SUSTAINED PUBLICATION RECORD AVERAGING ONE PER YEAR, WITH A MINIMUM OF SIX. THE MINIMUM EXPECTATION OF PEER-REVIEWED PUBLICATIONS FOR PROMOTION TO PROFESSOR IS A SUSTAINED PUBLICATION RECORD AVERAGING ONE PER YEAR, WITH A MINIMUM OF TWELVE. TYPICALLY, AT LEAST HALF OF THE PUBLICATIONS AT EACH PROMOTION LEVEL WILL BE FIRST-AUTHORED BY THE CANDIDATE OR BY A GRADUATE STUDENT, UNDERGRADUATE STUDENT, OR POST-DOCTORAL SCHOLAR UNDER THE CANDIDATE'S DIRECT SUPERVISION.
IT IS THE CANDIDATE'S TOTAL PUBLICATION RECORD, REGARDLESS OF AFFILIATION, THAT IS CONSIDERED IN DETERMINING THESE COUNTS.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

TO BE CONSIDERED IN PERFORMANCE EVALUATIONS, PUBLIC SERVICE ACTIVITIES MUST BE RELATED TO THE FACULTY MEMBER'S UNIVERSITY POSITION. SOME GPMSL FACULTY HAVE PART-TIME ADMINISTRATIVE POSITIONS THAT PROVIDE SERVICE TO A NATIONAL SCIENTIFIC COMMUNITY AND SIGNIFICANTLY INCREASE THE SERVICE PORTION OF THEIR WORKLOAD. THE PROPORTION OF WORKLOAD ASSIGNED TO FORMAL ADMINISTRATIVE DUTIES AND TO UNIVERSITY, PROFESSIONAL AND PUBLIC SERVICE IS OUTLINED IN THE ANNUAL WORKLOAD STATEMENT.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities that extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. VOLUNTARY consulting **IN THE FACULTY MEMBER'S AREA OF EXPERTISE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE**.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, **OR PROGRAM.**

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring **JUNIOR FACULTY**

j. Prizes and awards for excellence in university service.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

FOR GPMSL FACULTY, EVIDENCE OF HIGH-QUALITY PERFORMANCE MAY INCLUDE (1) EVALUATION LETTERS FROM PEERS, ADMINISTRATORS, OR OTHERS WITH DIRECT KNOWLEDGE, (2) SPECIFIC ACCOMPLISHMENTS AS REPORTED IN THE SELF-EVALUATION AND/OR ACTIVITY REPORTS, AND (3) EVIDENCE OF REPEATED REQUESTS FOR THE FACULTY MEMBER TO PERFORM NEW OR EXPANDED SERVICE ACTIVITIES. SUCH REQUESTS ARE STRONG EVIDENCE FOR QUALITY PERFORMANCE.
FACULTY APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF QUALITY SERVICE CONTRIBUTIONS. FOR PROMOTION TO ASSOCIATE PROFESSOR AND TENURE, SERVICE IN AT LEAST TWO OF THE THREE CLASSES OF SERVICE (PUBLIC, UNIVERSITY, PROFESSIONAL) IS NORMALLY EXPECTED. FOR PROMOTION TO PROFESSOR, FACULTY SHOULD DEMONSTRATE AN EXPANDED SERVICE CONTRIBUTION, NORMALLY INCLUDING SERVICE AT THE NATIONAL OR INTERNATIONAL LEVEL.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to amend approved alternatives to a Minor to include certificates in addition to A.A.S. degrees (p. 121, 2007-2008 UAF Catalog).

CAPS = Additions
[[ ]] = Deletions

An associate of applied science (A.A.S.) degree **OR CERTIFICATE OF AT LEAST 30 CREDITS** earned at any regionally accredited college or university may be used to meet requirements for a minor for the bachelor of arts (B.A.) degree.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: Since a certificate requires a greater number of credits in a discipline than a minor, this addition is well within the spirit of a minor concentration and makes completing the requirements for a minor easier for students who begin with limited academic goals and progressively work towards a bachelor's degree.

Jon Gantt 5/5/08
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 5-13-08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: a copy of the list is available in the Governance Office, 312 Signers' Hall]

EFFECTIVE:	Immediately
RATIONALE:	These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, UAF Faculty Senate makes that recommendation.

****

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

SUBMITTED JOINTLY BY THE STUDENT ACADEMIC DEVELOPMENT AND ACHIEVEMENT COMMITTEE AND THE FACULTY AFFAIRS COMMITTEE

RESOLUTION:
==========

SUPPORTING SUCCESS INITIATIVES THROUGH HIRING OF FULL TIME TENURE TRACK FACULTY

WHEREAS, UAF has been engaged over the past several years in an increasing emphasis on programs and policies that enhance student success; and

WHEREAS, national data indicates that students are more successful when their first contact with instructors is with full-time faculty in stable positions who are involved in and committed to planning and evaluation of entry-level programs; and

WHEREAS, with upcoming changes in admissions and placement for entering students, there will be a greater need for faculty in entry level classes, including student success and developmental classes; and

WHEREAS, in motions to implement mandatory placement and to endorse the recommendations of the Developmental Education Implementation Task force, the Faculty Senate clearly stated that these motions require financial commitment from UAF, including the creation and support of full-time tenure track faculty positions; and

WHEREAS, many in the general public and the state Legislature are becoming increasingly concerned about the disproportionately rising administration costs while funding for direct classroom instruction comparatively shrinks;

THEREFORE, BE IT RESOLVED THAT the UAF Faculty Senate strongly encourages the creation and hiring of full-time, tenure track positions in all areas that specifically address entering students and student success; and

BE IT FURTHER RESOLVED THAT the UAF Faculty Senate strongly encourages funding be dedicated to hiring and supporting full-time tenure-track faculty members and away from burgeoning administration costs as documented in the MacTaggart and Rogers report.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

RESOLUTION OF APPRECIATION
FOR
UAF CHANCELLOR STEPHEN B. JONES

WHEREAS, Stephen B. Jones has served the University of Alaska for the past four years as Chancellor of the University of Alaska Fairbanks; and

WHEREAS, Stephen B. Jones has worked diligently to increase the national and international reputation of UAF as a premier education and research institution, and to establish the identity of UAF as "America's Arctic University"; and

WHEREAS, Chancellor Stephen B. Jones brings prestige and recognition to UAF in his position as the Chair of the governing board, University of the Arctic, a circumpolar consortium of colleges and universities in eight circumpolar nations; and

WHEREAS, during his tenure, UAF has seen an increase in the number of UA Scholars enrolling in UAF, in the number of students entering high-demand workforce programs to meet the needs of the state of Alaska, and in the number of PhD candidates; and

WHEREAS, during the four years of Stephen B. Jones's tenure as Chancellor, the number of degrees awarded has increased in 2007; and

WHEREAS, Stephen B. Jones has begun building a culture of philanthropy in support of UAF, by establishing an annual fund program and providing the resources to build a development and advancement program at UAF; and

WHEREAS, Stephen B. Jones has promoted UAF education and research internationally, by creating agreements with selected universities in China and India; and nationally, by creating MOAs with community colleges in Washington and California; and

WHEREAS, Stephen B. Jones convened the Vision 2017 Task Force, a body of statewide leaders who will help set the future course for UAF;

NOW, THEREFORE, BE IT RESOLVED, that the University of Alaska Fairbanks Faculty Senate expresses its gratitude to Stephen B. Jones for his years of service to the university, commends him for his advocacy on behalf of UAF, and extends best wishes to him and his wife Judy in their future endeavors.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

Resolution of Appreciation for Jonathan Genetti

Whereas, Jon Genetti has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

Whereas, Jon Genetti has served as Senator to the UAF Faculty Senate from 2004-2008, as a member of the Faculty Affairs Committee from 2004-2006 and as chair of the Faculty Affairs Committee from 2005-2006; and

Whereas, Jon Genetti has served as a member of the Administrative Committee from 2006-2008, as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate from 2006-2007; and

Whereas, Jon Genetti has served as a member of the UAF Governance Coordinating Committee from 2006-2008; and

Whereas, Jon Genetti effectively advocated for UAF faculty as a member of the UA Faculty Alliance from 2006-2008; and

Whereas, Jon Genetti, as a member of the Statewide Student Success Steering Committee advocated for UAF students and worked to increase their success as students; and

Whereas, Under the leadership of Jon Genetti as Chair of Faculty Affairs, the by-laws of the Faculty Senate were changed to allow the full participation of faculty with research appointments on Faculty Senate; and

Whereas, With his extensive knowledge of computer programming and applications, Jon Genetti has worked with Faculty Senate committees and UAF and statewide administrators to test and refine UA-wide computing initiatives; and

Whereas, Jon Genetti has raised awareness of the differences in UAF's various retirement benefit programs, and has worked to maintain equal retirement benefits for all UAF employees; and

Whereas, Jon Genetti has served as President of the UAF Faculty Senate from 2007-2008 and with keen insight and good humor has successfully led the Faculty Senate through difficult and often contentious discussions; and

Whereas, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Jon Genetti as he concludes his term as president; now

THEREFORE, BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Jon Genetti and expresses its appreciation for his exemplary service.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
ACADEMIC YEAR 2008

WHEREAS, Rainer Newberry has served the university in the UAF Faculty Senate for the past six years; and

WHEREAS, Rainer Newberry has provided leadership as Chair of the Curricular Affairs Committee during academic years 2003 through 2006; and

WHEREAS, Rainer Newberry has served as Chair of the Curriculum Review Committee for the past four years; and

WHEREAS, Rainer Newberry has served as a representative of both Curricular Affairs and Curriculum Review on the Faculty Senate Administrative Committee; and

WHEREAS, Rainer Newberry has led the Curriculum Review Committee to provide a clear, consistent and rigorous process to guide curriculum changes; and

WHEREAS, Rainer Newberry has spearheaded the establishment of guidelines regarding the structure of academic credits; and

WHEREAS, Rainer Newberry engaged faculty in dialog about the plus-minus grading system and its implementation and consequences; and

WHEREAS, Rainer Newberry has provided thorough, provocative and tireless advocacy for issues about which he is passionate; now

THEREFORE, BE IT RESOLVED, that the UAF Faculty Senate recognizes Rainer Newberry as Outstanding Senator of the Year for Academic Year 2008.

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:
=======

The UAF Faculty Senate moves to endorse the 2008-2009 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

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2008 -2009 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs

Ken Abramowicz, SOM (10)
Seta Bogosyan, CEM (10)
Jane Allen, CRCD/KUC (09)
Carrie Baker CLA (10)
Falk Huettmann, CNSM (09) – Co-Chair
Beth Leonard, SOEd (10)
Diane McEachern, CRCD/KUC (09)
Rainer Newberry, CNSM (10)
Amber Thomas, CLA (09) – Co-Chair

Faculty Affairs

Ken Barrick, SNRAS (09)
Marion Bret-Harte, IAB (09)
Cathy Cahill, CNSM (10) - Convener
Anne Christie CLA (10)
Mike Davis, CRCD (10)
Kenan Hazirbaba, CEM (10)
Maureen Hogan, SOEd (09)
Meibing Jin, IARC (10)
Jingjing Liang, SNRAS (10)
Marla Lowder, CES (09)
Jennifer Reynolds, SFOS (09)
Norm Swazo, CLA (10)

Unit Criteria

Mike Davis, CRCD (10)
Kraig Hays, CLA (10)
John Heaton, CLA (10)
Brenda Konar, SFOS (10) - Chair
Sonja Koukel, CES (10)
Jing Zhang, CEM (09)

PERMANENT COMMITTEES

Committee on the Status of Women

Elizabeth Allman, CNSM (10)
Uma Bhatt, CNSM (09)
Alexandra Fitts, CLA (10)
Carol Gold, CLA (09)
Cindy Hardy, CRCD (09)
Stefanie Ickert-Bond, IAB (10)
Renate Wackerbauer, CNSM (09)
Diane Wagner, CNSM (09)
Jane Weber, CRCD (10) - Chair

Core Review

Christine Coffman, English, CLA (10)
Christie Cooper, CLA (10)
James Gladden, Social Sci, Applied & Distance Ed, CLA (10)
Karen Gustafson, Humanities, CLA (10)
Suzan Hahn, Library CLA (09)
Latrice Bowman, Math, CNSM (10) – Co-Convener
Michael Harris, Sciences, CNSM (09) – Co-Convener

Student Academic Development & Achievement Committee

Jane Allen/Nancy Ayagarak, KUC Campus
Victor Zinger, Bristol Bay Campus (Spring 09)
John Creed, Chukchi Campus
Brian Rasley, Sciences (09)
Cindy Hardy, Dev. Education – Chair
Marjorie Illingworth, CRCD
Jill Faudree, Math (09)
Joe Mason, Northwest Campus
Dana Greci, CRCD
Curt Szuberla, CNSM (10)

Faculty Appeals & Oversight Committee

Carol Barnhardt, SOEd. (09) – Co-convener
Jim Bicigo, CLA (09) – Co-convener
John Gimbel, CNSM (10)
Joshua Greenberg, SNRAS (10)
Santanu Khataniar, CEM, (10)
Jerry McBeath, CLA (10)

Wayne Marr, SOM (10)
Tony Nakazawa, CRCD (10)
Fred Sorensen, CES (10)
Milan Shipka, SNRAS (09)
Keith Swarner, CRCD (10)

Faculty Development, Assessment & Improvement

Josef Glowa, CLA (10)
Dana Greci, CRCD (09)
Marjorie Illingworth, CRCD (09)
Julie Lurman Joly, SNRAS (10)
Joy Morrison, Faculty Development Office
Link Olson, CNSM (09)
Channon Price, CNSM
Larry Roberts, CRCD (09) - Convener
Layne Smith, CLA (10)
Thomas Zhou, SOM (10)

Graduate Academic & Advisory Committee

Perry Barboza, CNSM (09)
Ron Barry, CNSM-Math (09)
Mark Box, CLA (09)
Rajive Ganguli, CEM (10)
Joe Little, SOM (09)
Paul McCarthy, CNSM (09) - Chair
Ben Potter, CLA (09)
Ray Ralonde, SFOS/MAP (10)
Melissa Rickey, SOEd (09)
Heinz Wiechen, CNSM (09)

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:
=======

The UAF Faculty Senate moves to adopt the following calendar (with revisions noted below) for its 2008-2009 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled well in advance to allow for reservations at the Wood Center and to facilitate planning for Faculty Senate members.

Meeting #:	Date	Day	Time	Type
152	9-15-08	Monday	1:00 PM	Video/Audio Conference
153	10-13-08	Monday	1:00 PM	~~Audio Conference~~ Face to Face
154	11-10-08	Monday	1:00 PM	~~Face to Face~~ Audio Conference
155	12-8-08	Monday	1:00 PM	Audio Conference
156	2-2-09	Monday	1:00 PM	Face to Face
157	3-2-09	Monday	1:00 PM	Video/Audio Conference
158	4-6-09	Monday	1:00 PM	Audio Conference
159	5-4-09	Monday	1:00 PM	Face to Face

The UAF Faculty Senate passed the following at Meeting #151 on May 5, 2008:

MOTION:

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2008. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 5, 2008

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

MEMORANDUM

TO: Joan Braddock, Dean, CNSM
Ron Davis, Dean, CLA
Doug Goering, Interim Dean, CEM
Mark Herrmann, Dean, SOM
James Huesmann, Dean, Libraries
Bernice Joseph, Vice Chancellor, CRCD
Carol Lewis, Dean, SNRAS
Eric Madsen, Dean, SOEd
Pete Pinney, Interim Director, CES
Denis Wiesenburg, Dean, SFOS

FROM: Jayne Harvie, Office Manager
Governance Office

DATE: April 8, 2008

SUBJECT: UAF Faculty Senate Actions – Meeting #150

Enclosed for your information are actions approved by the UAF Faculty Senate at their April 7, 2008 meeting.

1. Motion to approve the Library Science Unit Criteria -- Referred back to Committee
2. Motion to approve the Unit Criteria for the Departments of English, Philosophy, and Humanities
3. Motion to approve a B.A. in Fisheries
4. Motion to approve a Minor in Fisheries
5. Motion to Confirm the Nomination of Rainer Newberry for the 2008 Outstanding Senator of the Year Award
6. Resolution to Ratify the Election of Jonathan Dehn as FS President-Elect

If you have any questions, please contact me at 474-7964.

Attachments

cc: Steve Jones, Chancellor
Susan Henrichs, Provost
Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Graduate School
Tim Barnett, Student & Enrollment Services
Deanna Dieringer, University Registrar
Melissa McGinty, Graduation Office

Dana Thomas, Asst. Provost for General Studies
Linda Hapsmith, Academic Advising Center
Lael Oldmixon, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Services
Rick Caulfield, Tanana Valley Campus

The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

MOTION REFERRED BACK TO COMMITTEE

The UAF Faculty Senate moves to approve the revised Unit Criteria for Library Science.

EFFECTIVE:	Immediately Upon Chancellor Approval
RATIONALE:	The committee assessed the unit criteria submitted by Library Science. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

SIGNATURE PAGE ADDED FOR RECORD.

The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Departments of English, Philosophy, and Humanities.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted jointly by the departments of English, Philosophy, and Humanities. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

Jon Gerrish 4/7/08
President, UAF Faculty Senate Date

APPROVAL: SBTom _____ DATE: 4/11/08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Departments of English, Philosophy, and Humanities.

EFFECTIVE:	Immediately Upon Chancellor Approval
RATIONALE:	The committee assessed the unit criteria submitted jointly by the departments of English, Philosophy, and Humanities. With some changes agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

_____

President, UAF Faculty Senate Date

APPROVAL: _____ DATE: _____
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT,
PROMOTION, AND TENURE
AND
DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES UNIT
CRITERIA
STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENTS OF ENGLISH AND PHILOSOPHY & HUMANITIES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA MAY BE USED IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank

positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities. ***SOME FACULTY SERVE ON A LARGE NUMBER OF GRADUATE COMMITTEES, AND SUCH WORK IS HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS.***

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design, ***POSSIBLY INCLUDING THE DEVELOPMENT OF VALUED TEACHING RESOURCES SUCH AS IT-BASED EDUCATIONAL TOOLS;***

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. **Achievement in Research, Scholarly and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and/OR approval by peers in the discipline. ***BOOKS AND SCHOLARLY ARTICLES ARE HIGHLY VALUED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, INCLUDING BOOKS SELECTED BY EDITORS RATHER THAN BY EDITORIAL BOARDS OR THROUGH PEER REVIEW.***

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval. ***GRANTS ARE VALUED, BUT THERE IS NO EXPECTATION THAT FACULTY WILL WRITE OR ADMINISTER GRANTS DUE TO THE SMALL NUMBER OF GRANTS AVAILABLE FOR FACULTY WORKING IN THESE DISCIPLINES.***

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers. ***PRESENTATION OF RESEARCH PAPERS OR OTHER SCHOLARLY OR CREATIVE WORK IS VALUED. HOWEVER, TRAVEL FUNDS ARE, AT TIMES,***

DIFFICULT TO OBTAIN FOR FACULTY IN THIS UNIT. A LACK OF SUCH PRESENTATIONS SHOULD NOT COUNT AGAINST FACULTY.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications. ***CITATION INDEXES ARE NOT REGARDED AS RELIABLE INDICATORS OF STANDING IN THE HUMANITIES, AND ARE NOT COMMONLY USED. A HIGH LEVEL OF CITATION MIGHT INDICATE A HIGH STANDING IN A FACULTY MEMBER'S FIELD. HOWEVER, A LOW LEVEL OF CITATION SHOULD NOT BE TAKEN TO INDICATE A LACK OF STANDING.***

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. ***READINGS OR OTHER PRESENTATIONS OF CREATIVE AND/OR SCHOLARLY WORK (OUTSIDE OF CONFERENCE PRESENTATIONS) ARE VALUED BY THESE DEPARTMENTS***.

o. ***THE CREATIVE AND SCHOLARLY WORKS PRODUCED BY FACULTY ARE EXPECTED TO BE SUBJECT TO A RIGOROUS REVIEW PROCESS THROUGH PEER-REVIEW, REVIEW BY AN EDITORIAL BOARD, OR EDITOR. CREATIVE AND SCHOLARLY PRODUCTIONS ARE VALUED FOR ALL FACULTY, AND MAY INCLUDE (BUT ARE NOT LIMITED TO) POETRY, FICTION,***

CREATIVE NON-FICTION, FILMS, DRAMATIC WORKS, DRAMATIC PRODUCTIONS, WEBPAGES, AND SCHOLARLY EDITIONS AND TRANSLATIONS OF EXISTENT TEXTS. ALTHOUGH THE DEPARTMENTS VALUE CONVENTIONALLY PUBLISHED WORKS, THEY ALSO VALUE WORK RIGOROUSLY REVIEWED BUT DISSEMINATED BY OTHER MEANS, SUCH AS (BUT NOT LIMITED TO) WORK PRESENTED ELECTRONICALLY THROUGH WEBPAGES, OR THROUGH PUBLIC PERFORMANCES.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies. ***SIGNIFICANT FACULTY PARTICIPATION IN DEPARTMENTAL COMMITTEES IS OFTEN EXPECTED IN ORDER TO RUN THE PROGRAMS OFFERED BY THE ENGLISH AND PHILOSOPHY & HUMANITIES DEPARTMENTS, AND THIS WORK IS HIGHLY VALUED.***

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY***.

j. Prizes and awards for excellence in university service.

k. ***SERVING AS AN OUTSIDE EXAMINER TO OTHER GRADUATE PROGRAMS IN THE UNIVERSITY***.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

MOTION:

The UAF Faculty Senate moves to approve a Bachelor of Arts in Fisheries.

EFFECTIVE: Fall 2008 and/or
Upon Board of Regents Approval

RATIONALE: See the full program proposal #54 from the Fall 2007 review cycle on file in the governance Office, 312 Signers' Hall.

Jon Gartt 4/7/08
President, UAF Faculty Senate Date

APPROVAL: Steve B Jones DATE: 4/11/08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

Brief Statement of the Proposed BA in Fisheries Program

1. **Overview:**
Alaska's fisheries are entering a period of rapid change. Climate change influences the abundance and dynamics of fish stocks. Institutional changes (such as the rationalization of fisheries, federal imposition of subsistence priority, and the allocation of harvest to community development) continue to alter the structure and function of industry by promoting the emergence of industrial firms and Alaska Native organizations as dominant sectors in the fishing industry. Legal protections for threatened and endangered species and essential habitats and the development of

new ecosystem-based management plans are continuously changing Alaska's fisheries.

The fisheries curriculum offered by the University of Alaska Fairbanks (UAF) through the School of Fisheries and Ocean Sciences (SFOS) must meet the challenges. The health of Alaska's biologically and ecologically sustainable fisheries, the growth and development of Alaska's economy, and the persistence of traditional subsistence communities require that we train and educate scientists and managers with a wide range of knowledge and experience to confront these challenges.

Alaska's fisheries provides unique opportunities not available elsewhere. Students studying fisheries in Alaska will work with robust stocks, healthy ecosystems, effective management, and a highly diverse community of users and harvesters. Fisheries students at UAF will have direct experience with public agencies that play a vital role in fisheries science and management, a vibrant fishing industry, and nongovernmental organizations with a strong interest in a sustainable fishery. In developing curricula to meet the challenges of changing times, the SFOS faculty can take advantage of the opportunities available in fisheries science and management found only in Alaska.

Alaska's vision of sustainable development of its fishery resources requires that we offer a broad academic curriculum to our future fisheries managers and scientists. Currently, fisheries curricula at UAF and at other universities in North America focus primarily on the conservation of biological resources and the sustainable harvesting of stocks. While the need for these programs will continue, other academic disciplines must be included to address the unique characteristics of Alaska's fisheries.

We envision a new undergraduate curriculum within SFOS, a Bachelor of Arts in Fisheries. This degree will be offered by many of the same faculty that offer our Bachelor of Science in Fisheries degree, and the two curricula would share some courses. The Bachelor of Arts degree would still require students to complete coursework in the fundamentals of fishery biology but would expand that curriculum to include course requirements in one of several potential concentrations, including Business Management (Fisheries, Harvesting, and Processing), Food Science, Policy, or others.

An essential component of the new degree program is the integration of an experiential learning/internship experience into the curriculum. Successful applicants to this program will work as interns with SFOS partners, including private industry firms, public agencies, and nongovernmental organizations. The addition of an internship component to the B.A. curriculum will also strengthen our current Bachelor of Science in Fisheries by providing additional opportunities for experiential learning to all of our fisheries students.

As a Bachelor of Arts degree, our new fisheries degree will require students to complete a minor. Students must satisfactorily complete the requirements for a minor before a B.A. degree is awarded. A minor from UAF consists of a minimum of 15 credits, at least three (3) credits of which have to be earned at UAF. Students must earn a cumulative GPA of at least 2.00 (C) in the minor and follow minor requirements from the same academic catalog used for their baccalaureate program. An Associate of Applied Sciences degree earned at any regionally accredited college or university may also be used to meet requirements for a minor in B.A. degree programs. Appropriate minors for B.A. Fisheries students could include any offered at UAF, but most likely would focus on some aspect in business administration, political science, anthropology, or rural development.

2. Objectives:

The objective of this proposed Bachelor of Arts in Fisheries degree program is to provide students with the knowledge base, skill sets, and hands-on experience to be highly competitive in obtaining positions within the fishing and seafood processing industries in Alaska. To meet this need, the University of Alaska Fairbanks will be the university of choice for training and educating the fisheries and marine resource experts needed to sustain and grow Alaska's vital fishing and seafood industries. As one of the premier fisheries and ocean sciences programs in the nation, the UAF School of Fisheries and Ocean Sciences will educate the professionals necessary to guarantee the sustainability of Alaska's vast and healthy marine and freshwater resources. This proposed degree program will increase student recruitment and retention at UAF, with a particular emphasis on Alaska Native and rural Alaskan students. We also anticipate that this degree program will support the long-term sustainability of fisheries in Alaska.

3. Career Opportunities:

Undergraduates that completed the Bachelor of Arts in Fisheries degree program would be competitive for a wide variety of agency and organization positions, particularly within the state of Alaska. For example, graduates with a Bachelor of Arts in Fisheries would be qualified to work for traditional fisheries governmental agencies, such as the Alaska Department of Fish and Game, U.S. Fish and Wildlife Service, U.S. Forest Service, or Bureau of Land Management in the areas of business administration, policy development, fisheries education and outreach, or as social scientists. Alaska Native Organizations, such as the Association of Village Partnerships, Bristol Bay Native Association, Tanana Chiefs Conference, or Kuskokwim Native Association, would want to hire these students in the same capacity, as well as from the standpoint of rural community development. Fishing organizations, such as the six (6) CDQ (Community Development Quota) programs in Alaska, would also hire students in the aforementioned areas as well as in fisheries quota management. Relevant organizations include the Yukon Delta Fisheries Development Association, Norton Sound Economic Development Corporation, and Aleutian Pribilof Island Community Development Association.

Private non-profit salmon hatchery corporations, including the Prince William Sound Aquaculture Corporation, Cook Inlet Aquaculture Association, and Northern Southeast Regional Aquaculture Association, would be interested in hiring students to serve as hatchery managers and outreach specialists in their respective communities. Finally, the Alaskan seafood processing industry, the largest private-sector employer in the state, would want to hire students with a B.A. in Fisheries with expertise in accounting, finance, marketing, organizational management, and other areas of business administration to help run their organization. Peter Pan Seafoods, Ocean Beauty Seafoods, and Icicle Seafoods are businesses that have expressed interest in this program. Through the proposed Bachelor of Arts in Fisheries, we will prepare students for these job opportunities by providing valuable, practical experience, individualized instruction and on-the-job training, application of classroom theories in the real world, and networking with people in the chosen career field. These attributes will better prepare students for post-graduation employment and, consequently lead to a higher employability for our graduates. Not only will our students be prepared for the specific requirements associated with the agencies and organizations listed above, but they would also be well qualified for similar jobs throughout North American through the unique program that we propose to deliver.

Proposed Catalog Layout:

GENERAL CATALOG LAYOUT

1. Complete the general university requirements (page 116).
2. Complete the B.A. degree requirements (page 120).
3. Complete the following fisheries core requirements:
   FISH 101--Introduction to Fisheries…….....3
   FISH 261--Introduction to Fisheries Utilization…….3
   FISH 288--Marine and Freshwater Fishes of Alaska…….…….3
   FISH 490--Experiential Learning Internship…….....1
   Upper Division Fisheries Elective…….……..3
   MSL 111--The Oceans…….....4
   ENG 314 W,O--Technical Writing…….…….3
   AIS 101--Effective Personal Computer Use…….....3
   BA 307--Introductory Human Resources Management…….……..3
   BA 343--Principles in Marketing…….….3
   BA 390--Organizational Theory and Behavior (3)
   or BA 330—The Legal Environment of Business (4)……..…….….3
   ACCT 261--Accounting Concepts and Uses I.....…….…….…3
   ACCT 262--Accounting Concepts and Uses II...…….…..……3
   ECON 200--Principles of Economics (4)
   or ECON 235--Introduction to Natural Resources (3)….....3-4
   RD 300W Rural Development in a Global Perspective
   or RD 350O--Indigenous Knowledge and Community Research
   or RD 430 Indigenous Economic Development and
   Entrepreneurship……..……3
   NRM 407--Environmental Law (3)
   or PS 447--U.S. Environmental Politics (3)
   or HIST 411--Environmental History (3).……..... 3
   ANTH 403W/O--Political Anthropology
   or ANTH 428--Ecological Anthropology and Regional Sustainability..3
4. Complete a minor complex.
5. Complete a minimum of 1 credit of electives....……...……....1
6. Minimum credits required…….……126

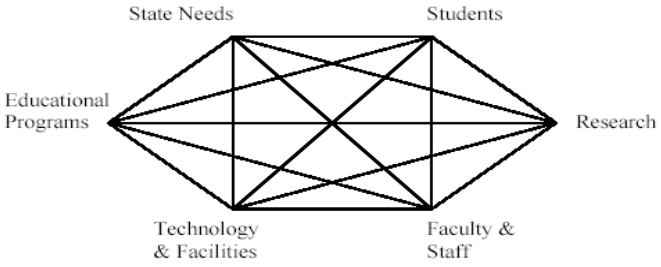
RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM
Bachelor of Arts in Fisheries

Resources	**Existing**	**New**		**Total**
	College/School	College/School *	Others (Specify)	
Regular Faculty (FTE's & dollars)	12 $1,474,000	4 $2,176,444		16 $3,650,444
Adjunct Faculty (FTE's & dollars)	2 $25,004			2 $25,004
Teaching Assistants (Headcount)	4	4		8
Instructional Facilities (in dollars and/or sq. footage)	$500,000 1310 sq. ft.		$26.5 million under construction Lena Point	$27 million
Office Space (Sq. footage)	700	300	3,092 (201 O'Neill Bldg.)	4,092
Lab Space (Sq. Footage)	2,250		2,920 (AHRB)	5,170
Computer & Networking (in dollars)		$570,000		$570,000
Research/ Instructional/ office Equipment (in dollars)		$560,000		$560,000
Support Staff (FTE's & dollars)		3 $1,256,309		3 $1,256,309
Supplies (in dollars)		$90,000		$90,000
Travel (in dollars)		$220,000		$220,000

Signature_____ ____10/4/2007_
Dean of College/School Proposing New Degree Program Date

* Rasmuson Foundation funding and UAF match over 5 years (funding began Jan. 1, 2007).

University of Alaska Board of Regents
Program Approval Summary Form
Requirements:



MAU: UAF
Title: Bachelor of Arts in Fisheries
Target admission date: Fall 2008

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

Over the past two years, SFOS faculty members have surveyed the Alaskan fishing industry and its regulators to determine how our fisheries program can be broadened to serve a larger sector of Alaska's fishing community. Faculty members in SFOS have visited fishing companies, seafood processors, and industry regulators to gather standardized information about industry needs and potential areas for growth. Our Marine Advisory Program faculty has organized meetings to determine the specific needs of Alaska's coastal communities. We have also completed a written survey of 244 individuals and groups involved in Alaska's fishing industry.

To date, there has been no formalized degree program that has been formulated to address the needs of a liberal arts degree in fisheries. As a result, fisheries industry professionals in Alaska have had a primarily science degree out of a Bachelors of Science program or have a primarily business, political science, social science, or anthropology degree out of a Bachelor of Arts program. Our proposed degree melds those two programs so that students receive both an adequate foundation in the sciences and a broad background in business and political science/policy.

The creation of a Bachelor of Arts in Fisheries does have the potential of impacting student enrollment in other degree programs with the UA system, particularly at UAF. We do not necessarily anticipate drawing students from other programs. Instead, we anticipate an increase in student enrollment which would have the positive benefit of increasing credit-hour production in fisheries courses as well as courses in degree programs intricately involved in this program (e,g., Business Administration, Political Science). It should be mentioned that this degree program does have the support of Interim Dean of the School of Management and the Department Head of Political Science.

What **State Needs** are met by this program.

Alaska’s fisheries are entering a period of rapid change. Climate change influences the abundance and dynamics of fish stocks. Institutional changes continue to alter the structure and function of industry by promoting the emergence of industrial firms and Alaska Native organizations as dominant sectors in the fishing industry. Legal protections for threatened and endangered species and essential habitats and the development of new ecosystem-based management plans are continuously changing Alaska's fisheries.

The fisheries curriculum offered by the University of Alaska Fairbanks through the School of Fisheries and Ocean Sciences must meet the challenges of these changes. The health of Alaska's biologically and ecologically sustainable fisheries, the growth and development of Alaska's economy, and the persistence of traditional subsistence communities require that we train and educate scientists and managers with the knowledge and experience to confront these challenges.

What are the **Student** opportunities and outcomes? Enrollment projections?
The proposed Bachelor of Arts on Fisheries degree program will offer enrolled undergraduates the unique ability to combine business administration, finance, accounting, marketing, organizational management, policy development, and rural community development skills with their technical knowledge of fisheries management issues within the context of the Alaskan fishing and seafood industries. Undergraduates that completed the Bachelor of Arts in Fisheries degree program would be competitive for a wide variety of agency and organization positions, particularly within the state of Alaska. Areas of focus would include business administration, policy development, fisheries education and outreach specialists, or social scientists.

The undergraduate enrollment in Fisheries is expected to increase to 50 students in the Academic Year (AY) 2009. As the program evolves and grows, it is anticipated that the combined student enrollment in the B.S. and B.A. in fisheries programs will increase to 100 in AY 2012. In addition, it is anticipated that the Alaska Native and rural Alaskan student enrollment will increase from its present level over the past five years (1 to 5 students) to 10 to 15 students in AY 2009. Based on this anticipated increase in enrollment, the number of graduates each year is expected to increase from 2 (current average) to 6 student per year in AY 2009, 20 per year in AY 2012, and then stabilize at 20 graduates per year for program years 5 to 20.

Describe **Research** opportunities:
Through internship experiences, students will be able to develop independent study and senior thesis research projects. Through these experiential learning initiatives, students will be paired with relevant faculty members and their graduate students who will provide mentoring through the process of project development, implementation, and sample and data analysis. Students will also have an opportunity to present their research findings at scientific meetings as posters or oral presentations and, potentially, publish these results in the peer-reviewed literature.

An additional step in our implementation of the new degree program that is critical will be the establishment of an effective internship program that represents a partnership between the student, the university, and the company or agency to provide both experience and education to the students in our program. An internship is a three-way cooperative venture among an employer, the university, and a student. Participating employers gain a high quality, enthusiastic employee and a cost-effective means of recruiting and training potential employees. The students gain real-world experience and the university receives credit for instruction. If matched properly, the internship is a win-win-win proposition.

Describe Fiscal Plan for development and implementation:
The SFOS has received a $5 million grant from the Rasmuson Foundation with a $5 million match from UA Statewide. These funds will be used over the next six (6) years to hire new faculty, renovate teaching classrooms and laboratories, purchase field and laboratory equipment, recruit and retain students through scholarships and other initiatives, and meet other teaching needs associated with the delivery of the fisheries program.

A total of $500,000 has been allocated by UAF to SFOS to develop and refurbish teaching classrooms and laboratories. To date, both classrooms in the O'Neill Building (rooms 201 and 214) have been completed. Room 214 has been outfitted with video conference equipment and is a functional teaching room that can hold up to 20 students. Room 201 will be outfitted with its video conference equipment by the end of 2007. This room can hold up to 50 students and will

also serve in the capacity as a model “Smart” classroom. Offices for three of the new fisheries faculty in O’Neill Building have been completed and two of these offices are currently occupied. A five-room laboratory complex in the Arctic Health Research Building is slated to be refurbished during winter and spring of 2008 and available for use for the fall 2008 semester. The Lena Point facility, which houses SFOS faculty, staff, and students in Juneau, will be completed in fall 2008. This facility will have a number of teaching classrooms and laboratories, and teaching rooms will be outfitted with video-conference equipment. Finally, SFOS teaching facilities in Seward and Kodiak will also be outfitted with video-conference equipment for distance delivery.

Five new faculty members in Fisheries will be hired in SFOS prior to the start of the fall 2008 semester. In addition, two faculty members (Amanda Rosenberger and Trent Sutton) have already been hired in Fisheries in support of this program. Further, there will be three additional hires in Oceanography and these positions will serve to interface the Fisheries and Ocean Observing programs. One of our new faculty members (Trent Sutton) has been designated as the Undergraduate Fisheries Coordinator with the responsibility for overseeing the development and maintenance of this program. In several years, a distinguished visiting professor will be brought in to Fairbanks or Juneau to interact with our faculty and students to broaden the program.

In order to make this degree program accessible at other UAF facilities, UA campuses, and rural communities, distance-learning equipment has been or will be upgraded at all SFOS locations to allow faculty at any location to deliver instruction at any other location. A new high-definition distance learning system will be used to assure the best quality communication. Desktop computers will also be purchased for students at UAF campuses in Fairbanks and Juneau so that they have access to the computational capabilities needed for some of the classes. Instructional field and laboratory equipment will be upgraded to assure that students have access to the top-of-the-line equipment available at other institutions. Funds to cover these costs have been provided by the Rasmuson Foundation.

ORIGINAL

The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

MOTION:

The UAF Faculty Senate moves to approve a Minor in Fisheries.

EFFECTIVE: Fall 2008 and/or
Upon Board of Regents Approval

RATIONALE: See the full program proposal #55 from the Fall 2007 review cycle on file in the governance Office, 312 Signers' Hall.

Jon Eamtt 4/7/08
President, UAF Faculty Senate Date

APPROVAL: Stephen B. Jones DATE: 4/11/08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Brief Statement of the Proposed Minor in Fisheries Program

1. **Overview:**
The Minor in Fisheries will be administered by the Fisheries Division in the SFOS. This minor will not be available for undergraduate students enrolled in the Bachelor of Science in Fisheries or Bachelor of Arts in Fisheries degree programs. Instead, the minor outlined in this proposal will only be available to students in non-fisheries degree programs. The minor, as outlined in this proposal will consist two core courses (6 credits) and two fisheries course requirements (6 credits). In addition, students will need to choose a minimum of one class (3 credits) from one of the following three concentration areas: fisheries science, fisheries business administration and economics, and fisheries policy and rural development. As a result, a total of 15 credits will be required for the Minor in Fisheries.

2. Objectives:

The objective of this proposed Minor in Fisheries degree program is to provide students with the knowledge base, skill sets, and hands-on experience which will augment their educational experience at the University of Alaska Fairbanks (UAF). This minor will strengthen the abilities of UAF graduates to lead and effectively contribute to the management, research, and administration of the fishing and seafood processing industries in Alaska.

3. Career Opportunities:

Undergraduates that have completed the Minor in Fisheries degree program would be competitive for a wide variety of agency and organization positions, particularly within the state of Alaska. For example, graduates would be qualified to work for traditional fisheries governmental agencies, such as the Alaska Department of Fish and Game, U.S. Fish and Wildlife Service, U.S. Forest Service, or Bureau of Land Management in the areas of fisheries research and management business administration, policy development, fisheries education and outreach, or as social scientists. Alaska Native Organizations, such as the Association of Village Partnerships, Bristol Bay Native Association, Tanana Chiefs Conference, or Kuskokwim Native Association, would want to hire these students in the same capacity, as well from the standpoint of rural community development. Fishing organizations, such as the six (6) CDQ (Community Development Quota) programs in Alaska, would also hire students in the aforementioned areas as well as in fisheries quota management. Relevant organizations include the Yukon Delta Fisheries Development Association, Norton Sound Economic Development Corporation, and Aleutian Pribilof Island Community Development Association. Private non-profit salmon hatchery corporations, including the Prince William Sound Aquaculture Corporation, Cook Inlet Aquaculture Association, and Kodiak Regional Aquaculture Association, would be interested in hiring students to serve as hatchery managers and outreach specialists in their respective communities. Finally, the Alaskan seafood processing industry, the largest private-sector employer in the state, would want to hire students with a Minor in Fisheries with expertise in accounting, finance, marketing, organizational management, and other areas of business administration to help run their organization. Peter Pan Seafoods, Ocean Beauty Seafoods, and Icicle Seafoods are businesses that have expressed interest in this program. Through the proposed Minor in Fisheries, we will prepare students for these job opportunities by providing valuable, practical experience, individualized instruction and on-the-job training, application of classroom theories in the real world, and networking with people in the chosen career field. These attributes will better prepare students for post-graduation employment and, consequently lead to a higher employability within the fisheries profession. Not only will our students be prepared for the specific requirements associated with the agencies and organizations listed above, but they would also be well qualified for similar jobs throughout North American through the unique program that we propose to deliver.

Proposed Catalog Layout:

Minor

1. Students must take the following two courses (6 credits):
   FISH 101 Introduction to Fisheries or NRM 101 Natural Resources Conservation and Policy.....3
   FISH 288 Marine and Freshwater Fishes of Alaska.....3

2. Students must take at least 6 credit hours from the following list of courses:
   FISH 261 Introduction to Fisheries Utilization… 3
   FISH 336 Introduction to Aquaculture.....3
   FISH 421 Fish Population Dynamics.....4
   FISH 425 Fish Ecology.....3
   FISH 436 Salmon Culture.....3
   FISH 487 Fisheries Management.....3

3. Students may take at least 3 credit hours from one of the following concentrations:

   Fisheries Science
   BIOL 305 Invertebrate Zoology.....5
   BIOL 310 Animal Physiology.....3
   BIOL 328 Biology of Marine Organisms.....3
   BIOL 441 Animal Behavior.....3
   BIOL 471 Population Ecology.....3
   BIOL 472W Community Ecology.....3
   BIOL 473W Limnology.....4
   BIOL 476 Ecosystem Ecology.....3
   BIOL 483 Stream Ecology.....3
   NRM 370 Introduction to Watershed Management.....3

   Fisheries Business Administration and Economics
   BA 151 Introduction to Business.....4
   BA 307 Introductory Human Resources Management.....3
   BA 325 Financial Management.....3
   BA 343 Principles of Marketing.....3
   BA 390 Organizational Theory and Management.....3
   ECON 200 Principles of Economics.....3
   ECON 235 Introduction to Natural Resources Economics.....3
   ECON 335 Intermediate Natural Resource Economics.....3
   ECON 434 Environmental Economics.....3
   ACCT 261 Accounting Concepts and Uses I.....3
   ACCT 262 Accounting Concepts and Uses II.....3

   Fisheries Policy and Rural Development
   PS 101 Introduction to American Government and Politics.....3
   PS 447 U.S. Environmental Politics.....3
   NRM 407 Environmental Law.....3
   NRM 430 Resource Management Planning.....3
   HIST 411 Environmental History.....3
   ANTH 242 Native Cultures of Alaska.....3
   ANTH 403W/O Political Anthropology.....3
   ANTH 428 Ecological Anthropology and Regional Sustainability.....3
   RD 200(Community Development in the North.....3
   RD 245 Fisheries Development in Rural Alaska.....3
   RD 256 Co-Management of Renewable Resources.....3
   RD 265 Perspectives on Subsistence in Alaska.....3
   RD 350O Indigenous Knowledge and Community Research.....3

   Minimum credits required.....15

RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM
Minor in Fisheries

Resources	**Existing**	**New**		**Total**
	College/School	College/School *	Others (Specify)	
Regular Faculty (FTE's & dollars)	12 $1,474,000	4 $2,176,444		16 $3,650,444
Adjunct Faculty (FTE's & dollars)	2 $25,004			2 $25,004
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Instructional Facilities (in dollars and/or sq. footage)	$500,000 1310 sq. ft.		$26.5 million under construction Lena Point	$27 million
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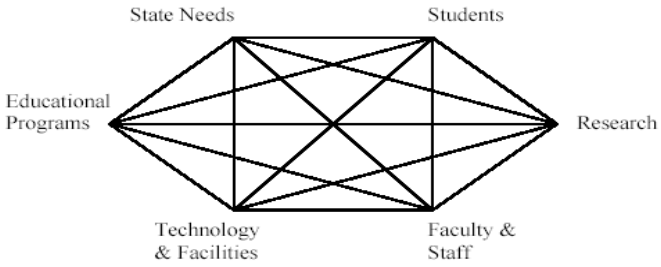
Lab Space (Sq. Footage)	2,250		2,920 (AHRB)	5,170
Computer & Networking (in dollars)		$570,000		$570,000
Research/ Instructional/ office Equipment (in dollars)		$560,000		$560,000
Support Staff (FTE's & dollars)		3 $1,256,309		3 $1,256,309
Supplies (in dollars)		$90,000		$90,000
Travel (in dollars)		$220,000		$220,000

Signature_____ ____10/4/2007_
Dean of College/School Proposing New Degree Program Date

* Rasmuson Foundation funding and UAF match over 5 years (funding began Jan. 1, 2007).

University of Alaska Board of Regents
Program Approval Summary Form
Requirements:

MAU: UAF
Title: Minor in Fisheries
Target admission date: Fall 2008



How does the program relate to the **Education** mission of the University of Alaska and the MAU?:

Over the past two years, SFOS faculty members have surveyed the Alaskan fishing industry and its regulators to determine how our fisheries program can be broadened to serve a larger sector of Alaska's fishing community (see Appendix 3 for survey questionnaire). Faculty members in SFOS have visited fishing companies, seafood processors, and industry regulators to gather standardized information about industry needs and potential areas for growth. Our Marine Advisory Program faculty (in Unalaska, Anchorage, Bethel, Sitka, Homer, Cordova, Dillingham, Petersburg, Kodiak, and Ketchikan) has organized meetings to determine the specific needs of Alaska's coastal communities. We have also completed a written survey of 244 individuals and groups involved in Alaska's fishing industry. The information acquired from these meetings, visits, and surveys has been compiled and was used to formulate a new Minor in Fisheries curriculum.

Alaska Sea Grant, a unit within SFOS, conducted a similar survey of 1,000 Alaskans while formulating their strategic plan in 2006. Their assistance in the survey process has been beneficial. In addition, we have sought input from the UAA Institute for Social and Economic Research (ISER) on how to structure the survey document to be most effective. As a consequence, we feel that the survey results, which strongly guided development of the degree program presented in this proposal, accurately reflected the fishing and seafood industry needs in Alaska.

To date, there has been no formalized degree program that has been formulated to address the needs of a liberal arts degree in fisheries. As a result, fisheries industry professionals in Alaska have had a primarily science degree out of a Bachelors of Science program (such as the B.S degree in Fisheries offered by UAF SFOS) or have a primarily business, political science, social science, or anthropology degree out of a Bachelor of Arts program. Our proposed Minor in Fisheries allows students to choose among three tracks, all of which will provide a foundation in fisheries sciences. These three tracks will allow students to specialize in fisheries science, business administration, or policy as it relates to fisheries and aquatic sciences.

What **State Needs** are met by this program?:

Alaska's fisheries are entering a period of rapid change. Climate change influences the abundance and dynamics of fish stocks. Institutional changes continue to alter the structure and function of industry by promoting the emergence of powerful industrial firms and Alaska Native organizations as dominant sectors in the fishing industry. Legal protections for threatened and endangered species and essential habitats and the development of new ecosystem-based management plans are continuously changing Alaska's fisheries.

The fisheries curriculum offered by the University of Alaska Fairbanks through the School of Fisheries and Ocean Sciences must meet the challenges of these changes. The health of Alaska's biologically and ecologically sustainable fisheries, the growth and development of Alaska's economy, and the persistence of traditional subsistence communities require that we train and educate scientists and managers with the knowledge and experience to confront these challenges.

The objective of this proposed Minor in Fisheries degree program is to provide students with the knowledge base, skill sets, and hands-on experience which will augment their educational experience at

the University of Alaska Fairbanks (UAF). This minor will strengthen the abilities of UAF graduates to lead and effectively contribute to the management, research, and administration of the fishing and seafood processing industries in Alaska.

What are the **Student** opportunities and outcomes? Enrollment projections?:
Over the past 10 years, the annual undergraduate enrollment in the Bachelor of Science in Fisheries program has ranged from 18 to 29 students. However, over the past five years, student enrollment in this program has averaged 25 students. There has been recent interest expressed by students at UAF in Natural Resources Management, Biology and Wildlife, and Business Administration for a Minor in Fisheries degree program. Given the revision to the B.S. program and the new B.A. degree, the undergraduate enrollment in Fisheries is expected to increase which will help to attract students form other programs to this minor. Based on this anticipated increase in enrollment, the number of graduates each year is expected to increase from 5 to 8 student per year in AY 2009, 10 per year in AY 2012, and then stabilize at 10 graduates per year for program years 5 to 20.

The most important measure of success is the number of students who complete the minor. With the number of faculty and resources anticipated during the course of this program, we consider 10 students to complete the Minor in Fisheries each year at year ten to be the sustainable level of productivity for the next 20 years.

Describe **Research** opportunities:
There is no research component associated with the Minor in Fisheries. However, students would become exposed to research projects through fisheries classes that they might take in this degree program. In turn, this knowledge base may be used by them in the future if/when they develop research projects related to fisheries issues.

Describe Fiscal Plan for development and implementation:
The SFOS has received a $5 million grant from the Rasmuson Foundation with a $5 million match from UA Statewide. These funds will be used over the next six (6) years to hire new faculty, renovate teaching classrooms and laboratories, purchase field and laboratory equipment, recruit and retain students through scholarships and other initiatives, and meet other teaching needs associated with the delivery of the fisheries program.

A total of $500,000 has been allocated by UAF to SFOS to develop and refurbish teaching classrooms and laboratories. To date, both classrooms in the O'Neill Building (rooms 201 and 214) have been completed. Room 214 has been outfitted with video conference equipment and is a functional teaching room that can hold up to 20 students. Room 201 will be outfitted with its video conference equipment by the end of 2007. This room can hold up to 50 students and will also serve in the capacity as a model "Smart" classroom. Offices for three of the new fisheries faculty in O'Neill Building have been completed and two of these offices are currently occupied. A five-room laboratory complex in the Arctic Health Research Building is slated to be refurbished during winter and spring of 2008 and available for use for the fall 2008 semester. The Lena Point facility, which houses SFOS faculty, staff, and students in Juneau, will be completed in fall 2008. This facility will have a number of teaching classrooms and laboratories, and teaching rooms will be outfitted with video-conference equipment. Finally, SFOS teaching facilities in Seward and Kodiak will also be outfitted with video-conference equipment for distance delivery.

Five new faculty members in Fisheries will be hired in SFOS prior to the start of the fall 2008 semester. In addition, two faculty members (Amanda Rosenberger and Trent Sutton) have already been hired in Fisheries in support of this program. Further, there will be three additional hires in Oceanography and these positions will serve to interface the Fisheries and Ocean Observing programs. One of our new faculty members (Trent Sutton) has been designated as the Undergraduate Fisheries Coordinator with the responsibility for overseeing the development and maintenance of this program. In several years, a distinguished visiting professor will be brought in to Fairbanks or Juneau to interact with our faculty and

students to broaden the program.

In order to make this degree program accessible at other UAF facilities, UA campuses, and rural communities, distance-learning equipment has been or will be upgraded at all SFOS locations to allow faculty at any location to deliver instruction at any other location. A new high-definition distance learning system will be used to assure the best quality communication. Desktop computers will also be purchased for students at UAF campuses in Fairbanks and Juneau so that they have access to the computational capabilities needed for some of the classes. Instructional field and laboratory equipment will be upgraded to assure that students have access to the top-of-the-line equipment available at other institutions. Funds to cover these costs have been provided by the Rasmuson Foundation.

The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

MOTION:

The UAF Faculty Senate moves to confirm the nomination of Rainer Newberry for the 2008 Outstanding Senator of the Year Award.

EFFECTIVE: Immediately

RATIONALE: The Outstanding Senator of the Year Award Screening Committee has carefully reviewed the 2008 nomination of Rainer Newberry. The committee has concluded that Professor Newberry is a well-deserving candidate for this award. Procedure stipulates that a simple majority vote of the Senate shall confirm the nomination, and a formal resolution shall be prepared for presentation to the recipient at the May meeting of the Senate.

Tom Ewell 4/7/08

President, UAF Faculty Senate Date

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The UAF Faculty Senate passed the following at Meeting #150 on April 7, 2008:

RESOLUTION:

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-elect on the basis of the following ballot.

BALLOT
PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 2008-2009.

_____ Sukumar Bandopadhyay

_X_ Jonathan Dehn

Jon Corbett 4/7/08

President, UAF Faculty Senate Date

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MEMORANDUM

TO:
Joan Braddock, Dean, CNSM
Ron Davis, Dean, CLA
Doug Goering, Interim Dean, CEM
Mark Herrmann, Interim Dean, SOM
James Huesmann, Dean, Libraries
Bernice Joseph, Vice Chancellor, CRCD
Carol Lewis, Dean, SNRAS
Eric Madsen, Dean, SOEd
Pete Pinney, Interim Director, CES
Denis Wiesenburg, Dean, SFOS

FROM: Jayne Harvie, Office Manager
Governance Office

DATE: March 4, 2008

SUBJECT: UAF Faculty Senate Actions – Meeting #149

Enclosed for your information are actions approved by the UAF Faculty Senate at their March 3, 2008 meeting.

1. Motion to approve a Masters of Natural Resource Management and Geography
2. Motion to approve an Associate of Science

If you have any questions, please contact me at 474-7964.

Attachments

cc: Steve Jones, Chancellor
Susan Henrichs, Provost
Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Graduate School
Tim Barnett, Student & Enrollment Services
Deanna Dieringer, University Registrar
Melissa McGinty, Graduation Office
Dana Thomas, Asst. Provost for General Studies
Linda Hapsmith, Academic Advising Center
Lael Oldmixon, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Services
Rick Caulfield, Tanana Valley Campus

The UAF Faculty Senate passed the following at Meeting #149 on March 3, 2008:

ORIGINAL

MOTION:
=======

The UAF Faculty Senate moves to approve a Masters of Natural Resource Management and Geography.

EFFECTIVE: Fall 2008 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #29 from the Fall 2007 review cycle on file in the Governance Office, 312 Signers' Hall.

3/4/08
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 3/8/08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Masters of Natural Resource Management and Geography Program Goals:

The goals of the MNRMG degree are to provide coursework and training for (1) students who are currently working in or wish to work in the NRM/Geography (NRM/G) fields in a professional capacity, but who lack specific training or an appropriate undergraduate degree; (2) students seeking additional skills or advanced training in NRM/G in order to enhance their professional effectiveness and/or advance in their professional careers; and (3) students who wish to pursue the NRM/Peace Corp Masters program and focus on applying existing NRM/G technologies and knowledge in the context of the developing world and in conjunction with their Peace Corps assignment.

Because of the diversity and broad scope of the Natural Resources Management and Geography fields, the objectives of this degree will be tailored to each individual student in a manner similar to our current MS degree. The graduate committee will be the main body that assesses the student's background, individual deficiencies, and specific coursework needs. There will, however, be a minimal number of common courses that all will take, plus a requirement for an individual academic project addressing some existing NRM/G problem or issue. While not requiring scientific experimentation or sampling or the gathering of primary data, the work is expected to involve critical reflection, empirical inquiry, and intellectual honesty. A written product (opus) and an oral presentation demonstrating sound scholarship will be required. Final acceptance of the opus will be by the student's committee and the Associate Dean of SNRAS. It will not require review by the graduate school.

Natural Resources Management and Geography
School of Natural Resources and Agricultural Sciences

Master's of Natural Resources Management and Geography (MNRMG)
Minimum Requirements for the Degree: 35 credits
Natural resources management is making and implementing decisions to develop, maintain or protect ecosystems to meet human needs and values. The core natural resources management curriculum provides students with a broad education in the various natural resources and their related applied fields. Programs can be tailored to enhance a student's depth or breadth in a given field of interest.
The Master's Natural Resources Management and Geography is designed for those planning a management career involving largely non-research responsibilities such as general planning and administration, communication and public information, and impact assessment. Because of the diversity and broad scope of the Natural Resources Management and Geography fields, the objectives of this degree will be tailored to each individual student. The graduate committee will be the main body that assesses the student's background, individual deficiencies, and specific coursework needs. There will, however, be a minimal number of common courses that all will take, plus a requirement for an individual academic project addressing some existing NRM/G problem or issue. While not requiring scientific experimentation or sampling or the gathering of primary data, the work is expected to involve critical reflection, empirical inquiry, and intellectual honesty. A written product (opus) and an oral presentation demonstrating sound scholarship will be required. Final acceptance of the opus will be by the student's committee and the Associate Dean of SNRAS.

Graduate Program – MNRMG Degree

1. Complete the general university requirements
2. Complete the master's degree requirements
3. Complete or have prior general familiarity with the major resource fields through prior coursework or experience. Deficiencies will be identified by the student's committee. Course requirements in any one field will depend on the needs of the candidate and the capabilities of the university.
4. Complete or have prior course work within the program in computer science, statistical methods and basic economics. The student's committee will decide how any identified deficiencies in these areas will be met.
5. Complete the following requirements
   i. Courses (All of the required courses are currently distance delivered).

NRM 601--Research Methods in Natural Resources--2 credits
or an approved research methods course*
NRM 692--Graduate Seminar--3 credits
NRM 698--Non-thesis research/project--6 credits
Statistics course at the 400-level or above**--3 credits
Additional approved courses as needed to sum to a total of 35 credits (these courses will be approved by the student's committee and SNRAS dean). Up to 9 of these credits may be 400 level courses.
Students who have deficiencies in natural resources, geography, natural sciences, economics, or related fields, as determined by the student's committee, may be required to take courses to

fulfill these deficiencies. These credits will not count towards the 35 credits required for the degree.

ii. Complete and successfully defend opus

6. Minimum credits required: 35

**Requirements may be met with a research methods course in a discipline related to natural resources management or geography*
***Requirements may be met with a statistics course in mathematical sciences or in a discipline related to natural resources management or geography*

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources*	**Existing**	**New**		**Total**
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	8 FTE $800,000	None	None	8 FTE $800,000
Adjunct Faculty (FTE's & dollars)	0.3 FTE $9,000	None	None	0.3 FTE $9,000
Teaching Assistants (Headcount)	3	None	None	3
Instructional Facilities (in dollars and/or sq. footage)	2500 sq ft	None	None	2500 sq ft
Office Space (Sq. footage)	2400 sq ft	None	None	2400 sq ft
Lab Space (Sq. Footage)	5800 sq ft	None	None	5800 sq ft
Computer & Networking (in dollars)	$250,000 (this includes value of existing computers used for instruction or by students)	None	None	$250,000
Research/ Instructional/ office Equipment (in dollars)	$500,00	None	None	$500,00
Support Staff (FTE's & dollars)	4.5 FTE $450,000	None	None	4.5 FTE $450,000
Supplies (in dollars)	$25,000	None	None	$25,000
Travel (in dollars)	$5,000	None	None	$5,000

*Note: These data include only resources which are used directly or indirectly in instructional programs.

University of Alaska Board of Regents
Program Approval Summary Form
Requirements:
1. 2 pages or less
2. Must be a stand-alone document

MAU: UAF
Title: Master's Degree in Natural Resources Management and Geography

Target admission date: Fall 2008

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

The development of this program was suggested and promoted by the faculty of the School of Natural Resources and Agricultural Sciences in response to a growing recognition of the inadequacies of the non-thesis option of the natural resources management M.S. program. Thus, a committee was formed to develop the program, but with input from all faculty in the school. An external survey was administered to assess need for the program.

This program is fully compatible with UAA's and UAF's missions as it is designed to enrich Alaska through teaching and research as it relates to development and conservation of Alaska's natural resources and it advances and disseminates knowledge in Alaska and the Circumpolar North by enhancing student's knowledge to in the management of Alaska's natural resources. This in turn will result in more opportunities for career advancement and will improve management of Alaska's natural resources.

What **State Needs** met by this program.

Many of the practitioners in natural resource public agencies and private firms in Alaska were trained outside of Alaska and many have degrees not closely related to natural resources or geography. Because of this, their knowledge of Alaska and its resources is often limited and their opportunities for advancement in their careers are limited. This degree option will allow students to become well versed in the latest knowledge and in cutting edge techniques for managing Alaska's resources and will enhance opportunities for career advancement. Thus, it will enhance work-force development in Alaska.

What are the **Student** opportunities and outcomes? Enrollment projections?

This degree program will target students who are currently working in or wish to work in natural resources/geography fields but who lack specific training or an appropriate undergraduate degree and students seeking advanced training in order to advance their professional effectiveness or advance their professional careers. It will replace the current non-thesis option of the NRM M.S. degree. A recent web survey indicated more than 50 people currently employed in natural resources and geography fields in Alaska are likely to

pursue this degree, with most indicating they would use it to advance their current career and to increase and update their technical skills.

We anticipate 5-10 students enrolled in the program each year.

Describe **Research** opportunities:

While students in this program will not be expected to conduct primary research requiring scientific sampling or experimentation, each student will be required to complete a project in which the student addresses some existing natural resources management or geography issue or problem and will therefore require background research and problem solving by the student. It will also enhance students' abilities to evaluate and conduct research in their profession.

Describe Fiscal Plan for development and implementation:
*Identify funding requirement, sources and plan to generate revenue and meet identified costs to include:

The degree program will replace a current degree program (non-thesis option of M.S. in NRM) and will use existing courses and thus will not require any new resources. Thus, the only anticipated change will be an increase in enrollment, and may require some changes in faculty workloads to allow for increased demands for graduate student advising.

The UAF Faculty Senate passed the following at Meeting #149 on March 3, 2008:

ORIGINAL

MOTION:
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The UAF Faculty Senate moves to approve an Associate of Science degree program.

EFFECTIVE: Fall 2008 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #100 from the Fall 2007 review cycle on file in the Governance Office, 312 Signers' Hall.

Jon Gantt 3/4/08
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 3-6-08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Brief Statement of the Proposed Program

Overview: An increasing number of students are seeking degrees in the sciences. Many of these students, however, have limited high school experience with and preparation for the rigor and investigation required by science courses. In addition, many of the potential students have been out of school for several years and their learning skills may be dormant. Finally, many students are interested in acquiring specific vocationally related science skills that they can immediately use while enroute to a baccalaureate degree. According to an October 2005 report entitled "A Profile of the American High School Senior in 2004: A First Look" released by the National Center for Educational Statistics (NCES) a third of the students who planned to get a four-year degree had not mastered "simple problem solving, requiring the understanding of low-level mathematics concepts." And almost one-half of those who anticipate getting a graduate or professional degree had only "an understanding of intermediate-level mathematical concepts" or "the ability to formulate multistep solutions to word problems." (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006348) This proposed AS degree

provides the preparation needed to enter into a science-related baccalaureate while gaining the basic academic preparation and sought after vocationally related skills. The Associate of Science degree will be offered through the Interior-Aleutians Campus of the College of Rural and Community Development (CRCD) and is designed to allow students to select a concentration area in a science related field.

Objectives:

- To prepare students for Baccalaureate of Science coursework.
- To provide an articulated pathway for science-related certificate students to progress to the Baccalaureate of Science.
- To prepare students for employment in science-related fields.

Proposed Catalog Description
Associate of Science Requirements

The associate of science degree represents the completion of a broad-based course of study with an emphasis in the sciences. This degree may serve as a stepping-stone to a science-related baccalaureate program. You may earn only one AS degree.

All credits for the AS degree must be at the 100 or above with 20 credits at the 200 level or above. Variation in credits would depend on the number of credits brought in via the Area of Concentration.

1. Complete the general university requirements (page ___).
2. Complete the following general AS requirements:

Communication 9
ENGL 111X -- Introduction to Academic Writing.....3
ENGL 213X -.....3
COMM 131X/141X -- 3

Humanities and Social Sciences 15
ANTH/SOC 100X – Individual, Society and Culture.....3
ECON or PS 100X – Political Economy.....3
HIST 100X – Modern World History.....3
ENGL/FL 200X – World Literature.....3
Complete on of the following 3 courses:
ART/MUS/THR 200X – Aesthetic Appreciation 3
HUM 201X – Unity in the Arts.....3
ANS 202X – Aesthetic Appreciation of Alaskan Native Performance.....3
Two semester length courses in a single Alaska Native language or other non-English language or three semester length courses (9 credits) in American Sign Language taken at the university level may substitute for two of the courses above.

Mathematics
Math 107X -- ..... 4 or
Math 200X or 272X.....4

Natural Sciences 16
1) Complete any two 4 credit science courses from Baccalaureate core
2) Complete a one year sequence in one natural science beyond the baccalaureate core.
3) The total natural science courses used to satisfy this requirement shall represent at least two different natural sciences.

Library and Information Research 0-1

Concentration Area
Complete Concentration Area of at least 15 credits from a science-focused area such as Veterinary Science, General Science, and High Latitude Range Management, or other Bachelor of Science degree areas as determined in coordination with your advisor.

4. Minimum credits required.....60

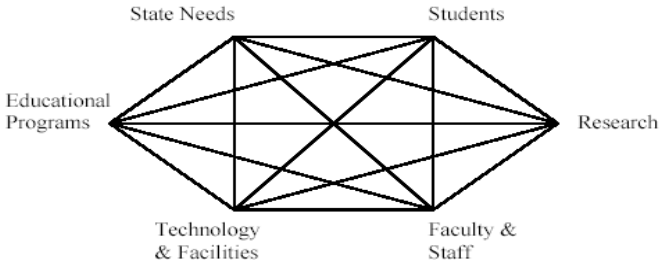
Note: Students intending on pursuing a Baccalaureate of Science degree should plan on completing a calculus course as part of the Math requirements.

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM

Resources	Existing	New		Total
	College/School	College/ School	Others(Specify)	
Regular Faculty (FTE's & dollars)	IAC: 10% Faculty time for development ($10,747). In excess of 10 additional faculty per semester will be involved in providing courses which will be used by students in this program. The amount of effort will vary per instructor based on the number of AS students in their classes.		**USDA Grant** Faculty 50% ($35,374)	$46,121
Adjunct Faculty (FTE's & dollars)				
Teaching Assistants (Headcount)				
Instructional Facilities (in dollars and/or sq. footage)			Communities of Ft. Yukon, Galena, Tok, McGrath, and Kotzebue will donate classroom space @ a minimum of 144 sf each	
Office Space (Sq. footage)	100 sf + 80 sf			
Lab Space (Sq. Footage)				
Computer & Networking (in dollars)				
Research/instructional/office Equipment (in dollars)				
Support Staff (FTE's & dollars)			**USDA Grant**: 50% Program Assistant; 20% Media Technician; 2% Web Technician	$31,9001
Supplies (in dollars)			**USDA Grant**: $3750	$3750
Travel (in dollars)			**USDA Grant**: $20,310	$20,310
Totals				**$102,082**

Signature_____ Date _____

Executive Dean of College Proposing the New Degree Program



University of Alaska Board of Regents
Program Approval Summary Form

MAU: UAF
Title: Associate of Science
Target admission date: Fall 2008

How does the program relate to the
Education Mission of the University of Alaska and the MAU?
The Associate of Science Program was created by the Interior-Aleutians Campus, in cooperation with employers and educators, and is focused on preparing students for entry into science-related employment and continued baccalaureate science-related education. This program is focused on preparing students for immediate jobs and for subsequent education.

The Associate of Science degree program provides students with quality academic instruction needed for baccalaureate and other advanced degrees in the sciences while providing an articulated pathway for certificate students to progress to the Baccalaureate of Science as well as to qualify program graduates for employment in science-related fields.

a) Objectives

- To contribute to an educated Alaskan workforce by providing coursework relevant to student science-focused degree goals.
- To reach out to and recruit prospective students and listen to rural and urban communities and employers, linking learning with real life.
- To prepare students for baccalaureate or other course work in the sciences.
-

This program relates to and supports the goals of the UAF 2005 Strategic Plan by:

- Serving as the premiere higher educational center for Alaska Natives by both increasing the number of Alaska Native students at UAF and by increasing the proportion of degrees awarded to Alaska native students
- Providing high quality undergraduate education for traditional and non-traditional students by increasing the numbers of students who enroll in and successfully complete their 100-level and above coursework and degrees
- Forming active collaborations with communities, organizations, businesses and government to meet identified state, national and global needs through increased numbers of students graduating with degrees in science related fields

What **State Needs** met by this program.
Immediate employment market needs relate to those concentration areas which students choose. Responses to the Veterinarian Technicians Program survey, for example, show the potential for 36-42 jobs in the 39 villages surveyed. These jobs include veterinary technician, tribal resource management, wildlife disease inspection, fish and game personnel and public health. In addition, outside employment (non- village) is readily available for licensed veterinary technicians, medical illustrators, or public health workers.

State statistics

State statistics from the Department of Labor substantiate workforce and skill development needs in rural Alaska. Figures provided by the Department of Labor Website (http://almis.labor.state.ak.us) project, by 2012, a 12.1% increase in jobs in Professional,

Scientific, and Technical Services, a 50% increase in jobs in Waste Management and Remediation, a 32.2% increase in jobs in Health and Social Services, and a 57.1% increase in jobs in the Mining industry. The Associate of Science degree and its associated concentration area will either prepare the student to directly enter this work force or will prepare the student for the baccalaureate degree which will provide entry to these jobs.

What are the **Student** opportunities and outcomes? Enrollment projections?
The Associate of Science degree will provide the student the opportunity to develop the skills and training necessary either for immediate employment in a variety of science-related fields or for entry into a science-related baccalaureate discipline.

Enrollment Estimates University-wide:

Year	Headcount*
08-09	25
09-10	40
10-11	65
11-12	90
12-13	110

*Includes both full and part time

Describe **Research** opportunities:
While research is not a primary focus of this program, it is a unique model which will be documented and shared throughout the academic community. This program will produce a wealth of information in student outcomes assessments, changes in academic programs and teaching style, and other information relating to workforce and skill development in rural Alaska. This Associate of Science program will allow for increased scientific inquiry and research opportunities on a local basis. Stronger collaboration between the scientific community and local entities should result from this program.

Describe Fiscal Plan for development and implementation:
*Indirect costs to other units (e.g. GERs)
Program development is supported by the United States Department of Agriculture Alaska Native/Native Hawaiian (AN/NH) Serving Institutions Education Grants program. This project addresses the USDA goal of increasing the number of AN/NHs engaged in USDA careers. These careers include, among others, increasing the number of students entering Associates of Sciences programs that articulate into Bachelor and Masters of Science degrees.

Because USDA's interest is, ultimately, in bringing more AN/NHs into USDA careers at the bachelors and masters level, the grant will fund the current effort until at least 2010. USDA support currently stands at one half-time science faculty member plus funding for a total of 12 Alaska Native students to complete the Associate of Science program within approximately three years. One fund 1 faculty member developed the Associate of Science degree contributing a total of $10,747 in fund 1 dollars. Another $42,650 in salaries and benefits will come from the grant for support staff (program assistant, web technician and media technician).

While the Interior-Aleutians Campus has developed this new program, other fund 1 faculty and staff from all campuses, both urban and rural, will potentially be involved with this program. The program will generate $62,700 per year with a minimum of 15 full-time

students. As student participation increases, tuition income will increase, gradually replacing grant funding.

The primary faculty are already employees of the University, current faculty of the College of Rural and Community Development as will Fairbanks-based UAF faculty. Fairbanks based classes will show a slight increase in student registrations.

Office and classroom space will be provided by existing University urban and rural campuses throughout Alaska. Some of the rural communities with available facilities include Galena, Fort Yukon, Tok, Nenana, McGrath, Unalaska, Dillingham, Bethel, Nome, Kotzebue, Barrow, and Sitka. In villages without a University facility, training space can be found in the private sector and reasonably supported by tuition fees. No new facilities or space will be required.

MEMORANDUM

TO: Joan Braddock, Dean, CNSM
Ron Davis, Dean, CLA
Doug Goering, Interim Dean, CEM
Mark Herrmann, Interim Dean, SOM
James Huesmann, Dean, Libraries
Bernice Joseph, Vice Chancellor, CRCD
Carol Lewis, Dean, SNRAS
Eric Madsen, Dean, SOEd
Pete Pinney, Interim Director, CES
Denis Wiesenburg, Dean, SFOS

FROM: Jayne Harvie, Office Manager
Governance Office

DATE: February 6, 2008

SUBJECT: UAF Faculty Senate Actions – Meeting #148

Enclosed for your information are actions approved by the UAF Faculty Senate at their February 4, 2008 meeting.

1. Motion to approve a Ph.D. in Natural Resources and Sustainability
2. Motion to amend the Mandatory Placement criteria for English and Mathematics
3. Motion to revise the Fresh Start policy for returning students

If you have any questions, please contact me at 474-7964.

Attachments

cc: Steve Jones, Chancellor
Susan Henrichs, Provost
Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Graduate School
Tim Barnett, Student & Enrollment Services
Deanna Dieringer, University Registrar
Melissa McGinty, Graduation Office
Dana Thomas, Asst. Provost for General Studies
Linda Hapsmith, Academic Advising Center
Nancy Dix, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Services
Rick Caulfield, Tanana Valley Campus

The UAF Faculty Senate passed the following at Meeting #148 on February 4, 2008:

ORIGINAL

MOTION:
=======

The UAF Faculty Senate moves to approve a Ph.D. Program in Natural Resources and Sustainability.

EFFECTIVE: Fall 2008 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #30 from the Fall 2007 review cycle on file in the Governance Office, 312 Signers' Hall.

Jon Gault 2/4/08
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 2-21-08
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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Brief Statement of the Proposed Program
Ph.D., Natural Resources and Sustainability

Alaska and the Circumpolar North face increasingly complex challenges in use and management of natural resources. These challenges require the education and training of high-level professionals with skills for considering the interaction of social and natural systems and informing the development and implementation of practices and policies that enhance natural resource management. The proposed Ph.D. in Natural Resources and Sustainability (NRS) at the University of Alaska Fairbanks would prepare future leaders as academic researchers, educators, agency and industry professionals and analysts of non-governmental organizations and communities for careers at the frontiers of science in the management of natural resources and environment. The program objectives and its curriculum center around three thematic areas of study, i) resource economics, ii)

resource policy and sustainability science, iii) forest and agricultural sciences. In the proposed Ph.D. program, each student draws on a common set of core courses, and with his/her graduate committee, develops a program of coursework and research that produces a unique intellectual contribution to the applied field of Natural Resource and Sustainability. Students elect to focus on one of the three thematic areas or they choose to integrate themes to develop their areas of knowledge and dissertation research.

The proposed Ph.D. program builds on existing resources at UAF and directly complements and supports the mission of several funded university and national initiatives. The Ph.D. program would require the addition of only one new course and no new faculty. It would complement the Resilience and Adaptation Program at UAF, which is funded by NSF -IGERT and focused on Ph.D. education and training in the integration of social and natural science to address questions of sustainability in the North. Students of the program would be eligible for support through the newly funded EPSCoR (Phase 3) "Resilience and Vulnerability of a Rapidly Changing North," which is now being launched and for the next three years will fund approximately 22 graduate students per year. The EPSCoR program emphasis is on building the research capacity at UA to integrate social, biological, and physical sciences. Other initiatives and current research projects relevant to this Ph.D. program include The Alaska Center for Climate Assessment and Policy, part of NOAA's national Regional Integrated Science Assessment program; the newly funded Scenarios Network for Alaska Planning project at UAF, which is funded by UA and part of a circumpolar IPY program, and the Center for Global Change at IARC, which funds graduate student research on global change. Our research indicates that at least 37 current UAF undergraduates would consider applying for this program if it were offered and, at least 30 current UAF graduate students, most in the UAF Interdisciplinary Ph.D. Studies program, would consider transferring into this program if it were available. Likewise 46 current UAF graduate students indicated that they would have considered applying had the program been available at the time of their application. The program therefore builds on the existing strengths of the university to fill a needed niche in Ph.D. studies.

Program objectives are:

1. Educate and train scholars at the Ph.D. level with in-depth and integrated knowledge in research and management of natural resources.
2. Develop leaders who will direct the use and management of natural resources in Alaska and other northern latitude settings.
3. Create a nationally recognized program in the natural resources and sustainability that will contribute to science and inform public decisions.
4. Contribute to the sustainable development of Alaska's rural and urban environments.

Preliminary Catalog *Sample Course of Study*

Program in Natural Resources and Sustainability
School of Management, and
School of Natural Resources and Agricultural Sciences

Ph.D. Degree
Minimum requirement for Degree: 18 thesis credits

The joint Ph.D. Program in Natural Resources and Sustainability at the University of Alaska Fairbanks prepares future leaders as academic researchers, agency professionals and analysts of non-governmental organizations and communities for careers at the frontiers of science in the management of natural resources and environment.

Those who seek to explore and understand natural resource management systems need both a well defined skill set and a clear understanding of how specific problems are linked to broader cultural, ecological, and geopolitical contexts. Thus, the study of Natural Resources and Sustainability encompasses a spectrum of topics. In the UAF Ph.D. in NRS, we build on the existing strengths of SNRAS and SOM faculty members to educate students in specific areas, while training them to be conversant in the broader range of relevant topic areas.

The program objectives and its curriculum center around three thematic areas of study, i) resource economics, ii) resource policy and sustainability science, iii) forest and agricultural sciences. In the proposed Ph.D. program, each student draws on a common set of core courses, and with his/her graduate committee, develops a program of coursework and research that produces a unique intellectual contribution to the applied field of Natural Resource and Sustainability. Students elect to focus on one of the three thematic areas or they choose to integrate foci to develop their areas of knowledge and dissertation research.

Graduate Program—Ph.D.

Complete the admission process including the following:

1. Complete the general university requirements as listed in the UAF catalog
2. Complete the Ph.D. degree requirements as listed in the UAF catalog
3. Complete coursework in thematic area(s) as determined by the advisory committee.
4. Required and Elective Elements of the Plan of Study
    a. Coursework: Students must complete the following core course requirements: NRM 647, NRM 649, and two semesters NRM 697.
    b. Outreach activity of one annual public presentation.
    c. Advancement to Candidacy occurs when the student demonstrates mastery in understanding of the problems and theories of natural resource management and sustainability and in-depth knowledge of the student's dissertation research topic area. Requirements for advancement to candidacy are determined by the academic committee of the student, and shall be consistent with the candidacy requirements for Ph.D. studies at UAF. The basis of the evaluation will be written and oral comprehensive exams.

d. Dissertation Defense Seminar
e. Dissertation Defense Examination
f. Doctoral Dissertation

RESOURCE COMMITMENT TO THE PROPOSED DEGREE PROGRAM
(please see budget notes on next page)

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars)	$13,325	$0	$0	$13,325
Adjunct Faculty (FTE's & dollars)	$0	$0	$0	$0
Teaching Assistants (Headcount)	$0	$0	$0	$0
Instructional Facilities (in dollars and/or sq. footage)	800 sq ft.	$0	$0	800 sq ft.
Office Space (Sq. footage)	1,392 sq. feet	$0	$0	1,392 sq. feet
Lab Space (Sq. footage)	none	$0	$0	none
Computer & Networking (in dollars)[f]	none	$0	$0	none
Research/ Instructional/ Office Equipment (in dollars)	none	$0	$0	none
Support Staff (FTE's & dollars)	$25,295	$0	$0	$25,295
Supplies (in dollars)	negligible	$0	$0	negligible
Travel (in dollars)	none	$0	$0	none

Signature _____ _____
Carol Lewis, Dean of SNRAS Date

Signature _____ _____
Mark Herrmann, Interim Dean, SOM Date

Notes on Resource Commitment

The School of Natural Resources and Agricultural Sciences and the School of Management are committed to delivering the proposed doctorate program in Natural Resources and Sustainability at zero additional cost to the two schools. This will be accomplished by reallocating existing resources within the Schools, including resources that are already committed through our graduate programs, and by utilizing externally sponsored research projects to fund additional requirements associated with student graduate work. Below are specific notes on the Resource Commitment form categories.

Regular Faculty: The School of Management will be offering one additional 3-unit course that is currently on the books but has never been taught (Econ 602 – Economic Modeling). The Economics Program will reallocate existing faculties time to teach this course. Thus, the 1/10 time to teach this course ($9,926 salary and benefits) will be a workload reallocation.

The School of Natural Resources and Agricultural Sciences and the School of Management will jointly teach one additional 1-unit course (NRM/Econ 697 – SNRES Seminar). The Natural Resources Management and Economics programs will reallocate existing faculties' time to teach this course. Thus, the 1/30 time to teach this course ($3,309 salary and benefits) will be a workload reallocation.

Instructional Facilities: For the two new courses there will be a need for approximately a 400 sq ft. classroom per course. The classroom used may replace one in another course or be offered during a non-peak time, such as evenings. Classroom requirements should not be a burden to UAF and most likely will be a reallocation of space.

Office Space: We estimated 1,392 sq ft. for students based on an assumption of a sustainable 12 students in the program using 116 sq ft. of office space. This space will be reallocated from existing uses.

Computers: As both schools upgrade their faculty computers the replaced computers will be made available for the new students. Other computer equipment will come from sponsored research.

Support Staff: The main support staff will be housed in the School of Natural Resources and Agricultural Sciences. The Administrative Assistant for the Natural Resource Management program and the Administrative Assistant for UA Geography program will have 1/10th of their annual time reallocated to provide administrative services to the NRS Ph.D. program (e.g., monitor and track student applications, coordinate academic paperwork, etc…). The Student Coordinator for SNRAS will have 1/10th of their time reallocated to provided student recruitment and support services. The expense listed, $25,295, is calculated as the sum total of this 1/10th annual time reallocation for each of the current support staff based on their current salary and benefits.

Supplies: Supplies for students will be negligible. Any large supply needs will come from sponsored research.

Travel: Student travel will come from sponsored research or UAF travel grants.

University of Alaska Board of Regents
Program Approval Summary Form
MAU: UAF
Title: Ph.D. Natural Resources and Sustainability
Target admission date: Fall 2008

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

The Ph.D. Program in Natural Resources and Sustainability (NRS) directly services the educational mission of the University of Alaska Fairbanks. The UAF Vision Statement (Strategic Plan 2010) states that UAF will "Offer undergraduate and graduate education that takes advantage of our location in the Far North." This Ph.D. program focuses on the education of high-level professionals with skills for considering the interaction of social and natural systems and informing the development and implementation of practices and policies that enhance natural resource management with emphasis on Alaska and the Circumpolar North.

The University of Alaska Fairbanks is currently involved in several funded national initiatives that are relevant to the educational goals and objectives of the NRS Ph.D. program. The *Resilience and Adaptation Program* at UAF is focused on Ph.D. education and training in the integration of social and natural science to address questions of sustainability in the North. The NRS Ph.D. program would provide an important educational complement to the emphasis of the newly funded *EPSCoR* (Phase 3) on building the research capacity at UA to integrate social, biological, and physical sciences; The NRS Ph.D. program would also provide a key educational linkage to several other UAF initiatives and research projects including The Alaska Center for Climate Assessment and Policy, the newly funded Scenarios Network for Alaska Planning project at UAF, which is part of a circumpolar IPY program and the Center for Global Change at IARC, which funds graduate student research on global change.

What **State Needs** met by this program.

Alaska and the Circumpolar North face increasingly complex challenges in use and management of natural resources. These challenges require the education and training of high-level professionals with skills for considering the interaction of social and natural systems and informing the development and implementation of practices and policies that enhance natural resource management. The Ph.D. in Natural Resources and Sustainability at the University of Alaska Fairbanks would prepare future leaders as academic researchers, educators, agency and industry professionals and analysts of non-governmental organizations and communities for careers at the frontiers of science in the management of natural resources and environment.

What are the **Student** opportunities and outcomes? Enrollment projections?

Graduates electing a career in academics will find a range of faculty positions in schools of natural resource, ~~political sciences~~, resource economics, and environmental studies and sciences. These Ph.D.'s will also find an increasingly expanding number of research funding

opportunities related to integrated or interdisciplinary programs that explicitly link social, economic, and ecological dimensions. Several examples of this type of research currently exist through the National Science Foundation, and graduates of the program will be well positioned to serve as grant PIs. Those electing to pursue professional careers with government agencies, such as the National Park Service or the Alaska Department of Environmental Conservation, will find that their skills as applied resource management researchers will be in high demand as agencies address societal-ecological problems, such as the economic implications of climate change. Other professional tracks are available as well. There is currently a trend among nongovernmental organizations (i.e. non-profits) of Alaska and the US as a whole to build the organizational research capacity with internally hired Ph.D.'s. The Nature Conservancy, the Wilderness Society, and Audubon Society are examples of such organizations that currently employ research staff with Ph.D. training. These Ph.D.'s will also have ample opportunities to work as private consultants, especially given the need for rigorous analysis by private consultant firms that are hired to conduct environmental impact assessments. As well, the recent stated objective of the Alaska Federation of Natives board of directors to train more Alaskan Native Ph.D.'s reflects to the need for well-trained researchers to be staff organizations like the First Peoples Institute and Native profit and not-for-profit organizations. We anticipate that the demand for Ph.D.'s in the area of natural resources and sustainability will grow significantly as Alaska addresses future questions of sustainable development.

Targeted enrollment is five students per year. Total enrollment is seen as twenty students by year four of the program.

Describe **Research** opportunities:

The NRS Ph.D. Program is centered on training students in original research. The NRS Program will distinguish itself from other programs by emphasizing research focused on both disciplinary (e.g., forest ecology, resource economics) and interdisciplinary (e.g., reaching ecological and economic objectives via adaptive management) natural resource issues at high latitudes, focused primarily on Alaska. In so doing, the NRS Program will contribute directly to the research mission of the University of Alaska, particularly with respect to the following elements of the Vision Statement in the 2006 Strategic Plan:

- Spearhead integrated research, emphasizing our complex high latitude physical, biological and social systems
- Link research discoveries with teaching, service and community engagement
- Create innovative collaborations with communities, businesses and governments that meet state, national and global needs

Describe Fiscal Plan for development and implementation:

There are no new funds being sought for the program. Courses included in the program are currently being offered. Existing faculty and administrative staff will deliver and administrate the program. Students will be located in existing student office facilities at SOM and SNRAS.

The UAF Faculty Senate passed the following at Meeting #148 on February 4, 2008:

ORIGINAL

MOTION:
=======

The UAF Faculty Senate moves to amend the Mandatory Placement criteria for English and Mathematics (page 33 of the 2007-2008 UAF Catalog).

CAPS = Addition

[[ ]] = Deletion

ENGLISH AND MATHEMATICS

On the basis of test scores, you may be required to take developmental English and/or mathematics. These courses are designed to help you achieve competencies necessary to succeed in college-level courses. [[Generally,]] **Y**ou will be placed in [[developmental]] English **F111X** if your ACT English score is [[below]] 17 **OR ABOVE** (or **YOUR** SAT verbal score is [[below]] 430 **OR ABOVE, OR YOUR SCORE ON ANOTHER UNIVERSITY-APPROVED PLACEMENT TEST IS EQUIVALENT**). **HOWEVER, IF YOUR STANDARDIZED TEST SCORES ARE BELOW THESE MINIMUMS AND IF YOUR HIGH SCHOOL CUMULATIVE GPA IS 3.0 OR HIGHER, YOU MAY ENROLL IN ENGLISH WITH PERMISSION OF THE DIRECTOR OF COMPOSITION OR RURAL CAMPUS ENGLISH/HUMANITIES FACULTY.**

Mathematics course placement will vary according to the type of degree you are planning to pursue and the corresponding math course(s) needed (see the requirements for your degree program for more detail). ACT, SAT, COMPASS or ASSET test scores and your previous mathematical background are used to determine your math placement. Minimum test scores for placement into math courses are listed in Table 2 on the following page.

It is best to consult with your advisor or faculty in the English or math department(s) if you have questions regarding the appropriate course placement.

EFFECTIVE: Fall 2008

RATIONALE: If mandatory placement is implemented using current criteria, a significant number of students will be mistakenly sent to developmental English. Standardized test scores alone are not an indicator of how well a student will perform in the freshman level English course (English 111) at UAF. UAF PAIR data shows that in Fall, 2006, students

ORIGINAL

with standardized test scores of 17 or below on the ACT and 430 or below on the SAT received the following grades: F = 28%, D = 6 %, C = 13%, B = 20%, and A = 33%. Seventy-two percent of students with scores that would require developmental English according to current standardized test criteria passed English 111. This data should not come as a surprise. Many students who will not do well writing for an hour on a standardized test will do quite well, for example, on a research paper that requires extensive rewriting over a period of weeks or months. Adding the high school gpa as additional criteria by which students may enroll in 111 will help remedy the situation, although it will not completely solve the problem.

Implementation: It is understood that the Assistant Provost will work toward instituting a mechanism by which students with standardized test scores below the minimum required for placement in English 111 can be screened for high school gpa. In the interim, the Assistant Provost will inform all advisors to advise all students with test scores below the minimum and a gpa of 3.0 or higher that they may use permission forms to enter English 111.

Jon Gutt 2/4/08

President, UAF Faculty Senate Date

APPROVAL: Steve B Jones DATE: 2/12/08

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

The UAF Faculty Senate passed the following at Meeting #148 on February 4, 2008:

ORIGINAL

MOTION:
=======

The UAF Faculty Senate moves to revise the Fresh Start policy (pages 25 and 28 of the 2007-08 UAF catalog) for returning students.

CAPS = Addition

[[ ]] = Deletion

Fresh Start for Returning Students
Fresh Start can offer a new beginning for students who performed poorly at UAF when enrolled at least two years ago. Those who withdrew from school or were dismissed for academic reasons may apply for readmission [[by disregarding]] **AND REQUEST TO DISREGARD** their entire prior academic record. Those who apply on this basis begin their college study anew with no credits attempted or earned, and no quality points reflected in future GPA calculations. Fresh Start may be used only once.

Fresh Start application forms are available at the Office of Admissions. Admission on this basis requires that at least two years have elapsed since the [[end]] **BEGINNING** of the last semester the applicant attended UAF [[full time]].

[[Prior academic records]] **ALL PRIOR COURSEWORK WILL** remain part of [[a]] **THE** student's overall academic record and appear on transcripts, but none of the previously earned credits can be used in a new program. These credits will be included only in GPA computations for graduation with honors (see Graduation with Honors, page 118). A student admitted under Fresh Start may be allowed advanced standing or a waiver of requirements just as any other student, but will not be allowed credit by exam for courses lost in Fresh Start.

EFFECTIVE: Fall 2008

RATIONALE: There are two issues that both appear in the following sentence: "At least two years must have elapsed since the END of the semester in which the applicant was last in FULL-TIME attendance." Institutional memory suggests the original intent of this policy was to accommodate students who got a rocky start at college, went away for a few years, then returned more mature and motivated to do well. As written now we commonly get requests from students who were disqualified two years ago but attended part time each semester since. We also get a lot of students who come in and say "My gpa is too low, I need to use Fresh Start to raise it so I can get financial aid." Thus, the "full-time" attendance issue is questioned. In addition, the "end" of the semester is typically confusing to students because this implies about 2 and 1/2 years must pass before

ORIGINAL

they can reapply using Fresh Start. A complete break from classes is supported by the registrar, admissions, RSS, and the Academic Advising Center.

[signature] 2/4/08

President, UAF Faculty Senate Date

APPROVAL: [signature] DATE: 2/12/08

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

MEMORANDUM

TO: Joan Braddock, Dean, CNSM
Ronald Davis, Dean, CLA
Doug Goering, Interim Dean, CEM
Mark Herrmann, Interim Dean, SOM
James Huesmann, Dean, Libraries
Bernice Joseph, Vice Chancellor, CRCD
Carol Lewis, Dean SNRAS
Eric Madsen, Dean, SOEd
Pete Pinney, Interim Director, CES
Denis Wiesenburg, Dean, SFOS

FROM: Jayne Harvie, Office Manager
Governance Office

DATE: December 12, 2007

SUBJECT: UAF Faculty Senate Actions – Meeting #147

Enclosed for your information are actions approved by the UAF Faculty Senate at their December 10, 2007 meeting.

1. Motion to approve a Masters of Natural Resource Management and Geography: Postponed to February 4, 2008.
2. Motion to approve the A.A.S. in Dental Hygiene degree program.
3. Motion to adopt a new High School Entrance Credit Requirements for All Bachelor's Degree Programs table, replacing Table 1 at Page 27 of the Catalog 2007-2008 with the new simplified table.
4. Motion to clarify that any references to previous Academic Standards that include a grade of "C" in the printed and online versions of the UAF Catalog are meant to be equivalent to 2.0; and each case is to be updated.
5. Motion to amend the BA degree requirements under the Foreign / Alaska Native language option to include American Sign Language.
6. Resolution on Athletics Department Achievement of Title IX Status
7. Resolution on Bunnell House

If you have any questions, please contact me at 474-7964.

Attachments

cc: Steve Jones, Chancellor
Susan Henrichs, Provost
Buck Sharpton, Vice Chancellor for Research
Larry Duffy, Graduate School
Tim Barnett, Student & Enrollment Services
Deanna Dieringer, University Registrar
Melissa McGinty, Graduation Office
Dana Thomas, Asst. Provost for General Studies
Linda Hapsmith, Academic Advising Center
Nancy Dix, Admissions
Michelle Bartlett, Summer Sessions
Debbie Toopetlook, Rural Student Services
Rick Caulfield, Tanana Valley Campus
LJ Evans, University Marketing & Publications

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #147 on December 10, 2007:

MOTION:
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The UAF Faculty Senate moves to approve an Associate of Applied Science degree program in Dental Hygiene.

EFFECTIVE: Fall 2008 and/or
Upon Board of Regents approval.

RATIONALE: See the full program proposal #123 and courses #106 - 122 from the Fall 2007 review cycle on file in the Governance Office, 312 Signers' Hall.

Jon Gamble 12/13/07
President, UAF Faculty Senate Date

APPROVAL: Steve R Jones DATE: 12-15-07
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Dental Hygiene Program, Objectives, and Career Opportunities

The primary goal of the Dental Hygiene program is provide students with the knowledge and clinical skills required for entry-level positions as dental hygienists. The program goals are achieved by meeting or exceeding the requirements established by the Commission of Dental Accreditation. A successful graduate of the University of Alaska Fairbanks/ Tanana Valley Campus dental hygiene program will take and pass the required exams for licensure in the State of Alaska as established by the State of Alaska Board Dental Examiners. Those exams consist of the Dental Hygiene National Written Board, and the clinical and local anesthetic boards administered by the Western Regional Examining Board (WREB).

Career opportunities are strong as sited by the State of Alaska Department of Labor and Workforce Development (DOLWD) 2002-2012 study. An article based on this study in the October, 2004 *Alaska Economic Trends* predicts an increase of over 40% in the need for dental hygienists, one of the highest rates of anticipated need among the occupations tracked by the state. A related DOLWD report projects 22 annual openings for dental hygienists statewide. The site specifies an average entry-level wage of $38,960 and a mean salary of $63, 810.

The UAF/TVC dental hygiene program will consist of a two-year academic schedule. Students will be selected for admission to the AAS in Dental Hygiene following successful completion of the prerequisite course work and other qualifications outlined in the application packet. The UAF/TVC dental hygiene program was directly modeled after the successful dental hygiene program at the University of Alaska Anchorage (UAA). The UAA dental hygiene program has been established for over 20 years and is accredited by CODA. UAF/TVC has the full support and cooperation of UAA in this endeavor. Further, the Allied Health Alliance and Karen Purdue, Vice President for Health Programs, are in agreement that it is in the best interest of the University and the State that UAF align its program with UAA.

The proposed dental hygiene program at the University of Alaska Fairbanks/ Tanana Valley Campus received initial accreditation from the Commission on Dental Accreditation **(**CODA) in August of 2007, following the site visit on May 3-4 of 2007. CODA is the governing division of the American Dental Association that sets the standards and requirements for curriculum and facilities, conducts site visits which review curriculum (existing and proposed) and school facilities, and grants accreditation for dental and dental hygiene programs and schools. CODA will conduct another site visit prior to the graduation of the first cohort of six students to review standards and compliance to curriculum and goals of the school.

Proposed general catalog layout:

Dental Hygiene

Tanana Valley Campus
College of Rural and Community Development
(907) 455-2834 or (907) 455-2822
fydh@uaf.edu
www.tvc.uaf.edu/programs/health/dh

A.A.S. Degree
Minimum Requirements for the AAS: 69

The registered dental hygienist is a licensed oral health educator and clinical operator who uses preventive, educational, and therapeutic methods which aid individuals and groups to attain and maintain optimum oral health. Dental hygienists can work as clinicians, educators, researchers, administrators, managers, preventive program developers, consumer advocates, sales and marketing managers, editors, and consultants. Clinical dental hygienists may work in a variety of health care settings such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, or nursing homes.

The Dental Hygiene Associate of Applied Science degree is a three-year endeavor comprising one year of science prerequisite courses and general education courses and two years of course work in dental hygiene. The program prepares graduates clinically and academically to take the National and Western Regional Examining Boards for licensure.

Application for obtaining an Alaska dental hygiene license requires information concerning illegal activity, crimes, hospitalization history regarding emotional or mental illness, drug addiction, alcoholism and contagious diseases. If these are issues for the applicant it is highly recommended the applicant contact the Alaska Department of Occupational Licensing or a similar government agency in any state in which the applicant wants to practice.

Some expenses beyond tuition generally include individual course lab fees, instruments, uniforms, student organization membership, graduation pin, immunizations, cost of Basic Life Support class, licensure fees, student health insurance and malpractice insurance for the Western Regional Examining Boards and professional liability insurance. Once enrolled as a dental hygiene student, the student can anticipate a four semester, 40-hour-per-week intensive endeavor. Some evening classes and clinics are scheduled.

The Dental Hygiene program has received initial accreditation from the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education.

ADMISSION REQUIREMENTS
Admission to the dental hygiene program is competitive. Six students per year are accepted. Acceptance is based on the following criteria:

a. Completion of a UAF application
b. Completion of a Dental Hygiene Program application
c. Proof of immunity to rubella, rubeola, varicella, hepatitis A, hepatitis B, tetanus, diphtheria, and pertussis
d. Evidence of freedom from tuberculosis by PPD or chest x-ray within the previous 6 months
e. Current CPR certification for health care providers
f. Completion of the required prerequisite and AAS requirement courses with a C (2.0) or better in each course, and an overall GPA of at least 2.5. GPA is considered in the admission criteria.
g. Scores on the Health Occupational Basic Entrance Test (HOBET)
h. Personal interview for top tier candidates

Prerequisite courses: (26 credits)

BIOL F111X	Human Anatomy and Physiology I	4
BIOL F 112X	Human Anatomy and Physiology II	4
BIOL F 240	Beginnings in Microbiology	4
CHEM F 103X	Basic General Chemistry and lab	4
CHEM F 104X	Beginning in Biochemistry:	
A survey of organic chemistry and biochemistry		4
PSY 101	Introduction to Psychology	3
HLTH 203	Science of Nutrition	3

Courses with equivalent content transferred from another University may be substituted for the above UAF courses.

A.A.S. required courses in communication, computation and human relations: (15 Credits)

ENGL 111X	Introduction to Academic Writing	3
ENGL 211 X or	Academic Writing about Literature or	3
ENG 213X	Academic Writing about Social or Natural Sciences	
COMM 131X or	Fundamentals of Oral Communications: Group Context	3
COMM 141X	Fundamentals of Oral Communications: Public Context	
DEVM 105 or	Intermediate algebra	3
MATH at the 100-level		
SOC 100X	Individual, Society and Culture	3

Additional information and a complete application packet is available at (907) 455-2834 or (907) 455-2822, fydh@uaf.edu, or www.tvc.uaf.edu/programs/health/dh. It is strongly recommended that interested students work with the Dental Hygiene advisor while preparing to apply to the program.

Major—A.A.S. Degree

1. **Complete the general university requirements (see page 83).**
2. **Complete the A.A.S. requirements (see page 87).**
   Students should take SOC 100X to meet the human relations requirement for the AAS.
3. **Complete the following program (major requirements)***

HLTH 150	Dental Radiography and lab	4
DH 111	Dental Anatomy Embryology & Histology	2
DH 112	Techniques for Dental Hygienists	7
DH 114	Anatomy of the Orofacial Structures	2
DH 121	Periodontics I	2
DH 122	Techniques II for Dental Hygienists	4
DH 165	Introduction to Dental Pharmacology	2
DH 181	Clinical Practicum I	4
DH 182	Clinical Seminar I	1
DH 211	Periodontics II	2
DH 212	Techniques III for Dental Hygienists	3
DH 214	Pathology for Oral Tissues	2
DH 224	Principles of Dental Health	3
DH 283	Clinical Practicum II	5
DH 284	Clinical Seminar II	1
DH 285	Clinical Practicum III	6
DH 286	Clinical Seminar III	1
DH 310	Oral Pain Control	3

*Students must earn a minimum of 75% in each class.

RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM

Resources	**Existing**	**New**		**Total**
	College/School	College/School	Others	
Regular Faculty (FTE's & dollars)	1.0 FTE $112,506	1.0 FTE $2494		1.0 FTE $115,000
Adjunct Faculty (FTE's & dollars)	$17,600	$12,400		$30,000
Teaching Assistants (Headcount)	None	None		0
Instructional Facilities (in dollars and/or sq. footage)	4600 sq ft (total)			4600 sq ft (total)
Office Space (Sq. footage)	110 sq ft			110 sq ft
Lab Space (Sq. Footage)	3200 sq ft			3200 sq ft
Computer & Networking (in dollars)	$10,000			$10,000
Research/ Instructional/ office Equipment (in dollars)	$10,000			$10,000
Support Staff (FTE's & dollars)	0.25 FTE $10,000	1.25 FTE $50,000		1.25 FTE $60,000
Supplies (in dollars)	$10,000			$10,000
Travel (in dollars)	$5000			$5000

Regents Guidelines Summary form:

MAU: University of Alaska Fairbanks
Tanana Valley Campus
College of Rural and Community Development
Title: AAS, Dental Hygiene
Target admission date: Spring 2008

The Tanana Valley Campus, College of Rural and Community development, University of Alaska Fairbanks, requests approval of an Associate of Applied Science in Dental Hygiene to be implemented in the Spring Semester, 2008.

The dental hygiene program is an intensive, science-based and competency-based degree program. Courses proposed for the degree prepare the graduate with the knowledge, skills, attitude, and values to take and pass national and regional dental hygiene written and clinical exams and be licensed in the State of Alaska. The program received initial accreditation through the Commission on Dental Accreditation in August of 2007.

How does the program relate to the *Education* mission of the University of Alaska and the MAU?

TVC's mission is to provide community-driven education. For more than 20 years, the Fairbanks dental community has been asking UAF to establish a dental hygiene program here in Fairbanks to increase the number of dental hygienists who will remain in the community and serve the dental needs of Fairbanks and Interior Alaska. The proposed AAS in Dental Hygiene would do that. Further, we plan to engage our rural campuses in providing the AAS requirements and the prerequisite courses that will allow rural Alaskan students to compete effectively for admission to the Dental Hygiene program. This science-based, competency-based program provides high quality vocational and technical skills that meets the national standards of the Commission on Dental Accreditation, and will allow graduates to sit for the national and western region exams to become licensed Dental Hygienists.

The decision to initiate a dental hygiene program at the University of Alaska Fairbanks was made after gaining input and advice from the local Fairbanks dental community, the Allied Health Alliance, the administrators of the University of Alaska Fairbanks, and Statewide Administration. An external needs survey of professionals, including dental hygienists and dentists, was conducted by Crosby and Associates in Fall of 2005. That survey confirmed the results of a previous survey (early 1990's), and demonstrated a continuing need for additional dental hygienists in the Fairbanks area. A 1999 white paper produced by the southeast Alaska Regional Health Consortium documented the magnitude of the dental disease crisis experienced by Alaska Natives. Data from 1990-1999 Indian Health Services surveys revealed that Alaska Native children experience caries at a rate twice the national rate, and that at least a portion of that problem is attributable to a lack of dental professionals, including hygienists, in rural Alaska. Finally, a group of dental professionals serves as a Dental Hygiene Advisory Committee to the TVC Dental Hygiene Program.

What *State Needs* met by this program.

An article based on Alaska Department of Labor and Workforce Development (DOLWD) statistics in the October, 2004 *Alaska Economic Trends* predicts an increase of over 40% in the need for dental hygienists, one of the highest rates of anticipated need among the occupations tracked by the state. A related DOLWD report projects 22 annual openings for dental hygienists statewide. The site specifies an average entry-level wage of $38,960 and a mean salary of $63,810.

Despite the documented need for hygienists and hygiene services around the state, there is currently only one dental hygiene program at UAA, which has 12 graduates per year. It is not possible to increase the cohort at UAA due to limited operatory capacity. In addition, increasing the capacity of the UAA dental hygiene program does not meet the need for the Interior Alaska and Fairbanks as Anchorage has its own unmet need for dental hygienists and Anchorage may well recruit all the graduates from their own program which would leave the most underserved areas still in need of care.

What are the *Student* opportunities and outcomes? Enrollment projections?

The proposed program would admit 6 students per cohort, and by fall of 2010 will have both a first year and second year cohort studying at the same time. Keeping the cohort at 6 students will meet several needs: 1) one student per operatory is required by CODA, and we have only 6 operatories; 2) a faculty:student ratio of 1:6 for all lab and clinical experiences; and 3) we estimate that 6 graduates per years will come close to meeting the needs of Fairbanks and Interior Alaska for dental hygienists.

Vacancy surveys conducted by the UAA Alaska Center for Rural Health indicate that in August 2007 there were approximately 14 vacancies in urban communities and 17 vacancies in rural Alaska. We anticipate that all graduates will be able to obtain employment.

Describe *Research* opportunities:

We do not anticipate establishing research programs in association with this AAS degree program.

Describe *Fiscal Plan* for development and implementation:

Funding to support the needs surveys, the development of the application for initial accreditation through the Commission on Dental Accreditation, and the hiring of a program director was provided by a combination of funds from TVC, CRCD, and the office of the Vice President for Health Programs. A funding request to continue support of the program was placed in the FY 08 budget, however, SB 137 rather than general fund money was provided for FY08. Support for the continuation of the program was submitted on the cross-MAU request for Allied Health Program funding for FY09. It was ranked highest of the 4 proposals submitted by UAF. We have received assurances from the Chancellor's Cabinet, and from Karen Perdue, the Vice-President for Health Programs, that this program is a high priority and that funding ($240K) is assured for the FY09 budget.

Funding for lab supplies and equipment will be borne by the students via lab fees. We anticipate that members of the local dental community will continue to support the program by volunteering their time to train students, provided some equipment and supplies, and developing scholarship support for the students. Further, the Alaska Dental Society is generating an endowment fund for all dental programs within the state.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #147 on December 10, 2007:

MOTION:
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The UAF Faculty Senate moves to adopt a new "High School Entrance Credit Requirements for All Bachelor's Degree Programs" table, replacing Table 1 at page 27 of the UAF Catalog with the new simplified table (see next page).

EFFECTIVE: Fall 2008

RATIONALE: Moving from eight separate High School Core Requirements to two. This is easier to understand for potential students and their parents and simplifies the work for Admissions. This proposed change was passed to each Dean and their respective Curriculum Council and it was approved by all Deans.

Jon Garth 12/13/07
President, UAF Faculty Senate Date

APPROVAL: Stephen B Jones DATE: 12-15-07
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

Simplified High School Entrance Requirements for All Bachelor's Degree Programs prepared by Dana Thomas and Lael M. Croteau.

	English	Math	Social Sciences	Natural/Physical Sciences
High School Core Curriculum--Required for all freshmen; 2.50 GPA in core; 16 cr total, which must include:	4 cr	3 cr in college preparatory mathematics (selected from Algebra I, II, geometry, trigonometry, elementary functions, precalculus or calculus)	3 cr	3 cr (includes 1 credit lab science course in biology, chemistry or physics)
CEM CNSM SFOS SNRAS	4 cr	Algebra-2 cr; Geometry-1 cr; Trigonometry-1/2 cr; At least an additional ½ cr of advanced math is recommended for computer science, mathematics, physics, statistics, and engineering.	3 cr	Physics or Chemistry-1 cr; Natural Sciences-1 cr; Elective-1cr Both physics and chemistry are strongly recommended for engineering.
CLA SOE SOM CRCD Undecided = General Studies at UAF	4 cr	Same as high school core SOM students should be well prepared in mathematics with at least algebra II but precalculus or higher preferred.	3 cr	Same as high school core

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #147 on December 10, 2007:

MOTION:
=======

The UAF Faculty Senate moves to clarify that any references to previous Academic Standards that include a grade of "C" in the printed and online versions of the UAF Catalog are meant to be equivalent to 2.0; and each case is to be updated.

EFFECTIVE: Immediately.

RATIONALE: Making a blanket statement of "C" = 2.0 will eliminate the need for the Curricular Affairs Committee to bring motions to Faculty Senate on a case-by-case basis.

Jon Gault 12/13/07
President, UAF Faculty Senate Date

APPROVAL: Steve B Jones DATE: 12-15-07
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #147 on December 10, 2007:

MOTION:
=======

The UAF Faculty Senate moves to amend the Bachelor of Arts degree requirements under the Foreign / Alaska Native language option to include American Sign Language (p. 120, 2007-2008 UAF Catalog).

CAPS = Additions
[[ ]] = Deletions

Bachelor of Arts
Requirements

Complete the baccalaureate core 38–39

Complete the following B.A. requirements in addition to the core:

Humanities and social sciences (18 credits)

Any combination of courses at the 100-level or above, with a minimum of 6 credits from the humanities and a minimum of 6 credits in the social sciences OR up to 12 credits in a single non-English language taken at the university level and a minimum of 6 credits in social science.

Mathematics (3 credits)

One course at the 100-level or above in mathematical sciences (math, computer science, statistics)

Complete one of the following:

Minor complex* at least 15 credits

Foreign/Alaska Native language**/AMERICAN SIGN LANGUAGE** option 12–18 credits

Two years study of one foreign or Alaska Native language **OR AMERICAN SIGN LANGUAGE** at the university level (high school language credits or native language proficiency may allow students to begin at the intermediate or advanced level)

Major complex* at least 30 credits

Electives (12–19 credits)

Minimum credits required for degree 120*

EFFECTIVE: Immediately.

RATIONALE: As there are now a sufficient number of American Sign Language credits available, it is reasonable to include them as part of the Foreign / Alaska Native language option in the Bachelor of Arts degree requirements. American Sign Language courses have been allowed for over a decade as a non-English language option for the Baccalaureate Core's Perspectives on the Human Condition.

Tom Gerrett 12/13/07

President, UAF Faculty Senate Date

APPROVAL: Stephen B Jones DATE: 12-15-07

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #147 on December 10, 2007:

RESOLUTION:
==========

WHEREAS, the UAF Department of Athletics has recently achieved compliance with Title IX; and

WHEREAS, the UAF administration has demonstrated its commitment to gender equity in sports by its increased funding of women's sports and athletics scholarships; and

WHEREAS, the Faculty Senate applauds efforts to achieve gender equity at UAF; now

THEREFORE BE IT RESOLVED, that the Faculty Senate congratulates the Department of Athletics for achieving this important milestone.

Jon Gutt 12/13/07

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #147 on December 10, 2007:

RESOLUTION:
==========

WHEREAS, it was announced that the Tanana Valley Campus (TVC) is no longer able to sustain the operating costs of the Bunnell House Early Childhood Lab School during the summer months and that it will close during summer, starting in May 2008; and

WHEREAS, the provision of adequate childcare is a critical issue affecting all members of the university community, including faculty, staff, students, and administrators who depend on Bunnell House year-round; and

WHEREAS, with approximately 70 families on the Bunnell House wait list, there is a demonstrated need for expanded childcare on the UAF campus; and

WHEREAS, the loss of year-round childcare would have a disproportionate and negative impact on women, especially their recruitment, professional development, and retention; and

WHEREAS, childcare in Fairbanks is in critically short supply and the closing of Bunnell House during summer months will add to the growing crisis; and

WHEREAS, Bunnell House has an experienced and knowledgeable permanent staff who will be unlikely to be retained if Bunnell House is closed during summer months; and

WHEREAS, Faculty Senate affirms that providing on-campus childcare is critical to recruiting and retaining excellent faculty, staff, students, and administrators; and

WHEREAS, Faculty Senate believes the University should provide a family-friendly environment, including family-friendly policies; now

THEREFORE BE IT RESOLVED, That the Faculty Senate urges the UAF administration to provide the additional funds necessary to keep Bunnell House open year-round.

Jon Eckert 12/13/07

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #146 on November 5, 2007:

MOTION:
=======

The UAF Faculty Senates moves to amend the English Proficiency Requirements for international student admissions to allow the IELTS (the standard European test for English language proficiency) to be substituted for the TOEFL (2007-2008 UAF Catalog, page 32).

The Senate further recommends that we adapt an IELTS score of 6.5 as equivalent to our current TOEFL requirement.

CAPS - Addition
[[ ]] - Deletion

Applying for Admission: International Students (UAF Catalog, p. 32)

English Proficiency Requirements

1. Students who require an F-1 student visa must pass the TOEFL (Test of English as a Foreign Language) with a minimum score of 213 (computer exam), 550 (paper exam) or 80 (Internet-based exam) OR THE IELTS WITH A MINIMUM SCORE OF 6.5. The TOEFL/IELTS requirement may be waived for applicants whose native language is English.
2. All applicants, including permanent residents on an immigrant visa, must demonstrate English proficiency by:
   a. Passing the TOEFL with a minimum score of 213 (computer exam), 550 (paper exam) or 80 (Internet-based exam) OR THE IELTS WITH A MINIMUM SCORE OF 6.5; OR
   b. Graduation from high school or equivalent in a country where English is an official language or the language of instruction in higher education; OR
   c. Successful completion of at least one year of full-time study in a degree program at a college or university in a country where English is an official language or the language of instruction in higher education; or
   d. Other substantiation acceptable to the Office of Admissions

Other tests may be required to satisfy application requirements for specific undergraduate or graduate degree programs. Additional information for international students is available at www.uaf.edu/admissions/international/ and www.uaf.edu/oip/, by e-mail at fyisa@uaf.edu or by calling (907) 474-7677 or (907) 474-5327.

EFFECTIVE: Immediately

RATIONALE: Increased demand and problems with test administration have made the TOEFL increasingly difficult for many students to take; in many parts of the world the number of test slots is significantly below the demand, resulting in long delays for

potential students. A large number of US universities now accept the IELTS as a substitute for the TOEFL. Common minimum IELTS scores range from 5.5 to 7.0, corresponding to TOEFL scores of 500-600 (paper version). It is recommended that we adapt an IELTS score of 6.5 based on the average for mid- and top-tier research universities. Examples of peer universities that use this level are the University of Texas at Austin, the University of Minnesota and the University of Michigan at Ann Arbor.

Jon Everett 11/5/07
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs for SJ DATE: 11/8/07
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #146 on November 5, 2007:

MOTION:
=======

The UAF Faculty Senate moves to amend the policy on probation (p. 78, 2007-2008 UAF Catalog) to increase the number of credits a student can enroll in each semester.

CAPS = Additions
[[ ]] = Deletions

Academic Standards

PROBATION (UAF Catalog, p. 78)

Undergraduate students-- Students whose cumulative and/or semester GPA falls below 2.0 will be put on academic probation. Students on probation may not enroll in more than [[12]] **13** credits a semester, unless an exception is granted by the appropriate dean. Probation may include additional conditions, as determined by the dean of the college or school in which the student's major is located. Students on probation will be referred for developmental advising/education and/or to an advising or support counseling center. The student will work with an academic advisor to prepare an academic plan for achieving a higher GPA; the advisor is responsible for forwarding this plan to the appropriate dean. A student on probation will not be allowed to register unless the academic plan is on file. Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0."

EFFECTIVE: Spring 2008

RATIONALE: Changing the credit limit from 12 to 13 allows students to take a regular course load that may contain a lab or math course. The intent is so that a traditional full-time student who is on probationary status can take up to four courses.

Jon Eastlick 11/5/07
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs for SJ DATE: 11/8/07
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #146 on November 5, 2007:

MOTION:
=======

The UAF Faculty Senate moves to amend the policy on Course Prerequisites (p. 39, 2007-2008 UAF Catalog) to clarify that a grade of C means a 2.0 C and not a 1.7 C-.

CAPS = Additions
[[ ]] = Deletions

Registration

COURSE PREREQUISITES (UAF Catalog, p. 39)

Course prerequisites tell you what previous preparation you need to enroll in a course. An instructor has the right to drop any student from the course if he or she does not meet the prerequisite or has not received a grade of "C" (**2.0**) or better in all prerequisite courses. Under special circumstances, an instructor may allow a student who does not meet prerequisites to enter a class.

You should not register for a course for which you have not completed the appropriate prerequisite courses and received a grade of "C" (**2.0**) or higher unless you have received the instructor's explicit permission. You are expected to check all the prerequisites for the classes for which you intend to register. Prerequisites must be met in order to enroll in some math and developmental courses. Check for prerequisites in the current class schedule, the courses section of the catalog or at http://uaonline@alaska.edu.

EFFECTIVE: Immediately

RATIONALE: This clarifies that a C grade means a 2.0 C and not a 1.7 C-.

Jon Cawtt 11/5/07
President, UAF Faculty Senate Date

APPROVAL: Susan Henrichs for SJ DATE: 11/8/07
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #146 on November 5, 2007:

RESOLUTION:
==========

WHEREAS, Graduate students are expected to maintain excellent scholarship in all their studies, and

WHEREAS, Graduate students are currently not recognized for graduating with honors, and

WHEREAS, Graduate thesis, project or dissertation is a major part of the program of most students, and

WHEREAS, because uniform thesis, project and dissertation grading standards would be difficult to implement (even within individual departments), now

THEREFORE BE IT RESOLVED THAT, the Graduate Academic and Advisory Committee recommends that graduate students will not be recognized as having graduated with honors, and

BE IT FURTHER RESOLVED THAT, the Faculty Senate recommends that graduate students will not be recognized for graduation with honors.

Tom Carroll 11/5/07

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #146 on November 5, 2007:

RESOLUTION
==========

WHEREAS the members of Faculty Committees are called upon under the concept of shared governance to provide professional review of other faculty candidates undergoing Tenure, Promotion, and Comprehensive Review (Pre and Post-tenure),

WHEREAS the faculty portion of the review process must be fair and reasonable in order to maintain the reputation of the University, and the integrity of the academic process,

WHEREAS open and transparent Committee deliberations facilitate fair and reasonable review,

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate strongly requests that all Faculty Review Committees choose to follow the traditional option of allowing a candidate for Tenure, Promotion, or Comprehensive Review to opt for an "open" meeting, and that "mandatory closed" meetings be avoided, including during the 2007-08 review cycle.

RATIONALE:

1. Faculty Committee meetings are "open" at the request of a candidate and are consistent with all other relevant UAF rules and procedures.

2. Open meetings provide strong incentives for fair and reasonable review, including the oversight of the candidate.

3. The Committee can query a candidate for clarification of the file, which will greatly reduce the number of false assumptions and errors during deliberation.

4. Open meetings are educational—candidates who opt to attend their review have the opportunity to learn about academic traditions and practices.

5. Attendance can reduce candidates' anxiety, and make them feel like a part of the process.

Jon Gentt 11/5/07

President, UAF Faculty Senate Date

RESOLUTION OF APPRECIATION FOR SHERI LAYRAL

Whereas, Sheri Layral has served the UAF Faculty Senate for 17 years in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

Whereas, Sheri Layral has provided the institutional memory that has allowed UAF shared governance to reach new levels; and

Whereas, Sheri Layral has mentored many young faculty into the leadership roles necessary to support the UAF Faculty Senate; and

Whereas, Sheri Layral was instrumental in ensuring that deadlines were met by the UAF Faculty Senate committees; and

Whereas, Sheri Layral was successful in ensuring that the UAF Faculty Senate meetings ran smoothly; and

Whereas, Sheri Layral enthusiastically agreed to continue serving after retirement to ensure a smooth transition to a new office manager; and

Whereas, Sheri Layral's thorough knowledge of UAF system policies and regulations, academic programs and course catalog was invaluable; and

Whereas, Sheri Layral has made the impossible job of UAF Faculty Senate President possible; and

Whereas, The past and current UAF Faculty Senate Presidents and current President-elect wish to acknowledge the outstanding service rendered the faculty and the University by the work of Sheri Layral; now

THEREFORE BE IT RESOLVED, That the past and current UAF Faculty Senate Presidents and current President-elect acknowledge the many contributions of Sheri Layral and express their appreciation for her exemplary service.

The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
=======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****

The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

RESOLUTION OF APPRECIATION

FOR

PAUL B. REICHARDT

WHEREAS, Paul Reichardt is retiring on June 30, 2007 after serving UAF in many roles for 35 years in a manner deserving of the University of Alaska's greatest admiration and respect; and

WHEREAS, Paul Reichardt has served as Professor of Chemistry from 1972-1990 and as Dean of the College of Natural Sciences (College of Science, Engineering and Mathematics) from 1990-1998; and

WHEREAS, Paul Reichardt was instrumental in planning the building of the Natural Sciences Facility and getting the funding from the State Legislature necessary for the furnishing of the Natural Sciences Facility; and

WHEREAS, Paul Reichardt served as Director of the UA Museum, 1993, and was very supportive of the UA Museum of the North's expansion project and the fund raising campaign; and

WHEREAS, Paul Reichardt has served as Interim Provost, 1993, and from 1998 to present as Provost demonstrating a commitment to graduate and undergraduate education; and

WHEREAS, Paul Reichardt helped develop UAF 2005 and produced UAF's Academic Development Plan that resulted in useful and practical guidelines for a variety of endeavors helping establish a basis by which decisions about programs, budget and space assignments are made and helps us to obtain state funding; and

WHEREAS, Paul Reichardt, while Provost, led significant UAF efforts resulting in the 2001 institutional accreditation and the 2006 reaffirmation of accreditation with no subsequent reports, a relatively uncommon event among institutions of higher education; and

WHEREAS, Paul Reichardt has served on various Statewide Committees and other university committees including SAC and the Chancellor's Cabinet representing the interests of UAF faculty to the administration of UAF and statewide; and

WHEREAS, Paul Reichardt has established the Academic Leadership Institute where faculty, staff and administrators spend time studying and talking about academic leadership; and

WHEREAS, The University of the Arctic honored Paul Reichardt for his contributions to the circumpolar organization; and

WHEREAS, Paul Reichardt is currently a member of the Northwest Commission on Colleges and Universities; and

WHEREAS, Paul Reichardt was recently named the winner of the Edith R. Bullock Prize for Excellence in service to the University of Alaska by the UA Foundation, one of the highest honors bestowed by the Foundation; and

WHEREAS, Paul Reichardt has served under three chancellors at UAF, which serves nearly 10,000 students and hundreds of scientists working within multiple, world-class research institutes. Each one of the chancellors under which Paul Reichardt worked looked to him as a source of inspiration and initiative to move the university forward; and

WHEREAS, The faculty of the University of Alaska Fairbanks, through its Faculty Senate, wish to acknowledge the outstanding contributions to higher education and intellectual development of Paul B. Reichardt, UAF faculty member, dean, and provost; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges and proclaims to all that Paul B. Reichardt has rendered outstanding service to the faculty, staff, students, alumni, and administration of UAF and to the citizens of Alaska, and hereby expresses its deep appreciation.

****

The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

RESOLUTION OF APPRECIATION

FOR

SHIRISH PATIL

WHEREAS, Shirish Patil has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, Shirish Patil has served as Senator to the UAF Faculty Senate from 2002-2006 and as a member of the Faculty Affairs Committee from 2002-2004 and as chair from 2004-2005; and

WHEREAS, Shirish Patil has served as a member of the Administrative Committee from 2004-2005, as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate from 2005-2006; and

WHEREAS, Shirish Patil has served as a member of the UAF Governance Coordinating Committee from 2005-2007; and

WHEREAS, Shirish Patil has served as a member of the UA Faculty Alliance from 2005-2007, and as chair of the UA Faculty Alliance from 2006-2007 and as a member of the UA Systemwide Governance Council from 2006-2007; and

WHEREAS, Shirish Patil has served as the chair of the UA Vice President for Academic Affairs Search Committee in 2006-2007; and

WHEREAS, Shirish Patil worked with UA Statewide and the Faculty Alliance to formulate a plan for student success at UA; and

WHEREAS, Shirish Patil has served as President of the UAF Faculty Senate from 2006-2007 and has championed collegiality, honesty, integrity, and respectful resolve; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Shirish Patil as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Shirish Patil and expresses its appreciation for his exemplary service.

****

The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

OUTSTANDING SENATOR OF THE YEAR AWARD

FOR

LARRY ROBERTS

WHEREAS, Larry Roberts has served the university in the UAF Faculty Senate for four years at UAF; and

WHEREAS, Larry Roberts served on the Curricular Affairs Committee during a year with a higher than usual number of motions due to plus-minus grading; and

WHEREAS, Larry Roberts served as a member of the Faculty Development, Assessment and Improvement Committee from 2003-2007, and as chair from 2006-2007; and

WHEREAS, Larry Roberts represents the Faculty Development, Assessment and Improvement Committee on the Faculty Senate Administrative Committee; and

WHEREAS, Larry Roberts worked tirelessly to produce a faculty development conference focused on teaching adult learners for the past two years at minimal cost to participants due to his ability to obtain grant funding; now

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Larry Roberts as Co-Outstanding Senator of the Year for Academic Year 2006-2007.

****

The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

OUTSTANDING SENATOR OF THE YEAR AWARD

FOR

MARSHA SOUSA

WHEREAS, Marsha Sousa is serving her first term in the UAF Faculty Senate; and

WHEREAS, Marsha Sousa worked with quiet determination and persistence as co-chair of the Curricular Affairs Committee during 2006-2007; and

WHEREAS, Marsha Sousa persisted throughout the year to bring a higher than usual motions (due to plus-minus grading) to the floor of the Faculty Senate; and

WHEREAS, Marsha Sousa represents the Curricular Affairs Committee on the Faculty Senate Administrative Committee; and

WHEREAS, With her knowledge of vocational as well as academic programs, Marsha Sousa has been able to help formulate program proposals that are complete, academically sound, and meet the needs of a wide range of UAF students; now

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Marsha Sousa as Co-Outstanding Senator of the Year for Academic Year 2006-2007.

****

The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
=======

The UAF Faculty Senate moves to delete the Minor in Athletic Coaching.

EFFECTIVE: Fall 2007

RATIONALE: See course deletions #158 and program deletion proposal #159 from the Spring 2007 review cycle on file in the Governance Office, 312 Signers' Hall.

The course are no longer offered, the department through which they are offered has not existed for many years, and there has been no enrollment in the program for a long time.

****

Executive Summary
Deletion of Athletic Coaching Minor

The Athletic Coaching minor was offered by the Physical Education Dept. in the late 1980s and early 1990s. When the department was discontinued in the mid-1990s, this minor was left in the catalogue, partly because it was thought that varsity coaches and trainers might want to offer some of the classes and perhaps even the minor. However, that proved not to be feasible without an academic department. The current UAF Athletic Director, Forest Karr, has no interest in the program or its classes. Most have not been offered in at least five years. The UAF School of Management is exploring a sports management or sports information minor, which is more appropriate to current students' needs and interests. Deleting this minor is only a matter of cleaning up the catalogue.

****

The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
=======

The UAF Faculty Senate moves to approve a Certificate in High Latitude Range Management.

EFFECTIVE: Fall 2007 and/or Upon Board of Regents approval.

RATIONALE: See course proposals #98-106 and full program proposal #107 from the Fall 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

To receive a Certificate in HLRM, students must attain at least 31 credits of lower division courses. Nine credits will be met through general university requirements. The remaining

credits will be met through completion of the program's required courses.

****

BRIEF STATEMENT OF PROPOSED PROGRAM
High Latitude Range Management (HLRM)

The High Latitude Range Management (HLRM) certificate proposes a two year academic program that directly meets the needs of the peoples of the Seward Peninsula region and other rural Alaska regions. In addition, this program carries out the mission of the University of Alaska Fairbanks (UAF) Northwest Campus (NWC) by providing a program of college instruction to teach students, who wish to continue their formal education, skills for employability that will assist in economic and community development of the region, while placing special emphasis on using the region's rich history, to build a sustainable future through higher learning.

The HLRM program will offer a rural-specific, culturally relevant and accredited Certificate through the College of Rural and Community Development (CRCD). The HLRM program has developed an entry-level curriculum which will meet the skill needs for rural Alaska communities. Agency or corporation personnel educated and trained outside the state of Alaska conduct much of the management of natural resources in Rural Alaska. Many local people have a profound knowledge of the resource base but no formal training in which to participate or contribute to management decisions at the state or federal level. Students receiving the HLRM certificate will be trained in conventional field-based techniques used by agencies to inventory and monitor high latitude plant and animal populations. Students will also be trained in the ecological concepts of sustained yield and the manipulations and management of animal populations in northern ecosystems. The HLRM program will also serve as a bridge for students pursuing a science-related associate or baccalaureate program.

Objectives:

- To promote the development of a skill set in the local resource base that is relevant to local employability and promotes wellness, self-sufficiency, and community development.
- To prepare students for entry-level employment in the field of natural resources that will contribute to an educated Alaskan workforce by providing relevant coursework to residents of rural Alaskan villages.
- For students to actively participate in an informed stewardship of high latitude natural resources – a stewardship grounded in traditional knowledge combined with contemporary studies and research in the sciences.
- To utilize the HLRM certificate as a building block for advanced university coursework in an associate or baccalaureate program or other science coursework.

DESCRIPTION OF THE PROGRAM
Program title: High Latitude Range Management (HLRM) Program
Credential level of the program: Certificate
Admissions requirements and prerequisites:

A HLRM Program Certificate represents the completion of at least 31 credits in the conventional field-based techniques to inventory and monitor northern animal and plant populations combining traditional knowledge with contemporary studies necessary for entry-level natural resource jobs statewide. The certificate also emphasizes place-based domesticated ungulate husbandry and health, applicable regionally and statewide. This certificate may also serve as a bridge to a variety of natural science associate and baccalaureate programs

Admission is open to all individuals, especially those employed by or interested in employment with state, federal or tribal agencies or other local entities in rural Alaska which provide natural resources management services.

Students should have a high school diploma or GED and an interest in science –related fields. It is strongly recommended that students seeking admission to this program have completed two high school, lab-based science courses preferably in biology, chemistry, or physics.

Students whose ACT/SAT scores are not high enough to place them into regular college level classes will be required to take the ASSET or COMPASS test and will be placed into the appropriate developmental level course.

To remain in good standing, students must:

a) Maintain an overall 2.0 grade point average
b) Maintain a C grade or better in all required courses

HLRM Certificate Program Outline

1. Complete the general university requirements
2. Complete the general Certificate requirements 9 cr

Communication…..... 3 cr:

ENGL 111X – Introduction to Academic Writing..... 3 cr

Computation (complete one of the following)..... 3 cr:

MATH 103X – Concepts & Contemp Aps of Math..... 3 cr
or

ABUS 155 – Business Math..... 3 cr

Human Relations (complete one of the following)..... 3 cr;

ANTH 100X/SOC 100X – Individual, Society & Culture..... 3 cr
OR

ABUS 154 – Human Relations..... 3 cr

3. **Complete the HLRM program requirements 22 cr**

NRM 101 - Nat. Res. Conservation and Policy..... 3 cr
BIOL 104X - Natural History of Alaska …….....4 cr. OR
BIOL 104 – Natural History of Alaska……..…3 cr. AND
BIOL 104L – Natural History of Alaska Laboratory…….....1 cr.
HLRM 120 - History of Domesticated Alaskan Ungulates..... 1 cr
HLRM 130 – Research Field Logistics..... 2 cr
HLRM 140 - High Latitude Range Management ..... 2 cr
HLRM 150 - Alaskan Ungulate Husbandry ..... 2 cr
HLRM 160 - Meat Production ..... 2 cr
HLRM 170 - Health Issues in Domestic Herds ..... 2 cr.
HLRM 201 – Field Tech. for Range Management ..... 2 cr
HLRM 205 – Research Methods in Range Management..... 2 cr

Minimum credits required ..... 31 credits

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The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
=======

The UAF Faculty Senate moves to approve a Certificate in Veterinary Science.

EFFECTIVE: Fall 2007 and/or Upon Board of Regents approval.

RATIONALE: See course proposals #136-143 and full program proposal #144 from the Fall 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

To receive a Veterinarian Science Certificate, students must attain 37-38 credits of lower division (100-200 level) courses. The requirements include 9-10 credits of general university requirements (computations, communications, and human relations), a four credit entry level Biology course, a four credit entry level Chemistry course, and 20 credits of required Veterinary Science courses.

****

BRIEF STATEMENT OF PROPOSED PROGRAM
Veterinary Science Program

Overview: In response to a shortage of trained veterinary paraprofessionals in Alaska, the Interior-Aleutians Campus and the Chukchi Campus supported by the College of Rural and Community Development is proposing the Veterinary Sciences certificate (VTS) consisting of a 37-38 credit certificate program. This certificate is designed to articulate into a proposed AS degree and a proposed track for individuals to complete requirements to be eligible for the National Veterinary Technician Examination.

Statistics on higher education attainment for Alaskans are troubling. Only 28% of 9th graders in the state of Alaska enroll in college 4 years later. Only 18% are still enrolled in their sophomore year and only 6% graduate from college within 6 years (Source: NCES: Common Core Data, IPEDS Residency and Migration, Fall Enrollment, and graduation rate surveys, 2004). The educational needs in rural Alaska are particularly acute. Improving these statistics will involve effort on many fronts and one is developing programs that can engage students' interest before they get to college, encouraging them to stay in school, enroll in college, obtain useful and marketable skills, and perhaps continue towards a 4 year degree. Veterinary science is a program that can positively affect student engagement and perseverance in all age groups.

Alaska is one of only 7 states that currently have no Veterinary Science (VTS) program. Currently, there are 108 licensed veterinary technicians (VT) for the 264 licensed veterinarians in the state. Of the licensed veterinarians, fewer than 10 practice in rural areas resulting in a critical shortage in veterinary care throughout rural Alaska. This shortage of rural veterinary care holds true nationwide.

The State of Alaska has a great need for individuals trained in veterinary sciences in both rural and urban areas. To become a licensed VT a person must work for a licensed veterinarian for two years in the capacity as a technician or pass an American Veterinary Medical Association (AVMA) certified training program. Both require passing a national examination before the license is issued. In Alaska, the option for experience in lieu of education will be phased out in the year 2010, leaving more formalized veterinary education as the only option for becoming a certified veterinary technician.

Alaskan students who want to receive a paraprofessional veterinary education face serious barriers, the most critical of which is the lack of training available in the state. To become trained in veterinary sciences currently, a student must be admitted to and attend an out-of-state program, as well as pay out-of-state tuition costs. A multi-year absence from Alaska could also result in a student not returning to the state for employment.

In the absence of trained veterinary care in rural Alaska, primary and crisis care for animals has come from a variety of sources, including local dog mushers or other animal enthusiasts and village based health care workers. These rural residents already have life-skills in animal and or human care and would like to formalize these skills. When even these informal options are unavailable injured and sick animals are most often disposed of by local law enforcement, if available or by the owner themselves. Formal training in veterinary science would allow rural communities to practically and humanely deal with animal health issues.

In the alternative food production arena, the shortage of adequate rural veterinary care has affected the ability of interested people to have successful large animal or poultry farming operations. Such production operations may involve cattle, swine, sheep, goat, reindeer, bison, musk oxen, and poultry. These producers ideally would have access to individuals with the skill to help appropriately manage disease, nutrition and husbandry issues.

Additional roles of students trained in the veterinary field are identification and management of public health issues. These may include zoonotic diseases including rabies education and prevention, animal disease recognition and education, water and food quality testing, and meat and seafood inspection.

The Veterinary Science program (VTS) will offer a core certificate from which the student can articulate to a proposed A.S. degree in Veterinary Science and expand into different learning tracks. These tracks include a veterinary technician track and a veterinary medical illustration track. The veterinary technician track has been designed to fulfill the needs for AVMA accreditation.

Other employment and educational fields can be entered from this program. The program will provide a strong educational starting point for students interested in entering an undergraduate program, veterinary college or becoming a veterinary medical illustrator. An added application of this program is in tribal resource management. Here the individual trained in the veterinary sciences could provide assistance to Alaskan Native corporations, in regards to public and animal health.

This program will be a rural oriented program that may be adapted for urban delivery. The rural orientation will be reflected in the distance delivery methods of courses and the types of information included. For example, information about animal adaptations to cold climates and remote areas as well as the unique history of animal/human relations in rural Alaska would be included. Regarding urban orientation of the program, information about small animals such as those seen in typical urban and suburban small animal general practices would be included. The core of the program in any area will be basic veterinary knowledge and skills. Students from this program should be able to transfer their knowledge to different environments.

Realizing that students entering this program are at many different levels, it is predicted that the course work to completion for the Veterinary Science certificate will take approximately 2 to 5 years. It is expected that highly motivated students will complete this within the 2 year time frame. Time to completion is obviously dependent on many factors a student may have, such as number of classes taken per term, job, work and family commitments. Classes will be delivered primarily by distance education, as well as face to face and intensive 2-4 day laboratories and practica at central locations.

Objectives of the VTS certificate program:

1. To prepare a group of educated Alaskans that meet current life-skill and workforce needs in veterinary sciences, focusing on the rural worker.

2. To contribute to our vocational educated Alaskan workforce by providing a program that links work-based skills and hands-on learning to postsecondary education, particularly in rural Alaska in keeping with the university mission.

3. To provide a career ladder beyond entry-level to an underemployed rural workforce.

4. To provide an education ladder beyond the certificate by providing a pathway leading to additional degrees and educational tracks.

Proposed Catalog Description

College of Rural and Community Development
Interior-Aleutians Campus (907) 474-5439
Chukchi Campus (907) 442-3400

Veterinary Science Certificate:

Training in veterinary science and medicine provides a strong base for careers in farming, dog mushing, wildlife management, public health, tribal resource management, environmental health, veterinary technology and as a veterinarian.

Incorporated into these courses are information and training for work with domestic small animals, domestic farm animals, reindeer, bison and musk ox. Certificate graduates are prepared to continue on in learning tracks for veterinary technology, public health, wildlife management, veterinary medical illustration, veterinary medicine and other science related fields.

Program Outline and Course Descriptions

Veterinary Science (VTS) Certificate

- **1. Complete the general university requirements (page ____)**
- **2. Complete the following certificate requirements:**
  - Communication (complete the following)
    - ENGL 111X – Introduction to Academic Writing..... 3 cr
  - Computation (complete one of the following)
    - MATH 107X -- Functions for Calculus..... 4 cr or
    - DEVM 105 – Intermediate Algebra..... 3 cr
  - Human Relations (complete one of the following)
    - ANTH 100X/SOC 100X – Individual, Society & Culture..... 3 cr OR
    - ABUS 154 – Human Relations..... 3 cr
- **3. Complete the following major program requirements***
  - CHEM 103X– Basic General Chemistry..... 4 cr OR
    CHEM 105X– General Chemistry I **..... 4 cr
  - BIOL 103X– Biology and Society ..... 4 cr OR
  - BIOL 106X– Fund. of Biology II **..... 4 cr
  - VTS 101 Introduction to Veterinary Science..... 2 cr
  - VTS 110 Veterinary medical Terminology..... 3 cr
  - VTS 130 Animal Anatomy and Physiology for Veterinary Sci. ..... 4 cr
  - VTS 140 Basic Animal Husbandry for Veterinary Sciences..... 3 cr
  - VTS 150 Basic Animal Nutrition and Feeding for Veterinary Sci..... 3 cr
  - VTS 160 Animal Diseases for Veterinary Sciences..... 3 cr
  - VTS 199 Veterinary Science Practicum I..... 2 cr

Total: 37-38 cr.

* Students must earn a 2.0 grade or better in each course.
** Students should take the higher

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The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
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The UAF Faculty Senate moves to amend Section 3 (ART V: Committees) of the UAF Faculty Senate By-laws as follows:

[[ ]]- Deletions
CAPS- Additions

E. The standing and permanent committees of the Senate are:

PERMANENT

2. [[The Developmental Studies Committee will include one representative from each of the following units: Academic Advising Center, Bristol Bay Campus, Chukchi Campus, the College of Liberal Arts English Department, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, Student Support Services Program, and Tanana Valley Campus; two representatives from the College of Science, Engineering and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics), and one from Math; and three representatives from the College of Rural Alaska: one from the Department of Developmental Education, one from Rural Student Services, and one from rural campus student services.]]

THE STUDENT ACADEMIC DEVELOPMENT AND ACHIEVEMENT COMMITTEE WILL INCLUDE ONE REPRESENTATIVE FROM EACH OF THE FOLLOWING UNITS OF THE COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT: BRISTOL BAY CAMPUS, CHUKCHI CAMPUS, INTERIOR-ALEUTIANS CAMPUS, KUSKOKWIM CAMPUS, NORTHWEST CAMPUS, AND TANANA VALLEY CAMPUS. ONE OR MORE OF THESE SHOULD BE FROM RURAL CAMPUS STUDENT SERVICES. THE COMMITTEE WILL ALSO INCLUDE ONE REPRESENTATIVE FROM THE DEPARTMENT OF DEVELOPMENTAL EDUCATION; TWO REPRESENTATIVES FROM THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS: ONE FROM THE SCIENCES (BIOLOGY, CHEMISTRY, GEOLOGY, OR PHYSICS), AND ONE FROM MATH; ONE FROM THE COLLEGE OF LIBERAL ARTS ENGLISH DEPARTMENT; AND ONE EACH FROM RURAL STUDENT SERVICES, THE ACADEMIC ADVISING CENTER, AND THE STUDENT SUPPORT SERVICES PROGRAM.

The STUDENT ACADEMIC DEVELOPMENT AND ACHIEVEMENT [[Developmental Studies]] Committee shall consider policies concerning STUDENT DEVELOPMENT AND RETENTION [[developmental education: programs, courses, instructional development, evaluation, and assessment]]. This committee will function as a curriculum council review committee for all developmental EDUCATION [[studies]] courses AND OTHER COURSES FACILITATING STUDENT PROGRESS. Discipline based developmental EDUCATION courses AND COURSES FACILITATING STUDENT PROGRESS will be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination.

EFFECTIVE: Immediately

RATIONALE: The Developmental Studies committee has long had oversight of developmental courses and programs. The efforts of this committee led to the formation of the Department of Developmental Education in 2003. Now, with the department on a sound footing, the committee sees a need to redefine itself and realign its mission toward

"Student Success," a rubric for current compelling activities throughout the UAF campuses. The proposed mission change complements responsibilities already undertaken by this committee; much of the current impetus toward "Student Success" (i.e.: mandatory placement, intensive advising, supplemental instruction, mastery learning, and first-year programs) grew out of discussions and motions initiated in the current committee.

Additionally, this motion recognizes a need for a Faculty Senate committee to provide faculty oversight and input on "Student Success" initiatives that are currently administration-driven. While maintaining the committee's role in curriculum review for developmental courses, a revised mission for the current Developmental Studies Committee will fill a gap in the current Faculty Senate committee structure and further signal strong investment in the principles of student academic development and achievement. Furthermore, it will add new practicable perspectives on "student success" issues, will monitor and oversee "student success" courses and programs, and will clearly designate a committee with a broad expertise on student academic progress, retention, and developmental education curricula and trends.

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The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
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The UAF Faculty Senate moves to approve the revised Unit Criteria for the School of Management (SOM).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the School of Management. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT,
PROMOTION, AND TENURE
AND
SCHOOL OF MANAGEMENT UNIT CRITERIA
STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE SCHOOL OF MANAGEMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE SCHOOL'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

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CHAPTER I.
PURVIEW

The University of Alaska Fairbanks document, “Faculty Appointment and Evaluation Policies,” supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II.
INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor’s designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor’s designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

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CHAPTER III.
EVALUATION OF FACULTY FOR TENURE/PROMOTION

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND SOM UNIT CRITERIA, STANDARDS AND INDICES***, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

> Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:**

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

H. DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER MANAGEMENT ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANELS;

***I. MENTORING STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN QUALITY RESEARCH ACTIVITIES*;**

J. ENGAGE IN ADVISING STUDENTS.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms.

And at least TWO of:

b. narrative self-evaluation, ***WHICH PROVIDES*** **A CLEAR STATEMENT OF TEACHING OBJECTIVES AND A SELF ASSESSMENT OF HOW THOSE OBJECTIVES ARE MET. EXAMPLES MAY INCLUDE STUDENT PROGRESS, REPRESENTED BY IMPROVEMENTS IN EARLY AND LATE SEMESTER PROJECTS, OR OTHER MECHANISMS THAT CAN DOCUMENT IMPROVEMENT, AND AN INVENTORY OF SKILLS LEARNED SELECTED FROM INDIVIDUAL STUDENTS' WORK**.

c. peer/department chair classroom observation(s).

d. peer/department chair evaluation of course materials.

e. **A CLASS PRE TEST AT THE BEGINNING OF THE SEMESTER OF NO MORE THAN TEN QUESTIONS FOLLOWED BY A POST TEST OF SIMILAR FORMAT AT THE END OF THE SEMESTER TO ASSESS STUDENT LEARNING.**

f. DOCUMENTATION OF SCORES FROM ANY NATIONALLY NORMED COURSE-SPECIFIC EXAM.

C. Criteria for Research, Scholarly, and Creative Activity Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC SOM CRITERIA FOR RESEARCH PERFORMANCE:

FOR PROMOTION TO ASSOCIATE OR FULL PROFESSOR, IT MAY BE SUFFICIENT FOR A FACULTY MEMBER TO DEMONSTRATE RESEARCH PRODUCTIVITY SINCE THE TIME OF LAST PROMOTION OF AT LEAST SIX JOURNAL ARTICLES THAT ARE EITHER SINGLE OR DOUBLE BLIND REFEREED, OR PUBLISHED IN AN EDITORIALLY REVIEWED JOURNAL OF RECOGNIZED QUALITY. ALTERNATELY, A FACULTY MEMBER MAY PUBLISH FIVE SUCH JOURNAL ARTICLES AND TWO PAPERS PUBLISHED IN LESSER FORMAT, SUCH AS PAPERS AND PROCEEDINGS. HOWEVER, A FACULTY MEMBER MAY NOT RECEIVE CREDIT MORE THAN ONCE FOR A PAPER THAT IS ESSENTIALLY THE SAME CONTENT. THOSE THAT PERFORM SIGNIFICANT PROFESSIONAL ACTIVITY AND ATTAINMENT OF PROFESSIONAL CERTIFICATION AS A CONDITION OF ACCREDITATION MAY CONSIDER A DETAILED PROFESSIONAL/INDUSTRY WORK REPORT OR DOCUMENTATION OF SUCCESSFUL COMPLETION OF A PROFESSIONAL EXAMINATION, SUCH AS C.P.A., C.F.A., OR SIMILAR ACCREDITATION.

ALL FACULTY MEMBERS MUST DEMONSTRATE AN INDEPENDENT AND COHERENT RESEARCH AGENDA. EVIDENCE OF THIS CAN INCLUDE SOLE AUTHORED PAPERS OR A CONVINCING RECORD OF INITIATION OF INDEPENDENT RESEARCH. TO DEMONSTRATE A CONSISTENT FLOW OF RESEARCH, A FACULTY MEMBER WHO HAS COMPLETED WORK BEFORE ARRIVING AT THIS UNIVERSITY CAN COUNT NO MORE THAN THREE PAPERS TOWARD PROMOTION IF THOSE PAPERS WERE PUBLISHED WITHIN SIX YEARS OF THE DATE THE CANDIDATE PETITIONS FOR PROMOTION.

D. Criteria for Public and University ServicePublic service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring of faculty.

j. Prizes and awards for excellence in university service.

K. PARTICIPATION IN STUDENT RECRUITING.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

SPECIFIC MANAGING CRITERIA FOR SERVICE

A. ASSOCIATE PROFESSOR; POSITIVE CONTRIBUTIONS TO SCHOOL AND OR UNIVERSITY MATTERS, EFFECTIVE PROFESIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.

B. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF SCHOOL AND/OR UNIVERSITY PROGRAMS SUCH AS COMMITTEE LEADERSHIP OF UAF FACULTY SENATE SERVICE, A UNION COMMITTEE, AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS BUSINESS SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.

4/30/07.

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The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
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The UAF Faculty Senate moves to approve a B.A. in Yup'ik Language and Culture (*Yupiit Nakmiin Qaneryaraat Piciryaraat-llu)*.

EFFECTIVE: Fall 2007 and/or Upon Board of Regents' Approval.

RATIONALE: See course proposals #1-3 and full program proposal #131 from the Fall 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

Requires 9 credits in language sequence, 15 credits of major course work, and 6 credits of electives. Offered through the Kuskokwim Campus.

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BRIEF STATEMENT OF PROPOSED PROGRAM
Yup'ik Language and Culture*(Yupiit Nakmiin Qaneryaraat Piciryaraat-llu*)

A four-year Baccalaureate program in Yup'ik Language and Culture *(Yupiit Nakmiin Qaneryaraat Piciryaraat-llu*) will be made available to students who complete 120 credits in Yup'ik Language and related course work through the Kuskokwim Campus of the College of Community and Rural Development (KUC). The program is designed to accommodate students from three different backgrounds, including traditional on-campus students attending KUC, non-traditional students who have completed the 30-credit certificate or 60-credit A.A.S. in *Yup'ik Language Proficiency*, and non-traditional students who have completed the 30-credit certificate or 60-credit A.A.S. in *Native Language Education: Yup'ik Option*.

The proposed degree program will be offered through the Kuskokwim Campus only and will include traditional on campus classes as well as summer intensive and distance delivery options. Traditional on campus students will be offered the option of enrolling directly in the proposed B.A. program or one of two "feeder" programs: Certificate/AAS in *Yup'ik Language Proficiency* or Certificate/AAS in *Native Language Education*. Significant numbers of non-traditional students are already pursuing these "feeder" programs.

At the lower division level, the proposed B.A. program overlaps significantly with both "feeder" programs. This overlap is intentional and will encourage feeder program graduates (10 of whom are expected to graduate in December 2006) to pursue their baccalaureate degrees.

Most students pursuing the Certificate/AAS in either *Yup'ik Language Proficiency* or *Native Language Education: Yup'ik Option* are currently employed as teacher's aides within local school districts within the Kuskokwim Campus service area. Most of these students will be non-traditional students in the sense that they are older and often with family and job responsibilities.

These students will be unable to attend courses full-time on campus. Courses targeted explicitly at these students will be offered in summer and via distance delivery. This academically sound program will increase both the quality and quantity of Yup'ik language programming available through the schools and villages from which the students are drawn by providing them with advanced knowledge of Yup'ik language, literature, linguistics, and cultural traditions. This knowledge will in-turn enhance the teaching and learning within their own classrooms.

PROPOSED GENERAL CATALOG LAYOUT:

Yup'ik Language and Culture
(*Yupiit Nakmiin Qaneryaraat Piciryaraat-llu*)

College of Liberal Arts
Department of Alaska Native Languages
543-4500 *or* 474-7874

Degree: B.A.
Minimum Requirements for Degree: 120 credits

1. Complete the general university requirements (page __).

2. Complete the B.A. requirements (page __).

3. Complete the following program (major) requirements.*

a. Complete one of the following sequences (9 cr.):

- ESK 221 Intermediate CY Apprenticeship 1(3 cr.)
- ESK 222 Intermediate CYApprenticeship 2 (3 cr.)
- ESK 223 Intermediate CYApprenticeship 3 (3 cr.)
- or
- ESK 204 Conversational Central Yup'ik IV (3 cr.)
- ESK 205 Regaining Fluency in Yup'ik (3 cr.)
- ESK 206 Regaining Fluency in Yup'ik (3 cr.)
- or
- ESK 240 Introduction to Reading Yup'ik (3 cr.)
- ESK 250 Yup'ik Literature for Children (3 cr.)
- ESK 251 Teaching Yup'ik Reading & Writing (3 cr.)

b. Complete the following (15 cr.):

- ESK 130 Beginning Yup'ik Grammar (3 cr.)
- ESK 208 Yup'ik Composition (3 cr.)
- ESK 375 Yup'ik Philosophy and Spirituality *(Umyuarteqsaraq*) (O) (3 cr.)
- ESK 330 Central Yup'ik Literature (*Yupiit Quliraitnek Igaryaraq*) (W) (3 cr.)
- ESK 488 Documenting Cultural and Oral Traditions (*Caliarkaq*) (W) (3 cr.)

c. Complete two of the following (6 cr.):

- ANL 287 Teaching Methods for Alaska Native Languages (3 cr.)
- ANL 288 Curriculum and Materials Development for Alaska Native Languages (3 cr.)
- ANS 111 History of Alaska Natives (3 cr.)
- ANS/ANTH 242 Native Cultures of Alaska (3 cr.)
- ANS/ANTH 320 Language & Culture (3 cr.)
- LING 402 Second Language Acquisition (3 cr.)
- LING 410 Theory and Methods of Language Teaching (3 cr.)
- LING 450 Language Policy and Planning (O) (3 cr.)
- ESK 230 Introduction to Interpreting and Translating I (3 cr.)
- ESK 231 Introduction to Interpreting and Translating II (3 cr.)
- ESK 240 Introduction to Reading Yup'ik (3 cr.)
- ESK 250 Yup'ik Literature for Children (3 cr.)
- ESK 251 Teaching Yup'ik Reading & Writing (3 cr.)

*Student must earn a *C* or better in each course.

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The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
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The UAF Faculty Senate moves to endorse the 2007-2008 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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2007 -2008 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs

Jane Allen, CRCD/KUC (09)
Liz Brown, SFOS/MAP (09)
Falk Huettmann, CNSM (09)
Ilana Kingsley, CLA (08)--convener
Beth Leonard, SOEd (09)
Diane McEachern, CRCD/KUC (09)
Rainer Newberry, CNSM (08)
Amber Thomas, CLA (09)

Faculty Affairs

Sukumar Bandopadhyay, CEM (08)
Ken Barrick, SNRAS (09)
Marion Bret-Harte, IAB (09)
Liz Brown, SFOS/MAP (09)
Jonathan Dehn, GI (08)--convener
Pamela Deters, CLA (08)
Jeff Freymueller, CNSM (08)
Maureen Hogan, SOEd (09)
Marla Lowder, CRCD/CES (09)
Jonathan Rosenberg, CLA (08)

Unit Criteria

Gerri Brightwell, CLA (08)
Julie Casico, CRCD/CES (08)
Brenda Konar, SFOS (08)
Lee Taylor, CNSM
Thomas Zhou, SOM (08)
Jing Zhang, CEM (09)

PERMANENT COMMITTEES

Committee on the Status of Women

- Sine Anahita, CLA (09)--Senate rep.
- Uma Bhatt, CNSM (09)
- Alexandra Fitts, CLA (08)
- Carol Gold, CLA (09)
- Cindy Hardy, CRCD (09)
- David Koester, CLA (08)
- Brenda Norcross, SFOS (08)
- Renate Wackerbauer, CNSM (09)
- Diane Wagner, CNSM (09)
- Jane Weber, CRCD (08)--Senate rep. --convener

Core Review

- Jin Brown, Comm., CLA (08)
- Christine Coffman, English, CLA (08)
- , Social Sciences, CLA (09)
- Carrie Baker, Humanities, CLA (08)
- Suzan Hahn, Library (09)
- Latrice Bowman, Math, CNSM (08)
- Michael Harris, Sciences, CNSM (09)
- Steve Cysewski, CRCD/TVC (08)

Developmental Studies Committee

- Jane Allen/Nancy Ayagarak, KUC Campus
- Sue McHenry, RSS
- Victor Zinger, Bristol Bay Campus
- English (08)
- John Creed, Chukchi Campus
- Brian Rasley, Sciences (09)
- Cindy Hardy, Developmental Education--convener
- Marjorie Illingworth, Tanana Valley
- Ron Illingworth, Interior-Aleutians
- Jill Faudree, Math (08)
- Linda Hapsmith, Advising Center
- Joe Mason, Northwest Campus
- Debbie Moses, Developmental Ed
- SSSP
- ^Bernice Joseph, Exec. Dean, CRCD

Faculty Appeals & Oversight Committee

- Carol Barnhardt, SOEd. (09)--convener
- Jim Bicigo, CLA (09)
- Tom Clausen, CNSM (08)
- Goodwin Chukwu, CEM (08)
- Joshua Greenberg, SNRAS (08)
- Joel Irish, CLA (08)
- Terry Johnson, SFOS (08)
- Michael Pippenger, SOM (07)
- Julie Riley, CES (09)
- Milan Shipka, SNRAS (09)
- vacant, CEM (09)
- vacant, CNSM (09)
- vacant, CRCD (08)
- vacant, SOEd (08)
- vacant, SFOS (09)
- vacant, SOM (08)

Faculty Development, Assessment & Improvement

- Christine Cooper, CLA (08)
- Michael Daku, CLA (08)
- Dana Greci, CRCD
- Susan Herman, SOM (08)
- Marjorie Illingworth, TVC (09)
- Julie Lurman, SNRAS (08)
- Joy Morrison, Faculty Development Office
- Link Olson, CNSM (09)

- Channon Price, CNSM
- Larry Roberts, CRCD (09)--convener

Graduate Academic & Advisory Committee

- Perry Barboza, CNSM (09)
- Ron Barry, CNSM-Math (09)
- Mark Box, CLA (09)
- Abhijit Dandekar, CEM (08)
- Katrin Iken, SFOS (08)
- Joe Little, SOM (09)
- Paul McCarthy, CNSM-Science (09)--convener
- Ben Potter, CLA (09)
- Melissa Rickey, SOEd (09)
- Heinz Wiechen, CNSM (09)
- Ex-Officio: Graduate Dean
- James Huesmann, Library
- Registrar

OTHER

UAF Governance Coordinating Committee

Jon Genetti, President
Marsha Sousa, President-Elect

UAF Faculty Alliance Representatives

Jon Genetti, President
Shirish Patil, Past-President
Marsha Sousa, President-Elect

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The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
=======

The UAF Faculty Senate moves to adopt the following calendar for its 2007-2008 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center rooms reserved well in advance.

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UAF FACULTY SENATE

2007-2008

Calendar of Meetings

Mtg. #	Date	Day	Time	Type
145	9/17/07	Monday	1:00 p.m	audioconference
146	11/5/07	Monday	1:00 p.m	face-to-face

147	12/10/07	Monday	1:00 p.m	audioconference
148	2/4/08	Monday	1:00 p.m	audioconference
149	3/3/08	Monday	1:00 p.m	face-to-face
150	4/7/08	Monday	1:00 p.m	audioconference
151	5/5/08	Monday	1:00 p.m	face-to-face

Location: Wood Center Carol Brown Ballroom (face-to-face meetings)

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The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:
=======

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2006. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 7, 2007

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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The UAF Faculty Senate passed the following at its Meeting #143 on April 9, 2007

RESOLUTION OF RECOGNITION

FOR THE

UAF RIFLE TEAM

WHEREAS, The UAF Rifle Team won its ninth NCAA championship title in March 2007, and

WHEREAS, The UAF Rifle Team successfully hosted the first NCAA Championship tournament in the state of Alaska, and

WHEREAS, The UAF Rifle Team won the national title with a team aggregate score of 4,662 (air rifle and smallbore), and

WHEREAS, The UAF Rifle Team was led by Christian Lejon, Matthias Dierolf, Matt Rawlings, and Patrik Sartz, and

WHEREAS, six team members were named All-Americans with Dierolf, Lejon, Rawlings and Sartz earning first-team honors in air rifle and Becky Hershberger received second-team honors. First-team honors in smallbore went to Dierolf, Lejon and Rawlings and Sartz and Jace Bures earned second-team honors, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate congratulates the 2006-2007 UAF Rifle Team as NCAA champion and commends the team's superior performance.

****

The UAF Faculty Senate passed the following at its Meeting #143 on April 9, 2007:

MOTION:
=======

The Faculty Senate moves to modify the "Guidelines for the Evaluation Process for Administrators" (Senate Meeting #115, 2003):

Group B Administrators:

In addition to being reviewed annually by his/her immediate Supervisor, "Group B" administrators are to undergo a 3-year comprehensive review. At a time designated by the Supervisor during the fall semester of the academic year of comprehensive review, the "Group B" administrator will submit a self-evaluation report to his/her Supervisor. The self-evaluation shall include: (1) comments on the annual performance evaluations; (2) a summary of his/her notable activities/accomplishments in the previous years; and (3) a statement of relevant goals/objectives relative to assigned or planned administrative duties for the upcoming years. The Supervisor's evaluation shall include faculty and/or staff opportunity for comment on the "Group B" administrator's performance. Comments received shall be referenced in anonymous and aggregate summary in the written evaluation provided to the "Group B" administrator. The Supervisor will include, as part of the written evaluation, an appended workload assignment and/or statement of performance expectations for the "Group B" administrator for the subsequent review period. A copy of the Supervisor's review, along with a summary statement of the process used to assure faculty/staff input into the evaluation, will be forwarded to the Faculty Senate Office by March 15 of the academic year the "Group B" administrator is scheduled for review.

The Faculty Appeals & Oversight Committee shall review the written evaluation in performance of its oversight function in administrator review.

The following criteria will be used to determine which administrators are placed on or removed from the "Group B" list. As vacancies and appointments occur, changes to the list shall be determined annually by the Provost in consultation with the Faculty Senate President.

• "Group B" administrator responsibilities must be administrative in nature.
("Group B" administrators must not be Union members, UNAC or ACCFT).

• "Group B" administrators report to "Group A" administrators.
("Group A" administrators report to the Chancellor, Provost, or a Vice Chancellor.)

• "Group B" administrators supervise faculty and are involved in faculty performance reviews.

A current list of both "Group A" and "Group B" administrators follows.

"Group A" Administrators (report to Chancellor, Provost or a Vice Chancellor)

Braddock	Joan	CNSM	Dean
Barnes	Brian	IAB	Director
Henrichs	Susan	Graduate School	Dean
Huesmann	James	Library	Dean
Joseph	Bernice	CRCD	Vice Chancellor
Hinzman	Larry	IARC	Director
Jonaitis	Aldona	Museum	Director
Lewis	Carol	SNRAS	Dean
Madsen	Eric	SOED	Dean
Marr	Wayne	SOM	Dean
Morrow	Phyllis	CLA	Dean
Reichardt	Paul	Provost	
Sharpton	Virgil "Buck"	Vice Chanc. for Research	
Smith	Roger	GI	Director
Wiesenburg	Denis	SFOS	Dean
Williams	Frank	ARSC	Director
Vacant/Acting		CEM	Dean

"Group B" Administrators (report to the above "Group A" administrators)

Allee	Brian	SFOS Sea Grant	Director
Castellini	Michael	SFOS IMS	Assoc. Dean
Caulfield	Rick	TVC	Director
Christie	David	SFOS GURU	Director
Connor	Billy	CEM, INE	Director
Cullenberg	Paula	SFOS MAP	Program Leader
Foote	Victoria	RC Health Programs	Director
Happ	George	IAB, INBRE	Program Dir.
Haugen	Lee	NWC	Director
Horner-Miller	Barbara	ARSC	Assoc. Dir.
Johnson	Clara	IAC	Director
Karulkar	Pramod	DPP, OEM	Director
Labelle-Hamer	Annette	GI Remote Sensing (ASF)	Director
Madison	Curt	CDE/IL	Director
McLean	Deborah	BBC	Director

Mitchell	G. Allen	AFES	Assoc. Dir.
Mohatt	Gerald	IAB, CANHR	Director
Pete	Pinney	CES	Interim Director
Pete	Mary	KUC	Director
Pullar	Gordon	CRCD, DANRD	Director
Saito	Linc	CC	Director
Vacant/Acting		SFOS, FITC	Director
Smoker	William	SFOS Fisheries	Director
Sugai	Susan	IARC	Assoc. Dir.
White	Daniel	CEM, INE	Director
Whitledge	Terry	SFOS, IMS	Director

EFFECTIVE: Fall Semester 2007

RATIONALE: Because of the lack of uniform and consistent review of Group B administrators, the need for adequate criteria for identification of administrators in this category, the need to assure annual as well as comprehensive review with faculty/staff input, and the need to diminish Faculty Appeals & Oversight direct control of the process, the Faculty Appeals & Oversight Committee proposes revision to the process as stipulated.

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The UAF Faculty Senate passed the following at its Meeting #143 on April 9, 2007

MOTION:
=======

The UAF Faculty Senate moves to revise the requirements for how pre-majors move to major status (UAF 2006-2007 catalog, page 26 and 67) as follows:

PRE-MAJOR

If you do not meet the minimum requirements for admission to a baccalaureate degree program, you may be admitted to pre-major status within the department of your choice.

[[You may later apply for a baccalaureate degree program and will be admitted if you]] STUDENTS WHO are in good standing and have completed 14 credits at the 100-level or above with a C grade average (2.0) or higher, of which 9 credits must satisfy [[general]] baccalaureate [[degree]] CORE requirements SHALL BE MOVED TO MAJOR STATUS.

EFFECTIVE: Fall 2007

RATIONALE: This is proposal is being submitted upon recommendation of the Dean's Council. The phrase *general baccalaureate degree* is not well defined. For example, a student could take 14 credits of electives such as ABUS courses that may not count toward any specific baccalaureate program. We would like to see progress toward baccalaureate completion for pre-majors to move to major status.

Pre-majors are typically of two types; first year students who are under prepared with respect to their high school core courses and/or gpa AND

transfer students whose gpa is low. Transfer students who transfer 14 credits (C or better) with 9 credits in courses counting toward the Core would simply have to achieve good standing (C gpa) to be moved to major status.

NOTE: We no longer make pre-majors reapply for their specific four-year degree program. The Assistant Provost reviews pre-majors at the end of each semester and moves those who qualify for major status by sending a list to the registrar. A letter of congratulations is sent to these students.

****

The UAF Faculty Senate passed the following at its Meeting #143 on April 9, 2007

MOTION :
========

The UAF Faculty Senate moves to approve a policy on Retention of Course Records.

Retention of Course Records

The classroom records pertaining to course work of any student that have not been returned to the student must be retained by the instructor for a period of one full semester (excluding summer session) after the semester in which the course was completed. These records may include but are not limited to: exams and answer sheets, homework, course papers, term papers, essays, laboratory reports, and other assignments submitted by the student in order to fulfill the requirement of the particular course. The Office of Information Technology must archive all Blackboard course content, including statistics, for a period of 1 1/2 years following completion of the course.

Classroom records of any instructor for the purpose of evaluation of grade must also be retained for a period of at least one full semester (excluding summer session) following the semester in which the course was competed. These records may include but are not limited to: syllabus, class attendance, complete list of student's performance in all relevant course work, paper work related to the determination of a grade, and a record of final grades.

In case of any dispute or grievance process initiated by the student all the above records must be retained until the end of the process. Any records or copies of records that are required for program review, accreditation purposes, or any other audit as mandated by the university may be retained for a period as deemed required by the process.

After the retention period, all records may be destroyed or properly discarded.

EFFECTIVE: Fall 2007

RATIONALE: The University does not have any policies or regulations regarding the retention of course materials, which has led to confusion among the faculty and has resulted in different retention practices and polices across the disciplines. This proposed motion will help alleviate the confusion and provide a uniform retention policy across all disciplines. The one-semester guideline is what was suggested by UA General Counsel as a reasonable policy to accommodate grade appeals. This policy should be added to the faculty handbook.

****

The UAF Faculty Senate passed the following at its Meeting #143 on April 9, 2007

MOTION:
=======

The UAF Faculty Senate moes to confirm Marsha Sousa and Larry Roberts as the 2007 Outstanding Senators of the Year.

EFFECTIVE: Fall 2007

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The UAF Faculty Senate passed the following at its Meeting #143 on April 9, 2007

RESOLUTION:
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BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT

PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 2007-2008.

___ Jonathan Dehn

_X__ Marsha Sousa

The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007

MOTION:
=======

The UAF Faculty Senate moves to amend the minimum grade requirement for graduate students as follows:

[[ ]] - Deletion
CAPS - Addition

UAF Catalog, 2006-2007, Page 176:

How to Earn a Graduate Degree

General University Requirements

• Grades and Grade Point Average (GPA)

You must have a cumulative GPA of 3.0 (B) in the courses identified on your Advancement to Candidacy form to remain in good standing and in order to graduate. You must earn a[[n A or B grade]] (3.0) OR BETTER GRADE (no P grades) in 400-level courses; a (2.0) C grade will be accepted in 600-level courses for the purposes of satisfying degree requirements, provided you remain in good standing.

• Deficiencies

Your advisory committee may require that you remedy certain deficiencies in your program. Your committee will determine early in the program both how to remedy the deficiencies and the minimum level of performance required of you. Graded undergraduate courses taken to remedy a deficiency must receive a grade of (3.0) B or better. Deficiency courses are not listed on the Advancement to Candidacy form.

UAF Catalog, 2006-2007, Page 178:

Advancement to Candidacy

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. At the latest, you should submit your application for advancement to candidacy one semester before you are awarded your degree. If you are completing your programs primarily during the summer sessions, you should submit your application the summer session before you are awarded your degree.

The finalized Graduate Study Plan should be the basis for completing the Advancement to Candidacy form. The GPA for all courses listed on the Advancement to Candidacy form must be ≥3.0, and no graduate courses with grades below (2.0) C, or undergraduate courses with grades below (3.0) B, can be used.

Admission to graduate study does not imply advancement to candidacy for a degree. The graduate advisory committee has the option of refusing to recommend a student to candidacy.

EFFECTIVE: Fall 2007

RATIONALE: These changes clarify that the minimum requirement is a 3.0 B grade rather than a B- for all 400 level courses and a C (2.0) grade rather than a C- for all 600-level courses. Student must still maintain a 3.0 overall GPA for the Advancement to

Candidacy. Individual departments may choose to establish different criteria or to petition the requirements for a particular student

****

The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007:

MOTION:
=======

The UAF Faculty Senate moves to endorse the "Report of the Developmental Education Implementation Task Force to the Vice-Chancellor for Rural, Community and Native Education on Recommendations for Improving Developmental Education at UAF."

EFFECTIVE: Immediately

RATIONALE: The task force report, besides providing a historical overview of actions to highlight and improve developmental education delivery at UAF, signals that the Department of Developmental Education is charged with spearheading immediate and long-term activities and requires appropriate funding levels to accomplish those activities. The report's eight (8) recommendations sketch what the Department of Developmental Education needs to address for its own hiring and internal review in order to achieve data-gathering goals, to implement effective pedagogy, to integrate student support services, and to interface curricula so that departments work together for student success.

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The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007

MOTION:
=======

The UAF Faculty Senate moves to amend the Grade Error Policy (2006-2007 UAF Catalog, page 75) to add clarification that this in not an appeal of an academic decision.

[[ ]] - Deletion
CAPS - Addition

Grade Error Policy

A grade, other than an incomplete or deferred, submitted by your instructor after a course is completed, is your final grade and becomes part of your permanent academic record. Your grade will not be changed unless your instructor made a legitimate error in calculating the grade. If you believe an error has occurred contact your instructor. Grading errors must be corrected within 30 class days after the beginning of the next regular semester, and must be approved by the instructor's department head and dean. THIS IS NOT AN APPEAL OF AN ACADEMIC DECISION.

EFFECTIVE: Immediately

RATIONALE: Wording that clarifies that this is not an appeal of an academic decision is needed.

****

The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007

MOTION:
=======

The UAF Faculty Senate moves to amend the Transfer credit policies, stated on page 32 of the 2006-2007 UAF Catalog, as follows:

[[ ]] = Deletion
CAPS = Addition

Transferring Credits

4. Any student who has completed a bachelor's degree from a regionally accredited institution will be considered to have completed the equivalent of the baccalaureate core AND THE ASSOCIATE OF ARTS CORE when officially accepted to a baccalaureate degree program OR ASSOCIATE OF ARTS PROGRAM at UAF. FURTHER, THOSE STUDENTS WILL ALSO BE CONSIDERED TO HAVE COMPLETED THE EQUIVALENT OF THE COMMUNICATION, COMPUTATION AND HUMAN RELATIONS REQUIREMENTS FOR THE ASSOCIATE OF APPLIED SCIENCE AND THE CERTIFICATE.

EFFECTIVE: Immediately

RATIONALE: The catalog already states that a student transferring in with a Bachelor's degree has met core requirements for the Baccalaureate. Since the core (for AA) or the communications, computations and human relations (AAS and Certificate) requirement are less than the core for the Baccalaureate Degree, it is logical to state that those requirements have also been met. This motion will help alleviate the large number of petition received for these situations.

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The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007

MOTION REFERRED BACK TO COMMITTEE:
==========

The UAF Faculty Senate moves to approve a policy on Retention of Course Records.

Retention of Course Records

The classroom records pertaining to course work of any student that have not been returned to the student must be retained by the instructor for a period of one full semester (excluding summer session) after the semester in which the course was completed. These records may include but are not limited to: exams and answer sheets, homework, course papers, term papers, essays, laboratory reports, and other assignments submitted by the student in order to fulfill the requirement of the particular course.

Classroom records of any instructor for the purpose of evaluation of grade must also be retained for a period of at least one full semester (excluding summer session) following the semester in which the course was competed. These records may include but are not limited to: syllabus, class attendance,

complete list of student's performance in all relevant course work, paper work related to the determination of a grade, and a record of final grades.

In case of any dispute or grievance process initiated by the student all the above records must be retained until the end of the process. Any records or copies of records that are required for program review, accreditation purposes, or any other audit as mandated by the university may be retained for a period as deemed required by the process.

After the retention period, all records may be destroyed or properly discarded.

EFFECTIVE: Fall 2007

RATIONALE: The University does not have any policies or regulations regarding the retention of course materials, which has led to confusion among the faculty and has resulted in different retention practices and polices across the disciplines. This proposed motion will help alleviate the confusion and provide a uniform retention policy across all disciplines. The one-semester guideline is what was suggested by UA General Counsel as a reasonable policy to accommodate grade appeals. This policy should be added to the faculty handbook.

****

The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007

RESOLUTION

ON

April 3rd Advisory Vote

WHEREAS, The Constitution of Alaska states that "all persons are equal and entitled to equal rights, opportunities, and protection under the law" (Article 1, Section 1); and

WHEREAS, discrimination against faculty and staff on the basis of marital status and other statuses is expressly prohibited by the University of Alaska Board of Regents Statement of Non-discrimination; and

Whereas, the UAF Faculty Senate affirms the importance of complying with university non-discrimination policies as well as upholding our State's Constitution; and

Whereas, the voters of Alaska on April 3, 2007, will decide whether to place a proposed Constitutional Amendment on the ballot in 2008 that would "prohibit the state, or a municipality or other subdivision of the state, from providing employment benefits to same-sex partners of public employees and to same-sex partners of public employee retirees"; and

WHEREAS, the Constitutional Amendment, if passed would render the Constitution internally inconsistent, simultaneously asserting and denying equal rights, opportunities and protection under the law; and

WHEREAS, the Constitutional Amendment, if passed, would compel the university to deny financially interdependent partners (FIPs) health insurance benefits, tuition waivers, faculty housing, library cards, and other opportunities and benefits currently offered other similarly situated persons under university policy; and

WHEREAS, the aforementioned consequences would prohibit the university from complying with its own policies of non-discrimination as well as require the university to violate both the spirit and the letter of the Alaska Constitution as it was written; and

WHEREAS, the Faculty Senateaffirms thatproviding insurance and other benefits to FIPs is a valuable way to recruit and retain excellent faculty and staff; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate is opposed to the April 3rd Advisory Vote and to any proposed Constitutional Amendment that would abridge the rights of faculty and staff; and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate commends the University of Alaska statewide administration for its ongoing support of financially interdependent partner (FIPs) benefits.

****

The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007

MOTION:
=======

The UAF Faculty Senate moves to amend the Governance Coordinating Committee (GCC) Procedures to add the Joint Committee on Student Success as a Standing Committee. The GCC Procedures shall be amended as indicated below.

EFFECTIVE: Immediately

RATIONALE: The Governance Coordinating Committee passed a resolution calling for a Joint Committee on Student Success. Committee members agreed that a collaborative, shared leadership among administrators, students, faculty, and staff is a key component to creating campus environments that foster student success. The GCC Procedures call for amendments to be approved by a two-thirds vote from each of the three governance bodies: ASUAF, Faculty Senate, and Staff Council.

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Deletions - [[ ]]
Additions - CAPS

UAF GOVERNANCE COORDINATING COMMITTEE

PROCEDURES

ARTICLE V Committees

Sect. 1 The standing committees of the UAF Governance Coordinating Committee shall include:

JOINT COMMITTEE ON STUDENT SUCCESS

Sect. 2 A. Standing committees shall have at least one representative from each of the governance constituencies, exception will be made when

agreed upon by all constituencies.

B. Terms of all committee members will be one year for students and two years for faculty and staff.

C. Committee chairs will be elected from and by the respective committees.

D. Committee chairs shall forward committee business to the UAF Governance Coordinating Committee for disposition, except when limited by University of Alaska regulations.

E. Policy items from the standing committees must be forwarded to the individual governance bodies for action.

F. In addition to the committees' specific charges, the primary responsibility of the committees are formulation and oversight of university-wide policies under the purview of each committee.

G. Committees will meet as needed during the academic year to fulfill their duties.

H. The chairs of the standing committees will report recommendations at the [[monthly]] UAF Governance Coordinating Committee meetings.

Sect. 3 Standing Committees Charges

A. JOINT COMMITTEE ON STUDENT SUCCESS

THE CHARGE OF THE JOINT COMMITTEE ON STUDENT SUCCESS SHALL BE TO:

1. CREATE A CAMPUS ENVIRONMENT THAT FOSTERS STUDENT SUCCESS.

2. WORK COLLABORATIVELY TO RECOMMEND STUDENT-FRIENDLY POLICIES, PRACTICES AND COMPLEMENTARY PROGRAMS THAT PROMOTE AND ENHANCE STUDENT SUCCESS AT UAF.

3. EX-OFFICIO MEMBERS OF THE COMMITTEE SHALL INCLUDE A REPRESENTATIVE FROM THE CHANCELLOR'S CABINET AND THE PROVOST COUNCIL.

Sect. 4 Ad Hoc Committees may be established as demand warrants.

Sect. 5 The Governance Coordinating Committee will receive reports from other committees outside its control who are also concerned with campus issues. Examples include: police advisory board, technology board, one-card committee, and any other committee deemed relevant to faculty, staff, and students.

****

The UAF Faculty Senate passed the following at its Meeting #142 on March 5, 2007

RESOLUTION TO NAME THE NATURAL SCIENCES FACILITY

THE

PAUL B. Reichardt BuILDING

WHEREAS, Paul Reichardt has served UAF in many roles for 35 years in a manner deserving of the University of Alaska's greatest admiration and respect; and

Whereas, Paul Reichardt has served as Professor of Chemistry from 1972-1990; and

Whereas, Paul Reichardt has served as Dean of the College of Natural Science from 1990-1998; and

Whereas, Paul Reichardt was instrumental in planning the building of the Natural Sciences Facility and getting the funding from the State Legislature necessary for the furnishing of the Natural Sciences Facility; and

Whereas, Paul Reichardt served as Director of the Museum, 1993, and was very supportive of the UA Museum of the North's expansion project and the fund raising campaign; and

Whereas, Paul Reichardt has served as Interim Provost, 1993, and from 1998 to present as Provost demonstrating a commitment to graduate and undergraduate education; and

WHEREAS, Paul Reichardt helped develop UAF 2005 and produced UAF's Academic Development Plan that resulted in useful and practical guidelines for a variety of endeavors helping establish a basis by which decisions about programs, budget and space assignments are made and helps us to obtain state funding; and

WHEREAS, Paul Reichardt, while Provost, led significant UAF efforts resulting in 2006 institutional reaffirmation of accreditation with no subsequent reports, a relatively uncommon event among institutions of higher education; and

WHEREAS, Paul Reichardt has served on various Statewide Committees, and other university committees representing the interests of UAF faculty to the administration of UAF and statewide; and

Whereas, Paul Reichardt has established the Academic Leadership Institute where faculty, staff and administrators spend time studying and talking about academic leadership; and

Whereas, Paul Reichardt hasbeen one of UAF's most consistent and significant donors, donating $139,711.10 since 1974; and

WHEREAS, the UAF Faculty Senate wishes to acknowledge the outstanding service rendered to the faculty and the University by the work of Paul Reichardt as he concludes his term as Provost, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate respectfully requests that UAF's Natural Science Facility be named for Paul B. Reichardt as an acknowledgement of his exemplary service and philanthropy to the university.

The UAF Faculty Senate passed the following at its Meeting #141 on February 5, 2007

MOTION:
=======

The UAF Faculty Senate moves to define academic credit for practicum, internship, or scholarly activity as follows (2006-2007 UAF Catalog, page 221):

[[ ]] - Deletion
CAPS - Addition

COURSE CREDITS

One credit represents satisfactory completion of 800 minutes of lecture or 1600 or 2400 minutes of laboratory (OR STUDIO OR OTHER SIMILAR ACTIVITY), whichever is appropriate. (IT IS UNDERSTOOD THAT AN AVERAGE STUDENT WILL BE EXPECTED TO SPEND 1600 MINUTES OF STUDY AND PREPARATION OUTSIDE OF CLASS IN ORDER TO MEET THE LEARNING OBJECTIVES FOR THE UNIT OF CREDIT IN LECTURE.)

THE FOLLOWING STANDARDS ESTABLISH THE MINIMUM REQUIREMENTS FOR AN ACADEMIC UNIT OF CREDIT:

1. 800 MINUTES OF LECTURE (PLUS 1600 MINUTES OF STUDY)
2. 1600 OR 2400 MINUTES OF LABORATORY (OR STUDIO OR OTHER SIMILAR ACTIVITY)
3. 2400 - 4800 MINUTES OF SUPERVISED PRACTICUM
4. 2400 - 8000 MINUTES OF INTERNSHIP (OR EXTERNSHIP, CLINICAL)
5. 2400 - 4800 MINUTES OF SUPERVISED SCHOLARLY ACTIVITY

Credit hours may not be divided, except one-half credit hours may be granted at the appropriate rate. For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

Following the title of each course, the number of credits is listed for each semester. Thus "3 credits" means three credits may be earned. Credit may not be given more than once for a course unless a course has been designated as repeatable for credit. Figures in parentheses at the end of course descriptions indicate the number of lecture; [[and]] laboratory; AND PRACTICUM, INTERNSHIP, OR SCHOLARLY ACTIVITY hours the class meets each week for one semester. The first, lecture hours; the second, laboratory, AND THE THIRD PRACTICUM, INTERNSHIP OR SCHOLARLY ACTIVITY. For example (2+3) indicates that a class has two hours of lecture and three of laboratory work each week. A DESIGNATION (1 + 0 + 6) INDICATES THAT THE COURSE MEETS FOR ONE HOUR EACH WEEK OF LECTURE AND 6 HOURS EACH WEEK OF PRACTICUM, INTERNSHIP OR OTHER SCHOLARLY ACTIVITY.

EFFECTIVE: Fall 2007

RATIONALE: With an increased number of programs requiring supervised work experiences prior to graduation, often to meet national standards, it has become important to establish some guidelines for awarding credit for these learning experiences outside of the traditional classroom. The guidelines proposed are broad as is the terminology (internship, externship, scholarly activity) so they may encompass the variety of traditions and requirements in individual fields of study, as well as requirements of external accrediting agencies (NCATE, CAAHEP, etc.)

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The UAF Faculty Senate passed the following at its Meeting #141 on February 5, 2007:

MOTION:
=======

The UAF Faculty Senate moves to amend the Residency Requirements for the Baccalaureate degree (2006-2007 UAF Catalog, p. 112).

CAPS = additions
[[ ]] = deletions

How to Earn a Baccalaureate Degree

<u>General University Requirements</u> (p. 112)

For a UAF bachelor's degree, you need at least 120 semester credits, including transfer credits. Of these, 39 credits must be upper-division (300-level or above) OF WHICH 24 MUST BE UA RESIDENCE CREDITS AND 15 MUST BE UAF CREDITS.

At least 30 semester credits applicable to any baccalaureate degree must be earned at UAF. Transfer students need to earn at least 24 upper-division semester credits at UA OF WHICH 15 MUST BE UAF CREDITS. TRANSFER STUDENTS MUST EARN at least 12 semester credits in the major and at least 3 semester credits in the minor.

Table 19 **General University Requirements for Baccalaureate Degrees**

Minimum number of credits required	120 credits
Credits earned at UAF (residence credit)	30 credits
Upper -division credit (courses with numbers between 300 and 499)	39 credits total (some degrees require more); 24 of the 39 must be earned at UA AND 15 AT UAF
Additional UAF credit that must be earned by transfer students	12 credits in the major; 3 credits in the minor
Grade point average required	2.0 cumulative and in major and minor
Minimum grades required for major	No grade lower than C**<u>(2.0)</u>** in courses required for major
Catalog year that can be used to determine requirements	May use any catalog in effect when enrolled as a degree-seeking student, regardless of major; seven-year limit on catalog year
Second degree requirements	24 credits beyond the first baccalaureate degree and all requirements for the second degree must be met

EFFECTIVE: Fall 2007

RATIONALE: The purpose of the proposed change is to allow more flexibility for students transferring between MAUs of the University of Alaska.

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The UAF Faculty Senate passed the following at its Meeting #141 on February 5, 2007

MOTION:
=======

The UAF Faculty Senate moves to approve a Certificate in Power Generation.

EFFECTIVE: Fall 2007 and/or Upon Board of Regents approval

RATIONALE: See course proposals #126-129 and full program proposal #130 from the Fall 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

Program is composed of general certificate requirements and 29 credits in PGEN, PRT and WMT courses for a total of 38 credits

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Statement of Proposed Program:

The power generation program will help students develop entry-level skills needed in industrial and commercial electrical power generation and maintenance. Courses combine the technical know-how and hands-on experience necessary to develop entry level workers in a variety of power generation and industrial fields. In the classroom students will become familiar with the operation and maintenance of the standard equipment encountered in the power generation industry.

Proposed General Catalog Layout

Certificate Program Power Generation

1. Complete the general university degree requirements (page 80)
2. Complete the certificate requirements (page 82)
3. Complete the following program requirements:

PGEN 101 – Intro to Power Generation, Distribution & Alternative Energy …3
PGEN 102- Basic Electricity for Power Generation Operators 4
PGEN 103 – Introduction to Power Generation: Maintenance……. . . . . …4
>PGEN 104 – Gas & Steam Turbines; Co-Generation and Combined Cycle Technologies...4
PRT 110 – Introduction to Occupational Safety,
Health and Environmental Awareness……. . . . . ….3
PRT 120 – Water Quality Management for Process Industries. . ……...4
PRT 140 – Industrial Process Instrumentation I. . ……..3
WMT 101 – Introduction to Welding . . ……..4

4. Minimum credits required 38

University of Alaska Board of Regents

Program Approval Summary Form

MAU: UAF – TVC/CRA

Title: Power Generation

Target admission date: Fall 2007

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

TVC has long had a concentration in power generation under the former Maintenance Technology degree. In addressing emerging needs in Fairbanks and Interior Alaska, TVC's Process Technology advisory committee and academic leadership identified the need to expand this to a certificate program meeting high-growth, high-demand job requirements. The advisory committee is comprised of representatives from the various industries and businesses within the Interior who work closely with the Process Technology program to identify the needs for this program. In surveying these members, it became clear that the practice for filling vacant power generation positions within Alaska was to hire from Outside. By offering this program locally, in conjunction with a current articulation agreement with the Operators Local Union #302, industry partners will no longer need to go outside the State of Alaska to fill these positions and we will be meeting our mission of training Alaskans for Alaska's jobs.

The proposed 38-credit Certificate in Power Generation will enable the University to fulfill its mission through advancing and disseminating knowledge of commercial and industrial type power generation practices by creative teaching to diverse people. Specifically, courses will be coordinated across multiple MAUs and offered through a variety of instructional methods consistent with current accredited teaching and delivery methodologies, practices and standards. The content of the courses is relevant to the power generation field and consistent with current national standards as reviewed by the Center for the Advancement of Process Technology (CAPT) and Alaska Process Industry Careers Consortium, with core content building towards the Operating Engineers Journeyman rating.

Currently, there will be no impact on existing programs and units across MAU and system, including GERs.

What **State Needs** met by this program.

It is important for Alaska business and industry to provide safe automated working environments for all workers in Alaska. This provision creates less injury in the workplace which in turn equates to quality life experiences, as it reduces insurance costs and costs in remedial education retraining and costly social services later in life. The quality and existence of the safe automated working environment is directly linked to the education of the skilled technician as the individual responsible for calibration and set-up of highly technical, sensitive monitoring and control equipment. More automated systems are implemented daily throughout the state of Alaska and these automated industries and systems require highly trained and skilled individuals. Research has shown that education of power generation technicians reduces the level of equipment damage and injury as well as reducing the number accidents that occur in the workplace.

It is in the best fiscal interests of the state to have high quality programs and training in power generation, maintenance, calibration and set-up of fully automated industrial power generation systems.

There is currently a shortage of qualified power generation operators and maintenance technicians and managers in the state of Alaska. Industry growth and natural resource development in the state increases the number of working environments which will in turn increase demand and employment opportunities, for qualified power generation operators and power generation maintenance technicians.

What are the **Student** opportunities and outcomes? Enrollment projections?

The UAF certificate in power generation was requested by the industries in the interior region. The initial promotion of the program was proposed by the Golden Valley Electric Association (GVEA) and the Operating Engineers Local 302. Many of the current students of the proposed certificate want greater knowledge in this field, and in many cases it is required for their jobs. Since there is no relevant degree or certificate/training program available here, they go to Valdez or out of state, seek a less satisfying degree or training or change careers completely, or leave the university with unfulfilled career aspirations unprepared for the more challenging positions in the power generation profession.

Based on current needs, industry growth and projections Alaska will continue to suffer shortages in the workforce in all sectors including power generation technicians and related positions.

National surveys provided by CAPT indicate shortages in power generation operators and power generation maintenance professionals in all industries on a national scale. Operating Engineers Local 302 has also indicated that training individuals in conjunction with UAF to enter their ranks as a means of meeting the needs of industry, by addressing both attrition and industry expansion.

Alaska has high potential for workforce expansion. According to the Alaska State Department of Labor, there are nearly 10,000 new jobs in industry settings being developed with known projected projects in the state. All of these industries will require power generation maintenance technicians to monitor, regulate, and calibrate and automated systems for Alaska's power generation industries.

With the trends in the profession for the last 30 years, the new automation systems within industry identified by industry and the Department of Labor indicate a well established need now, and for the foreseeable future, for trained power generation operators and power generation maintenance technicians. With the aging workforce and projected industry growth and development the need for additional trained power generation operators has never been more urgent.

Describe **Research** opportunities:

N/A

Describe Fiscal Plan for development and implementation:

Three year funding for the project is coming from the USDOL Project Northern Wave Grant (Fast Track Training). By developing this program over the 3 year grant period we will be building capacity. We anticipate the program to be self-sustaining through student tuition, industry partner support and general fund money through the Process Technology Program, which shares courses and adjuncts with the Power Generation Program.

The UAF Faculty Senate passed the following at its Meeting # 140 on December 11, 2006:

MOTION:
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The UAF Faculty Senate moves to require general studies students with 75 or more earned credits to declare a major prior to registration.

EFFECTIVE: Fall 2008

RATIONALE: Encouraging students to declare a major as soon as possible is believed to improve retention and graduation rates (see, for example, www.pellinstitute.org/graduates/Pell_Web.pdf). General studies students at UAF, those baccalaureate degree seeking students who have not declared a major, have the lowest retention rate at our institution. 139 out of the 523 (27%) first time full time baccalaureate seeking freshmen were general studies students fall semester 2005. While advisors generally encourage students to select a major, many students do not do so in a timely fashion. In 2005-06 UAF had 44 general studies students with more than 90 credits and 111 with more than 60 credits. It is not uncommon for general studies students with more than 120 credits to request interdisciplinary undergraduate degrees based upon what they have taken rather than pursuing some well thought-out curriculum. The intent of this motion is to reduce time to degree and raise graduation rates by pushing students into selecting a major so they have a clear idea of what will be required of them to complete a degree. The motion does not distinguish between developmental and non developmental course credits. No change in the ability of students to change their major is proposed. New transfer students with more than 45 credits would have 30 credit hours, approximately two semesters, to select a major. This motion does not impact full time students who are officially non degree seeking but are clearly enrolled in courses related to specific degree programs.

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The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
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The UAF Faculty Senate moves to approve the deletion of the M.S. in Botany degree.

EFFECTIVE: Fall 2007 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposal #12 from the Fall 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

UAF offers a M.S. in Biology, which is an adequate alternative to the M.S. in Botany, only four students are enrolled in the program.

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The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
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The UAF Faculty Senate moves to approve the deletion of the M.S. in Zoology degree.

EFFECTIVE: Fall 2007 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposal #13 from the Fall 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

UAF offers a M.S. in Biology, which is an adequate alternative to the M.S. in Zoology, only one student is enrolled in the program.

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The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
=======

The UAF Faculty Senate moves to approve a M.F.A /M.A. in Creative Writing and Literature degree program.

EFFECTIVE: Fall 2007

RATIONALE: See full program proposal #1 from the Fall 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

Allow a student to acquire the MFA/MA in Creative Writing and Literature by taking 30 required credits for the MA in Literature, plus taking 15 additional credits to fulfill the 45 credit requirement for the MFA in Creative Writing.

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MFA/MA Summary

The M.F.A./M.A. in creative writing and literature combines the M.A. in literature and the M.F.A. in creative writing, both of which are currently offered by English Department faculty. We propose that the student be permitted to acquire the M.F.A./M.A. in creative writing and literature by taking the 30 credits required for the M.A. in literature, and then taking the 15 additional specified credits which (when added to the 30 credits for the M.A.) would also fulfill the 45 credit course requirements for the M.F.A. in creative writing. The M.F.A./M.A. will also require comprehensive examinations, a thesis, and an oral defense of thesis.

The M.F.A./M.A. in creative writing and literature is not a separate degree. It is a combination of two degrees offered by the English Department, the M.F.A. in creative writing and the M.A. in literature. The M.F.A./M.A. is similar to the UAF undergraduate double-major which allows a student to acquire, for example, a B.A. in literature and history by filling the requirements for both degrees, and allowing double counting of common degree requirements.

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The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Foreign Languages & Literature.

EFFECTIVE: Immediately, Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Foreign Languages & Literature. With some changes, agreed upon by the college representative, the unit criteria were found to be consistent with UAF guidelines.

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UNIVERSITY OF ALASKA FAIRBANKS

REGULATIONS FOR THE

APPOINTMENT AND EVALUATION OF FACULTY

AND

DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENT OF FOREIGN LANGUAGES. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT OF FOREIGN LANGUAGES FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND DEPARTMENT OF FOREIGN LANGUAGES UNIT CRITERIA, STANDARDS AND INDICES,*** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

FACULTY IN FOREIGN LANGUAGES ARE REQUIRED TO TEACH ALL LEVELS OF THEIR LANGUAGE, AND OFTEN HAVE UNUSUALLY HIGH TEACHING LOADS. THUS, EXCELLENCE IN TEACHING IS THE DEPARTMENT'S HIGHEST PRIORITY. EXCELLENCE IN RESEARCH AND SERVICE CANNOT COMPENSATE FOR AN INSUFFICIENT TEACHING RECORD.

UNTENURED FACULTY MEMBERS WILL HAVE A YEARLY PEER EVALUATION OF THEIR TEACHING, EITHER BY THE DEPARTMENT CHAIR OR ANOTHER FACULTY MEMBER. PEER AND STUDENT EVALUATIONS WILL BOTH BE CONSIDERED WHEN JUDGING A CANDIDATE'S TEACHING RECORD. THE CANDIDATE MUST ADDRESS CONSISTENTLY LOW STUDENT EVALUATIONS IN HIS OR HER SELF-NARRATIVE.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

ALL PEER-REVIEWED PUBLICATIONS SHALL BE CONSIDERED SIGNIFICANT. THIS INCLUDES NOT ONLY THE WRITING OF JOURNAL ARTICLES AND BOOK CHAPTERS BUT ALSO ANY PEER-REVIEWED TRANSLATION OF ARTICLES, BOOKS OR JOURNAL VOLUMES, AS WELL AS CONTRIBUTIONS TO TEXTBOOKS AND OTHER PEDAGOGICAL RESOURCES.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

PRESENTATIONS AT CONFERENCES ARE ENCOURAGED AND SHOULD BE CONSIDERED VALID PROFESSIONAL RESEARCH ACTIVITY. HOWEVER, TRAVEL FUNDING EITHER FROM THE UNIVERSITY OR OUTSIDE SOURCES IS OFTEN UNAVAILABLE. THE CANDIDATE SHOULD ADDRESS THE FREQUENCY OF CONFERENCE PRESENTATION AND AVAILABILITY OF FUNDING IN HER/HIS NARRATIVE STATEMENT.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. PUBLICATIONS IN FOREIGN JOURNALS ARE STANDARD IN THE DISCIPLINE. CANDIDATES WILL SUPPLY A TRANSLATION OF THE TITLE OF ANY WORK IN A LANGUAGE OTHER THAN ENGLISH AND ARE ENCOURAGED TO PROVIDE AN ABSTRACT IN ENGLISH AS WELL AS A DESCRIPTION OF THE JOURNAL.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community

or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. TRANSLATION OF DOCUMENTS FOR THE PUBLIC

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring ***OF FACULTY***.

j. Prizes and awards for excellence in university service.

k. OUTSIDE REVIEWER ON THESIS COMMITTEES.

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

12/11/06

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The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the policy on Academic Disqualification (2006-2007 UAF Catalog, page 77) as follows:

[[ ]] - Deletion
CAPS - Addition

Academic Disqualification (pg 77)

Undergraduate students—Undergraduate [[probation]] students on probation whose semester and cumulative GPAs are less than 2.0 at the end of spring semester will be disqualified from degree-seeking status. Disqualified students may continue their enrollment at UAF only as non-degree students and are limited to a maximum of 9 credits per semester. To be eligible for reinstatement in an academic degree program, the student is expected to earn at least a **C grade (2.0)** in all courses taken as a non-degree student. To be restored to degree-seeking status, the student must apply for readmission. A student may be reinstated but may still be on probation, and if so, will be so notified.

EFFECTIVE: Fall 2007

RATIONALE: This clarifies that a C grade means a 2.0 C and not a 1.7 C-. The petition process is always in place if there are extenuating circumstances that warrant a continuing probation rather than academic dismissal in some circumstances where a student fails to attain a 2.0 C in all courses. No changes were made to the probation policy since it already clearly states the 2.0 GPA.

****

The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the minimum grade earned in all major and minor course work under the UAF General University Requirements for Certificate or Associate Degrees (2006-2007 UAF Catalog, page 80) and for Baccalaureate Degrees (2006-2007 UAF Catalog, page. 112) as follows:

CAPS = additions
[[ ]] = deletions

How to Earn a Certificate or Associate Degree (page 80)

General University Requirements

You must earn at least 30 semester hours for a certificate and 60 semester hours for an associate degree, including transfer credits, to earn a UAF certificate or degree. At least 15 semester credits applicable to any certificate or associate degree must be earned at UAF. A minimum GPA of 2.0 is required in all work as well as in your major fields. In addition, you must earn a minimum C **(2.0)** grade in courses required for your [[associate degree]] major.

Table 18 **General University Requirements for Certificate and Associate Degrees**

	Certificate	**Associate Degree**
Minimum number of credits required	30 credits	60 credits
Credits that must be earned at UAF (residence credit)	15 credits	15 credits
Grade point average required	2.0 cumulative and in major	2.0 cumulative and in major
Minimum grades required for major		No grade lower than C**(2.0)** in courses required for major
Catalog year that can be used to meet requirements	May use any catalog in effect when enrolled as a degree-seeking student, regardless of major; five-year limit on catalog year	May use any catalog in effect when enrolled as a degree-seeking student, regardless of major; five-year limit on catalog year
Second degree requirements		Only one A.A. degree may be earned; 12 credits beyond first A.A.S. degree and all requirements for the second degree must be met

How to Earn a Baccalaureate Degree (page 112)

General University Requirements

For a UAF bachelor's degree, you need at least 120 semester credits, including transfer credits. Of these, 39 credits must be upper-division (300-level or above).

At least 30 semester credits applicable to any baccalaureate degree must be earned at UAF. Transfer students need to earn at least 24 upper-division semester credits at UAF, at least 12 semester credits in the major and at least 3 semester credits in the minor. You must earn a minimum GPA of 2.0 in all work as well as in your major and minor fields. In addition, you must earn a minimum C **(2.0)** grade in courses required for your major.

Table 19 **General University Requirements for Baccalaureate Degrees**

Minimum number of credits required	120 credits
Credits earned at UAF (residence credit)	30 credits
Upper -division credit (courses with numbers between 300 and 499)	39 credits total (some degrees require more); 24 of the 39 must be earned at UAF
Additional UAF credit that must be earned by transfer students	12 credits in the major; 3 credits in the minor
Grade point average required	2.0 cumulative and in major and minor
Minimum grades required for major	No grade lower than C**(2.0)** in courses required for major
Catalog year that can be used to determine requirements	May use any catalog in effect when enrolled as a degree-seeking student, regardless of major; seven-year limit on catalog year
Second degree requirements	24 credits beyond the first baccalaureate degree and all requirements for the second degree must be met

EFFECTIVE: Fall 2007

RATIONALE: These changes clarify that the minimum requirement is a 2.0 C rather than a C-. Individual departments may choose to establish different criteria or to petition the requirements for a particular student.

****

The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the Graduation with Honors policy (2006-2007 UAF Catalog, page 81 and 114) as follows:

CAPS = additions
[[ ]] = deletions

•Graduation with Honors

Graduation with honors is a tribute that recognizes academic achievement. Honors graduates have earned a cumulative GPA of 3.5 or higher in all college work. If a student's overall cumulative GPA is 3.5 or higher, a student graduates with the distinction of *cum laude*; [[3.8]] **3.75** or higher, *magna cum laude*; [[4.0]] **3.9** OR HIGHER AND NO GRADE LOWER THAN A-, *summa cum laude*. Your cumulative GPA for graduation with honors is based on all college work attempted at UAF, including any repeated or omitted credits due to fresh start.

EFFECTIVE: Fall 2007

RATIONALE: It is rare that a student completes all work with A grades, and will be even more rare if the A- grade is used and only a 4.0 A is accepted for summa cum laude. By lowering the grade point to 3.9 and requiring that all grades be A- or above, students who under previous policies (without +/-) would still be eligible for summa cum laude honors. Lowering the magna cum laude range to 3.75 establishes some distance between magna and summa cum laude, and allows again for the possibility of decreased GPA as a result of the addition of +/- grades. For honor grades, all grades are

checked by hand to insure than any transfer credits meet the requirements for honors.

****

The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the Grade Point computation policy (2006-2007 UAF Catalog, pages 74-75) as follows:

CAPS = additions
[[ ]] = deletions

Grading System and Grade Point Average Computation (pg 74-75)

All course grades are letter grades unless otherwise specified in the class schedule. The method of grading (letter or pass/fail) is an integral part of the course structure and is included in the course description. Instructors are expected to state their grading policies in writing at the beginning of each course. Grades appearing on academic records are:

(There follows a description of the grades: A, B, C, D, F, P, Cr, DF, AU, W, I, NB)

(Add the following language after the descriptions.)

THE letter grade A, B, C, and D, may INCLUDE a‘+’ or ‘-‘ to indicate a STUDENT’S level of performance isslightly higher or lower than that of the letter grade alone.

•Computing your GPA

Your grade point average (GPA) is a weighted numerical average of the grades you earn in your courses at UAF. To compute your GPA, divide the total number of credits you have attempted into the total number of grade points you have earned. Grade points are calculated by multiplying the number of grade points awarded, according to the chart below, by the number of credits attempted for the course. The following grades are figured in your GPA: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Grades of I, DF, W, P, AU and CR do not carry grade points and do not affect your GPA.

Grade	**Grade points per credit**
A+	**4.0**
A	4.0
A-	**3.7**
B+	**3.3**
B	3.0
B-	**2.7**
C+	**2.3**
C	2.0
C-	**1.7**
D+	**1.3**
D	1.0
D-	**0.7**
F	0.0

EFFECTIVE: Fall 2007

RATIONALE: The extra sentence clarifying the use of +/- grades should be added at the end of the descriptions of the standards grades. The table should be updated to include the numerical values for all of the +/- grades. The list of grades that are included in the GPA should be clearly identified.

****

The UAF Faculty Senate passed the following at its Meeting # #140 on December 11, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the UAF Academic Honors policy (2006-2007 UAF Catalog, page 76) as follows:

CAPS = additions
[[ ]] = deletions

ACADEMIC HONORS

Undergraduate and certificate students--To be eligible for academic honors at the end of a semester, you must be a full-time undergraduate degree or certificate student who has completed at least 12 UA institutional credits graded with the letter grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. If you have received an incomplete or deferred grade, your academic honors cannot be determined until those grades have been changed to permanent grades. Academic honors are recorded on your permanent record. You will make the Chancellor's List with a semester GPA of [[4.0]] 3.9, and the dean's list with a GPA of 3.5 or higher.

EFFECTIVE: Fall 2007

RATIONALE: Changing to 3.9 will give students who earn A- grades a chance to be on the Chancellor's List. A student who earned 15 credits of 4.0 A and 3 credits of B (total 18 credits) will have only a 3.8. A student who earns 15 credits of A and one credit of B will have 3.9. So, yes, occasionally a student with less than all A's may make Chancellor's list.

The UAF Faculty Senate passed the following at its Meeting #139 on November 6, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the Associate of Arts degree requirements (2006-2007 UAF catalog, page 83) to the following:

[[ ]] = Deletion
CAPS = Addition

General Associate Degree Requirements

You must have completed at least 60 semester hours, including transfer credits, to earn a UAF associate degree.

At least 15 credits applicable to any associate degree must be UAF resident credits.

Associate of Arts Requirements

The Associate of Arts degree represents the completion of broad-based college study. This degree may serve as a starting point for your career or as a stepping-stone to a baccalaureate program. You may earn only one A.A. degree.

THE CURRICULUM OF THE ASSOCIATE OF ARTS DEGREE CONSISTS OF ALL COURSES REQUIRED TO MEET THE UNIVERSITY OF ALASKA FAIRBANKS BACCALAUREATE CORE, WITH THE FOLLOWING EXCEPTIONS:

1. THE UPPER DIVISION WRITING AND ORAL INTENSIVE COURSES ARE NOT REQUIRED

2. IN PLACE OF THE UPPER DIVISION ETHICS COURSE A HUMANITIES OR SOCIAL SCIENCE ELECTIVE MAY BE SUBSTITUTED

All credits for the A.A. degree must be at the 100-level or above with at least 20 credits at the 200-level or above and be distributed as follows:

BACCALAUREATE CORE CREDITS.....38-44 CREDITS

GENERAL ELECTIVES .....16-22 CREDITS

[[Communication (9 credits)

ENGL 111X--Introduction to Academic Writing (3)

Complete one of the following:

- ENGL 211X--Academic Writing about Literature (3)
- ENGL 212--Business, Grant and Report Writing* (3)
- ENGL 213X--Academic Writing about the Social and Natural Sciences (3)

Complete one of the following:

- COMM 131X--Fundamentals of Oral Communication: Group Context (3)
- COMM 141X--Fundamentals of Oral Communication: Public Context (3)

Mathematics or natural science (10 credits)

Complete one of the following:

- MATH 107X--Functions for Calculus** (4)
- MATH 161X--Algebra for Business and Economics (3)
- MATH 103X--Concepts and Contemporary Applications of Mathematics (3)
- MATH 200X, 201X, 202X, 262X, 272X or any math course having one of these as a prerequisite (4)

One natural science course, with lab, from the baccalaureate core (4)

Mathematics (computer science, mathematics or statistics course at the 100-level or above) or natural science elective (3)

Humanities and social science (18 credits)

- ANTH 100X/SOC 100X--Individual, Society and Culture (3)
- ECON 100X/PS 100X--Political Economy (3)
- HIST 100X--Modern World History (3)

Complete one of the following:

- ART/MUS/THR 200X--Aesthetic Appreciation: Interrelationship of Art, Drama and Music (3)
- HUM 201X--Unity in the Arts (3)
- ANS 202X--Aesthetic Appreciation of Alaska Native Performance (3)
- ENGL/FL 200X--World Literatures (3)
- Humanities or social science elective (3)

Two semester-length courses in a single Alaska Native language or other non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level may substitute for two of the courses above.

Library and information Research (0–1 credit)

Successful completion of library skills competency test or LS 100X or LS 101X (0–1)

Successful completion of the library skills competency test satisfies this requirement of the core curriculum, but does not carry degree credit.
(It is strongly recommended that this requirement be completed before enrolling in the 200-level English course requirement or that it be completed concurrently with enrollment in the 200-level English core requirement.)]]

[[General electives (22–23 credits)

Any combination of courses. (Students planning to go on to the baccalaureate degree are advised to select courses meeting remaining core requirements and courses designated within baccalaureate majors and minors.) (22–23)

Electives to total (60 credits)]]

STUDENTS PLANNING TO GO ON TO THE BACCALAUREATE DEGREE ARE ADVISED TO SELECT COURSES MEETING REMAINING CORE REQUIREMENTS AND COURSES DESIGNATED WITHIN BACCALAUREATE MAJORS AND MINORS.

TOTAL CREDITS REQUIRED .....60 CREDITS.

[[* *ENGL 212 does not fulfill the second half of the written communication requirement for the baccalaureate degree.*

** *No credit may be earned for more than one of MATH 107X or 161X.*]]

EFFECTIVE: Fall 2007, Upon Chancellor's Approval

RATIONALE: The AA degree should directly articulate with the baccalaureate core degree requirements. Students should be able to move seamlessly from the AA degree to a four year degree. There should not be wasted credits or exceptions that will confuse the student's ability to move to a four year degree. The current AA degree requirements are different from the baccalaureate core degree requirements. The catalog description and the degree checklist are also different from the current baccalaureate core requirements. The AA degree should articulate directly with the baccalaureate core. By linking the degree requirements for the Associate of Arts program directly to the baccalaureate core, the AA program requirements will always be consistent with the baccalaureate core requirements.

The UAF Faculty Senate passed the following at its Meeting #138 on September 18, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend Section 3, (Article V, Committees, Standing) of the Bylaws by deleting E. 4., the Faculty Research Oversight Committee.

[[ ]] = Deletion
CAPS = Addition

Sect. 3 (ART V: Committees)

E. The standing and permanent committees of the Senate are:

STANDING

[[4. Faculty Research Oversight Committee

The Faculty Research Oversight Committee shall review all classified and proprietary proposals, grants, and contracts according to the guidelines of the UAF policy concerning classified and proprietary research and advise the chancellor of their compliance or lack thereof with university policy.

The committee will publish an annual report on the status of classified and proprietary contracts, grants and proposals at UAF to the Faculty Senate. The Faculty Research Oversight Committee will offer changes to the UAF policy as needed through periodic reviews occurring no less than once every 5 years.

Membership on the committee shall be limited to 9 senators, with no more than 2 members being from the same unit. A Facilities Security Officer shall be an ex-officio member of the committee. The committee will also include someone from the Office of Sponsored Research and a designee of the chancellor as ex-officio members. Committee membership must broadly represent the university community.]]

EFFECTIVE: Immediately

RATIONALE: University Regulation (R10.07.02) promulgated by President Hamilton on February 3, 2005, states that an MAU which intends to engage in classified or proprietary research shall have a standing advisory committee, and that the chancellor will appoint up to three tenured faculty members to the committee. Chancellor Jones has appointed a committee for UAF that follows the requirements specified in University Regulations. Therefore, it is no longer necessary to have a Faculty Senate committee to serve in an oversight capacity.

****

The UAF Faculty Senate passed the following at its Meeting #138 on September 18, 2006:

MOTION:
=======

The UAF Faculty Senate moves to accept STAT 200 as a Mathematics Literacy component of the Core Curriculum and that it be included in the list of courses that will satisfy the Core Math requirement.

EFFECTIVE: Fall 2007

RATIONALE: The CORE Review Committee has received and unanimously passed a request from the Department of Mathematics to make STAT 200 (Statistics) available to students as a CORE course.

The Philosophy of the CORE Curriculum states:

> Advanced literacy in mathematics implies a solid grasp of quantitative reasoning and appreciation of mathematical applications. Most important is acquiring the knowledge necessary for informed judgments on the uses of mathematical and statistical interpretations confronting us in everyday life

We observe that statistical interpretations have become the stuff of daily news, especially in political matters significant to citizenry. STAT200 will be a welcome addition to the CORE Curriculum as we prepare students for the 21st century.

****

[[ ]] = Deletions
CAPS = Additions

Baccalaureate Core

Courses used to meet a science or mathematics core requirements may also be used to satisfy the major and/or minor degree requirements. Other core courses may not be used to meet any other requirements for a degree.

Requirements **Credits**

Mathematics (3 credits) ……...……..……. 3

Complete one of the following:

MATH 103X - Concepts and Contemporary Applications of Mathematics (3)
MATH 107X - Functions of Calculus* (4)
MATH 161X - Algebra for Business and Economics (3)
OR STAT 200 - ELEMENTARY PROBABILITY AND STATISTICS (3)

* No credit may be earned for more than one of MATH 107X or MATH 161X.

OR complete one of the following:*

MATH 200X, 201X, 202X, 262X, 272X

*Or any math course having one of these as a prerequisite

****

The UAF Faculty Senate passed the following at its Meeting #138 on September 18, 2006:

MOTION:
=======

The Faculty Senate moves to modify "Guidelines for the Evaluation Process for Administrators" (Senate Meeting #99, February 5, 2001; amended Senate Meeting #111, October 28, 2002) to include (1) the Dean of Libraries and

(2) the Vice Chancellor for Research in the "Group A" list of administrators.

EFFECTIVE: Immediately

RATIONALE: The Vice Chancellor for Research supervises research faculty via various institute directors, while the Dean of Libraries supervises library faculty. Both positions make budgeting decisions affecting faculty and staff at UAF. These responsibilities are consistent with those of the "Group A" list of administrators. They are therefore hereby added to that list for administrator review.

****

Group A Administrators

Provost
Executive Dean, College of Rural and Community Development
Dean, School of Natural Resources and Agricultural Sciences
Dean, School of Fisheries & Ocean Sciences
Dean, Graduate School
Dean, College of Engineering & Mines
Dean, School of Management
Dean, School of Education
Dean, College of Liberal Arts
Dean, College of Natural Sciences & Mathematics
Dean of Libraries
Vice Chancellor for Research

****

The UAF Faculty Senate passed the following at its Meeting #138 on September 18, 2006:

MOTION:
=======

The UAF Faculty Senate moves to suspend the "Group B" Administrative reviews scheduled for 2006-2007, pending discussion by the Provost Council of recommended changes in the review process.

EFFECTIVE: Immediately

RATIONALE: The Faculty Appeals & Oversight Committee (FAOC) recently forwarded a motion to the Administrative Committee for review and which was referred to the FAOC for further discussion. The substance of the motion requires further discussion between the UAF administration and the FAOC so as to arrive at a mutually satisfactory process for evaluation of Group B administrators. The Administrative Committee recommends the Provost and the FAOC work together to arrive at a reasonable process before action by the Senate is taken on a revision to the current policy.

****

The UAF Faculty Senate passed the following at its Meeting #138 on September 18, 2006:

MOTION:
=======

The UAF Faculty Senate moves to modify the University of Alaska Fairbanks' document, "Policies and Regulations for the Appointment and Evaluation of Faculty" Chapter IV, D, 1,b, (3), as follows:

(3) Professor. Those faculty awarded the rank of professor at the university shall exemplify the attainment of performance and achievement consistent with a high standard of excellence.

The faculty member shall present a record of continuing sustained excellence which demonstrates that the candidate is recognized for contributions to knowledge in the discipline; is recognized by peers and students as an excellent teacher; contributes to the overall effort and reputation of the university through appropriate extension of knowledge and discipline-related service, within the context of the faculty member's proportionate responsibilities as identified in his/her annual workload distribution agreement. A promotion/tenure peer review committee (unit or university-wide) shall recommend promotion to the rank of professor only if a majority of the committee rates the faculty member's tripartite (or bipartite) areas of activity as "very good" or "excellent" (ratings, in order of improved performance, being "UNSATISFACTORY" "satisfactory," "good," "very good," and "excellent").

EFFECTIVE: Immediate, Upon Chancellor Approval

RATIONALE: There is some limitation in the categories for ranking or evaluating candidates in annual review and review for promotion and tenure in Board of Regent's policy and university regulation. Current policy provides for four levels: "satisfactory," "good," "very good," and "excellent". In the view of the Unit Criteria Committee of the Faculty Senate, these categories do the University and individual faculty members a disservice because under the current system, the lowest rank is *Satisfactory*. The current scheme does not provide a formal mechanism for indicating that a candidate's performance in any area *is unsatisfactory*. It has been suggested that the level "*unsatisfactory*" should be added.

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
=======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

RESOLUTION OF APPRECIATION

FOR

PAUL LAYER

WHEREAS, Paul Layer has served Faculty Governance in its many forms over the years in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, Paul Layer has served as Senator to the UAF Faculty Senate from 1994-1996; and

WHEREAS, Paul Layer has served as Chair of the Scholarly Activities Committee from 1994-96, as a member of the Ad Hoc Committee on Unit Criteria from 1994-1996, as Chair of the Faculty Appeals & Oversight Committee from 2002-2004; and

WHEREAS, Paul Layer has served as a member of the Administrative Committee from 1994-96 and 2002-2004, as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate from 2004-2005; and

WHEREAS, Paul Layer has served as a member of the UAF Governance Coordinating Committee from 2004-2006 and as Chair from 2005-2006; and

WHEREAS, Paul Layer has served as a member of the UA Faculty Alliance from 2004-2006 and represented UA Faculty Alliance to the UA Statewide Research Advisory Council from 2005-2006; and

WHEREAS, Paul Layer has served on various Search Committees, and other university and statewide committees representing the interests of faculty to the administration of UAF and statewide; and

WHEREAS, Paul Layer has served as President of the UAF Faculty Senate from 2005-2006 and has effectively represented the interests of the UAF Faculty Senate to the administration of UAF; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered to the faculty and the University by the work of Paul Layer as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Paul Layer and expresses its appreciation for his exemplary service.

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

OUTSTANDING SENATOR OF THE YEAR AWARD

FOR

SINE ANAHITA

WHEREAS, Sine Anahita's willingness to serve the university is evident in the fact that she joined the UAF Faculty Senate in her second year; and

WHEREAS, Sine Anahita worked with passion as a member of Faculty Affairs Committee during 2004-05; and

WHEREAS, Sine Anahita served as a member of the Committee on Status of Women, during 2005-06; and

WHEREAS, Sine Anahita with professionalism and dedication demonstrated leadership in the development and analysis of the *Study of Faculty Work Life at the University of Alaska Fairbanks* survey and communicated the results of the study across the UA community; and

WHEREAS, Sine Anahita has distinguished herself as an active and engaged colleague in the UAF Faculty Senate, ever mindful of her constituency and sees her constituency as the entire university community; and

WHEREAS, Sine Anahita's commitment to equity for all make her a valuable Faculty Senator who deserves recognition; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recognizes Sine Anahita as Outstanding Senator of the Year for Academic Year 2005-2006.

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

RESOLUTION OF APPRECIATION

FOR

DR. WANDA MARTIN

WHEREAS, Wanda Martin has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's esteem; and

WHEREAS, Wanda Martin has served as a member of the UAF Faculty Senate Curricular Affairs Committee since 1992; and

WHEREAS, Wanda Martin has served as a member of the UAF Faculty Senate Developmental Studies Committee since 1989; and

WHEREAS, Wanda Martin has dedicated 22 years of service to the University of Alaska and the Academic Advising Center; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the exemplary service rendered the faculty and the University by Wanda Martin; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate thanks Dr. Wanda Martin for her decades of service to UAF--through working with and for undergraduate students--and wishes her success in future endeavors.

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
=======

The UAF Faculty Senate ratifies the recommendation of the Governance Coordinating Committee to remove the Diversity & Tolerance Action Committee and the Intercollegiate Athletic Committee (IAC) from the Governance Coordinating Committee (GCC) Procedures and the further recommendation from GCC that the IAC be reclassified as an advisory board reporting to the UAF Director of Athletics and Recreation and the Vice Chancellor for Advancement and Community Engagement.

EFFECTIVE: Immediately

RATIONALE: According to governance policy, changes in the GCC committee structure require a 2/3 vote of each governing body represented by the GCC (Faculty Senate, Staff Council and ASUAF). Having succeeded in establishing the Chancellor's Campus Diversity Action committee (CCDAC) the UAF Governance Coordinating committee concludes that the goals and charges of the Diversity and Tolerance Action Committee are being met under the CCDAC, therefore; the Diversity and Tolerance Action Committee is no longer necessary. The scope of the work conducted by the Intercollegiate Athletic Committee is better served by having a more direct link to the Director of Athletics and the Vice Chancellor for Advancement and Community Engagement. Faculty, staff and student representation on the IAC is sufficient for providing information and input to the three governance organizations.

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the Mandatory Placement Policy (Senate meeting #116, May 5, 2003) to read:

CAPS - Addition
[[ ]] - Deletion

Mandatory Placement

Students who do not meet basic skills standards in reading, writing, and mathematics must complete appropriate Developmental Education course instruction. Such students may not enroll in 100-level or

above courses that depend on these skills until they have satisfactorily met the exit criteria of the appropriate Developmental Education course(s).

STUDENTS WITHOUT APPROPRIATE STANDARDIZED TEST SCORES (ACT/SAT/COMPASS/ASSET), ADVANCED PLACEMENT CREDITS, TRANSFER CREDITS, OR PREREQUISITE COURSEWORK MUST HAVE UAF-APPROVED PLACEMENT TEST SCORES PRIOR TO REGISTERING FOR CLASSES THEIR FIRST SEMESTER AT UAF. STUDENTS MAY NOT ENROLL IN CLASSES UNLESS THEY MEET THE PLACEMENT REQUIREMENTS. PLACEMENT INTO APPROPRIATE DEVELOPMENTAL OR CORE CLASSES MUST BE DONE WITH THE HELP OF AN ADVISOR. STUDENTS WHO ENROLL IN A COURSE WITHOUT MEETING THE REQUIREMENTS WILL BE WITHDRAWN FROM THE COURSE BY FACULTY INITIATED WITHDRAWAL.

FOR PLACEMENT INTO ANY DEVELOPMENTAL MATH COURSE, OR ANY COURSE SATISFYING CORE MATH REQUIREMENTS, PREREQUISITE COURSES AND/OR PLACEMENT EXAMS MUST BE TAKEN WITHIN ONE CALENDAR YEAR PRIOR TO COMMENCEMENT OF THE COURSE.

STUDENTS MAY NOT ENROLL IN PERSPECTIVES ON THE HUMAN CONDITION COURSES UNLESS THEY MEET THE PLACEMENT REQUIREMENTS FOR ENGLISH 111 (INCLUDING READING). STUDENTS MAY NOT ENROLL IN CORE SCIENCE CLASSES UNLESS THEY HAVE PLACEMENT AT DEVM 105 OR ABOVE AND PLACEMENT INTO ENGLISH 111.

THE UAF FACULTY SENATE REITERATES ITS REQUIREMENT THAT FINANCIAL SUPPORT FOR ACADEMIC RESOURCES TO ASSIST MANDATORY PLACEMENT OF STUDENTS AT UAF BE INCREASEDTO AN ADEQUATE LEVEL PRIOR TO IMPLEMENTATION.

EFFECTIVE: Fall 2006, with phase in completed no later than Fall 2007.

RATIONALE: Mandatory testing, advising, and placement have been identified as elements which have a strong correlation with increased student success in college-level coursework. A motion to phase in mandatory placement in appropriate Developmental Education courses was approved by the UAF Faculty Senate on May 5, 2003.

Further, the additions more clearly spell out the implicit expectations for Core 100-level courses at UAF—namely, that a student has sufficient academic preparation to be able to complete college-level English and math classes.

Note: Additional Banner augmentation to support prerequisite and test compliance will need to be coordinated with UAA and UAS. The UAA Faculty Senate recently approved a similar motion on Mandatory Placement.

The Developmental Studies committee will work with the Department of Developmental Education, the Math department, the English department, and other affected departments and committees to develop guidelines for enforcement of placement.

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the grading policy and grade point average (GPA) computation to include +/-'s as specified in University Regulations R10.04.09.

EFFECTIVE: Fall 2007

RATIONALE: Plus/minus grades allow for more accurate instructor feedback to students. The majority of four-year colleges and universities use the plus/minus grades system. In a recent UAF referendum faculty supported changing to +/-'s by a nearly 3:1 margin.

****

UNIVERSITY REGULATION R10.04.09

Numerical Equivalencies for Grades

A+ = 4.0	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F = 0.0		

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
=======

The UAF Faculty Senate moves to approve a Minor in Global Studies.

EFFECTIVE: Fall 2006

RATIONALE: See full program proposal #155 from the Spring 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

Requires 16-18 credits from two or more departments, selected from one of four tracks as an area of emphasis and requires a civic engagement/internship project of 1-3 credits.

****

Minor, Global Studies

The proposed interdisciplinary minor in Global Studies provides undergraduate students the opportunity to focus on this topic with a systematic and organized curriculum. The goal of the minor is to offer students an understanding of globalization from a variety of disciplinary perspectives. Four tracks are presented, with a choice of established entry courses. In addition, students will participate in a community involvement internship.

****

The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
=======

The UAF Faculty Senate moves to approve a Bachelor's of Emergency Management (B.E.M) degree program.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposal #202 from the Spring 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

Complete 33 credits of major requirements from the UAF Emergency Services A.A.S. degree or any regionally accredited institution AAS Fire Science degree with a cumulative GPA of 2.25 or higher; requires 40 credits in major complex courses in ACCT, ECON, BA, PS; 15 credits in minor complex of Leadership and Civic Engagement; 9 credits of electives from list of PS, HIST, RD courses; total credits of 126-128.

****

Executive Summary
Bachelor of Emergency Management (B.E.M.)

The UAF-TVC Emergency Services Program (ESP) is seeking approval for the UAF School of Management (SOM) to initiate a new Baccalaureate Degree in Emergency Management. This will enable students to combine the technical expertise derived from the Associate of Applied Science (AAS) degree in Emergency Services with a curriculum in Business Administration to become the future fire chiefs and equivalent emergency services administrators within fire departments and other related providers of emergency services throughout Alaska, Canada and the Lower 48. There is an ever increasing demand for fire department and emergency services administrators that are educated in fire science, emergency medical services (EMS) and business management practices. The National Fire Academy Executive Fire Officer (EFO) Program will soon be establishing a minimum of a bachelor's degree as an enrollment qualification. Many fire departments throughout Alaska have searched for fire chiefs and found few Alaskan candidates with adequate administration education and experience except those who have gone to school and worked in the Lower 48. The intent of this proposed BEM degree is to retain our AAS degree graduates at UAF by offering them an opportunity to complete a baccalaureate degree while obtaining additional vocational experience through numerous local fire departments. The UAF Emergency Services Program averages 24 graduates per year or 11% of the associate degrees from the College of Rural and Community Development (CRCD). An ESP outcome assessment goal is to encourage our UAF graduates to become the best candidates for chief officer or equivalent fire administrator positions by utilizing their AAS degree as a building block to pursue the proposed BEM degree.

The UAF-TVC Emergency Services Program has become nationally recognized as one of the best in the U.S. with students coming from all over Alaska, Canada and the Lower 48. This program offers a unique combination of education, training, certification and vocational experience that is available at very few fire science programs throughout the U.S. UAF currently offers AAS degree concentrations in Municipal Fire, Wildland Fire, Hazardous Materials, Public Safety and Emergency Medical Services. Our arctic environment, boreal forests and the oil industry offers our students challenges and opportunities second to none.

The UAF School of Management offers a wide variety of business administration courses nationally accredited by the Association to Advance Collegiate Schools of Business. The proposed BEM degree offers a business administration curriculum tailored to meet the needs of a fire department business manager with a minor in Leadership and Civic Engagement.

PROPOSED GENERAL CATALOG LAYOUT:

BUSINESS ADMINISTRATION
School of Management
Department of Business Administration

(907) 474-7253
www.uafsom.com

B.E.M. Degree

Minimum Requirements for Degree: 126-128 credits

1. Complete 33 credits of major requirements from the UAF Emergency Services AAS degree or any regionally accredited institution AAS Fire Science degree with a cumulative GPA of 2.25 or higher.

2. Complete the general university baccalaureate core requirements. (See page __. As part of the core curriculum requirements complete MATH 161X* **OR** MATH 107X* AND STAT 200*)

3. Complete beyond the associate degree the following 40 credits of major complex courses with grades of "C" or better:

PS 101- Introduction to American Government/ Politics 3
ACCT 261 - Accounting Concepts/ Uses 3
ECON 200 - Principles of Economics 4
BA 151 - Introduction to Business 3
BA 307 - Personnel Management 3
BA 317W - Employment Law 3
BA 390 - Organizational Theory and Behavior 3
BA 452W - Internship in Emergency Management 3
BA 457 - Training and Management Development 3
COMM 335O - Organizational Communications 3
ENGL 314 W, O/2 - Technical Writing 3
PS 321 - International Politics 3
PS 403W - Public Policy 3

4. Complete 15 credits in the minor complex of Leadership and Civic Engagement as follows:
a. Complete the following (6 credits):

NORS 205 - Leadership, Citizenship and Choice 3
NORS 486 - Senior Seminar/ Leadership and Civic Engagement 3

b. Complete **three courses** (9 credits) from the following. At least one course must be a PS elective and one course must be a HIST elective:

PS 202 - Democracy and Global Society 3
PS 263 - Alaska Native Politics 3
PS 301 - American Presidency 3
PS 315 - American Political Thought 3
PS 462 - Alaska Government and Politics 3
HIST 131 - History of the U.S 3
HIST 132 - History of the U.S 3
HIST 361 - Early American History 3
HIST 364 - History of the U.S. 1945- Present 3
RD 300W - Rural Development in a Global Perspective 3
RD 325 - Community Development Strategies 3

Of the above, at least **39 credits must be taken in upper division** (300-level or higher) courses.

Must take two upper division writing intensive and one upper division oral intensive course(s).

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The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the College of Engineering and Mines (CEM).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the College of Engineering and Mines. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY:

INITIAL APPOINTMENT, ANNUAL REVIEW, PRE-AND POST-TENURE,

PROMOTION, TENURE REVIEW

AND

COLLEGE OF ENGINEERING AND MINES

UNIT CRITERIA

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE COLLEGE OF ENGINEERING AND MINES. ITEMS IN BOLDFACE LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CEM FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS.

Chapter I

Purview

The University of Alaska Fairbanks document, “Faculty Appointment and Evaluation Policies,” supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

Chapter II

Initial Appointment of Faculty

A.Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B.Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C.Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D.Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E.Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F.Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

Chapter III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV **and CEM unit criteria, standards, and indices**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development; and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty
Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

- **Effectiveness in Teaching**

Evidence of excellence in teaching may be demonstrated through, but is not limited to, evidence of the various characteristics that define effective teachers. Effective teachers **will demonstrate some, but not necessarily all, of the following characteristics in an individual year**:

a.are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b.express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c.emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d.emphasize regular feedback to students and reward student learning success;

e.demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

- regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- may receive prizes and awards for excellence in teaching;
- **disseminate new ideas to the students resulting from research and other engineering activities, such as consulting and service on review panels;**
- **engage in advising and mentoring students;**
- **Involve students, especially graduate students, in quality research activities.**

Specific CEM Criteria for Teaching Performance Before Appointment or Promotion to:

A. Assistant Professor: Evidence of teaching ability and a commitment to a quality teaching program must be provided, as well as evidence of an effort toward continual improvement.

B. Associate Professor: The record must show that the material taught is contemporary and relevant, and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include (but is not limited to) course and/or curriculum development, novel approaches to instruction, effective guiding and mentoring of students, and effective classroom teaching performance. There must be evidence of supervision of graduate student research (as a major supervisor or co-supervisor).

C. Professor: Significant contributions to the instructional program are expected. These may include, but are not limited to, contributions to major improvements in course and/or curriculum offerings, upgrading of instructional facilities, ability to motivate and/or inspire students, and exemplary training of graduate students. There should be a record of successful completion of graduate work by his or her students. It is expected that assessment of teaching by students and faculty demonstrate consistently high quality performance.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a.systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b.narrative self-evaluation,

c.peer/department chair classroom observation(s),

d.peer/department chair evaluation of course materials.

C.Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. **The level of creative productivity expected of a faculty member will be commensurate with the percentage of his or her workload dedicated to such activity.**

1.Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

- They must occur in a public forum.
- They must be evaluated by appropriate peers.
- They must be evaluated by peers external to this institution so as to allow an objective judgment.
- They must be judged to make a contribution.

2.Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but is not limited to:

a.Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b.Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c.Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d.Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e.Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f.Scholarly reviews of publications, art works and performance of the candidate.

g.Citations of research in scholarly publications.

h.Published abstracts of research papers.

i.Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j.Prizes and awards for excellence of scholarship.

k.Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

l.Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. Involve students, especially graduate students, in quality research activities.

Specific Criteria for Research Performance Before Promotion or Appointment to:

A. Assistant Professor: Evidence of the ability to establish a viable research program in the area of specialization, normally a sub discipline of engineering (with the option of engineering education in certain circumstances), must be provided.

B. Associate Professor: The faculty member must have established an appropriate research program that produces satisfactory publications in refereed professional journals and presented research results at professional meetings. The submission of research proposals and acquisition of external research funding, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the research program is of high quality. Evidence of sustained research productivity and publication must be shown. The faculty member must show independence and leadership by the creation of research ideas that involve students.

C. Professor: The research program should have produced sufficient publications in the refereed professional literature, and there should be a record of student involvement. The publications should be of sufficient quality and quantity to demonstrate the existence of an on-going, professional, independent research program. A national or international reputation (as demonstrated by professional activities or presentations at meetings and documented opinions of other engineers and scientists in the field) is expected.

D.Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1.Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- Providing information services to adults or youth.
- Service on or to government or public committees.
- Service on accrediting bodies.

- Active participation in professional organizations.
- Active participation in discipline-oriented service organizations.
- Consulting.
- Prizes and awards for excellence in public service.
- Leadership of or presentations at workshops, conferences, or public meetings.
- Training and facilitating.
- Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2.University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- Service on university, college, school, institute, or departmental committees or governing bodies.
- Consultative work in support of university functions, such as expert assistance for specific projects.
- Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- Participation in accreditation reviews.
- Service on collective bargaining unit committees or elected office.
- Service in support of student organizations and activities.
- Academic support services such as library and museum programs.
- Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- Mentoring.
- Prizes and awards for excellence in university service.

1. **Professional Service**

- Editing or refereeing articles or proposals for professional journals or organizations.
- Active participation in professional organizations.
- Active participation in discipline-oriented service organizations.
- Committee chair or officer of professional organizations.
- Organizer, session organizer, or moderator for professional meetings.
- Service on a national or international review panel or committee.

1. **Evaluation of Service**

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

Specific Engineering Criteria for Service Performance Before Appointment or Promotion to:

- **A. Assistant Professor: None in addition to UAF criteria**

- **B. Associate Professor: Positive contributions to departmental and/or university matters, effective professional contributions to the public, and/or effective services to the profession are expected.**

- **C. Professor: Evidence of leadership in the service area is expected. Significant contributions to the development of departmental and/or university programs including committee leadership or UAF faculty senate service and associated committees are expected. Effective application of service includes professional expertise provided to professional or public organizations such as engineering society leadership, reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications.**

Examples of Service Activities Appropriate for Faculty in Engineering Include (But Are Not Limited To):

- **K-12 and/or informal engineering education;**
- **Presentation of engineering to the public.**

Measures of Effectiveness of Performance Include (But Are Not Limited To):

- **Accomplishments of the effort for organization to which service was provided;**
- **Opinions of clients served and/or colleagues involved in delivery of service.**

E.Unit Criteria, Standards and Indices

Unit criteria, standards and indices are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in B, C, D, above, and in "UAF Faculty Appointment and Evaluation Policies," Chapter IV for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review.

Unit criteria, standards and indices may be developed by those units wishing to do so. Units that choose not to develop discipline-specific unit criteria, standards and indices must file a statement stating so with the Office of the Provost, which shall serve as the official repository for approved unit criteria, standards and indices.

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed and approved by the cognizant dean who will forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

Unit criteria, standards and indices will be reviewed at least every five (5) years by the faculty of the unit. When reorganization results in a unit's placement in another college/school structure, the cognizant dean, in consultation with the unit faculty, shall review unit criteria, standards and indices and revise if warranted. Unit criteria, standards and indices approved by the Faculty Senate prior to a unit's reorganization shall remain in effect until reviewed and revised. Revision of unit criteria, standards and indices must

follow the review process established by the Faculty Senate. If the unit criteria, standards and indices are not revised, a statement of reaffirmation of the current unit criteria, standards and indices must be filed with the Office of the Provost, following the review.

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is **NOT** optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

F.Annual Evaluation of Non-tenured Faculty with Academic Rank

1.Process of Evaluation

There will be annual evaluations of all untenured faculty members holding academic rank. Each faculty member shall submit a professional activities report to the campus director or college/school dean according to a schedule announced by the provost. The annual professional activities report will be accompanied by a current curriculum vita.

The evaluations performed by the campus director or college/school dean shall include explicit statements on progress toward meeting criteria for tenure and promotion in their written evaluations. The dean's/director's evaluation shall reference the faculty member's workload agreement in commenting on progress. The director or dean shall provide a copy of a written evaluation to the faculty member.

In the case of a faculty member having a joint appointment, the dean will coordinate the review and recommendation with the director as appropriate.

G.Periodic Evaluation of Tenured Faculty Members

1.Frequency of Evaluation

- All tenured faculty at UAF shall be evaluated once every three years according to a schedule and process announced by the Provost.
- For tenured faculty with joint appointments, the cognizant dean will arrange a review that assures that all appropriate administrators provide a written evaluation of the faculty member. The dean will inform the faculty member of these arrangements.

2.Annual Activities Report

All tenured faculty shall prepare a professional activities report annually and submit it to the dean or director according to a schedule announced by the provost.

H.Evaluation of Faculty with Special Academic Rank

Special academic rank faculty are appointed for a specified period of time. They are to provide evidence of effectiveness in their assigned responsibilities during the term of their appointment when requested by their college/school dean or institute director according to the process set forth by the provost.

1.Process of Evaluation

The college/school dean or institute director shall require an annual activities report of a faculty member who has an appointment renewed beyond the initial year of appointment. The review process outlined above for academic rank faculty shall apply. The optional

process for the development and approval of the unit criteria, standards and indices as outlined above in Chapter III, E. shall also apply to the definition and evaluation of faculty in special academic rank positions.

The appointment to special academic rank shall terminate on the date specified in the letter of appointment, and implies no expectation of a subsequent appointment.

3/06

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The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
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The UAF Faculty Senate moves to endorse the 2006-2007 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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2006-2007 UAF Faculty Senate Committees

STANDING COMMITTEES

Curricular Affairs

- Jodie Anderson, CRA/CES (07)
- Anna Berge, CLA (07)
- Ataur Chowdhury, CNSM (07)
- Claude Duguay, CNSM (08)
- Ilana Kingsley, CLA (08)
- Rainer Newberry, CNSM (08)
- Tony Rickard, SOEd. (07)
- Larry Roberts, CRCD (07)
- Marsha Sousa, CRCD (08)

Faculty Affairs

- Sukumar Bandopadhyay, CEM (08)--chair
- Pamela Deters, CLA (08)
- Marion Bret-Harte, IAB (07)
- Liz Brown, SFOS (07)
- Jim Collins, SOM (07)
- Mike Davis, CRCD (07)
- Jonathan Dehn, GI (08)
- Jeff Freymueller, CNSM (08)
- Jonathan Rosenberg, CLA (08)
- Mingchu Zhang, SNRAS (07)

Unit Criteria

- Peter Bierman, CRCD/CES (08)

- Brenda Konar, SFOS (08)
- Debasmita Misra, CEM (06)
- Lee Taylor, CNSM (08)
- Thomas Zhou, SOM (08)
- vacant, CLA (08)

PERMANENT COMMITTEES

Committee on the Status of Women

- Sine Anahita, CLA (07)
- Cindy Hardy, CRA (07)
- Alexandra Fitts, CLA (08)
- David Koester, CLA (08)
- Cecile Lardon, CLA (07)--Senate rep.
- Brenda Norcross, SFOS (08)
- Renate Wackerbauer, CNSM (07)
- Diane Wagner, CNSM (08)
- Jane Weber, CRA (08), Senate rep.--convener
- Wendy Zhou, CEM (07)

Core Review

- Jin Brown, Comm., CLA (08)--convener
- Christine Coffman, English, CLA (08)
- Karen Callahan, Social Sciences, CLA (07)
- Carrie Baker, Humanities, CLA (08)
- Suzan Hahn, Library
- Latrice Bowman, Math, CMS (08)
- Michael Harris, Sciences, CNSM (07)
- Other (08)

Developmental Studies Committee

- Betsy Taguchi, Kuskokwim Campus (06)
- Debbie Toopootelook, RSS
- Victor Zinger, Bristol Bay Campus (07)
- Joseph Dupras, English (08)
- John Creed, Chukchi Campus (06)
- Brian Rasley, Sciences (07)
- Cindy Hardy, Developmental Education (08)--convener
- Marjorie Illingworth, Tanana Valley (06)
- Ron Illingworth, Interior-Aleutians (06)
- Latrice Bowman, Math (06)
- Linda Hapsmith , Advising Center
- Joe Mason, Northwest Campus (06)
- Kelly Hite-McGee, SSSP
- Kevin Kristoff, Rural campus student services
- ^Bernice Joseph, Exec. Dean, CRCD

Faculty Appeals & Oversight Committee

- Carol Barnhardt, SOEd. (07)
- Tom Clausen, CNSM (08)
- Goodwin Chukwu, CEM (08)
- Joel Irish, CLA (08)

- Terry Johnson, SFOS (06)
- Brenda Norcross, SFOS (07)
- Michael Pippenger, SOM (07)
- Julie Riley, CES (07)
- Milan Shipka, SNRAS (07)
- Norm Swazo, CLA (07)
- vacant, CEM (07)
- vacant, CNSM (07)
- vacant, CRCD (08)
- vacant, SOEd (08)
- vacant, SNRAS (08)
- vacant, SOM (08)

Faculty Development, Assessment & Improvement

- Christine Cooper, CLA (07)
- Michael Daku, CLA (08)
- Dana Greci, CRCD (08)
- Susan Herman, SOM (07)
- Marjorie Illingworth, TVC (07)
- Julie Lurman, CNRAS (08)
- Joy Morrison, Faculty Development Office
- Channon Price, CNSM
- Larry Roberts, CRA (07)--convener

Graduate Academic & Advisory Committee

- Derick Burleson, CLA (07)
- Cathy Cahill, CNSM (07)--convener
- Patty Gray, CLA (07)
- Katrin Iken, SFOS (08)
- David Maxwell, CNSM (07)
- Paul McCarthy, CNSM (07)
- Laura Milner, SOM (07)
- Heinz Wiechen, CNSM (07)
- vacant, SOEd. (08)
- Ex-Officio: Susan Henrichs, Graduate Dean
  Pauline Wilson, Library
  Tim Stickel, Registrar

OTHER

UAF Governance Coordinating Committee

Jon Genetti, President-Elect
Shirish Patil, President

UAF Faculty Alliance Representatives

Jon Genetti, President-Elect
Paul Layer, Past-President
Shirish Patil, President

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The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
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The UAF Faculty Senate moves to adopt the following calendar for its 2006-2007 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center rooms reserved well in advance.

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UAF FACULTY SENATE

2006-2007

Calendar of Meetings

Mtg. #	Date	Day	Time	Type
138	9/18/06	Monday	1:00 p.m	audioconference
139	11/6/06	Monday	1:00 p.m	face-to-face
140	12/11/06	Monday	1:00 p.m	audioconference
141	2/5/07	Monday	1:00 p.m	audioconference
142	3/5/07	Monday	1:00 p.m	face-to-face
143	4/9/07	Monday	1:00 p.m	audioconference
144	5/7/07	Monday	1:00 p.m	face-to-face

Location: Wood Center Carol Brown Ballroom (face-to-face meetings)
Wood Center Conference Room C/D (audioconference meetings)

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The UAF Faculty Senate passed the following at its Meeting #137 on May 1, 2006:

MOTION:
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The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2006. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 1, 2006

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

The UAF Faculty Senate passed the following at its Meeting #136 on April 3, 2006:

MOTION:
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The UAF Faculty Senate endorses the Enrollment Management Task Force's recommendation that the requirements for admission to UAF's baccalaureate program be raised to:

3.0 cumulative high school GPA or
2.5 cumulative high school GPA and ACT Composite score ≥ 18. An equivalent combined SAT score can be substituted for the ACT Composite score requirement.

We further endorse the recommendation that financial support for academic resources to assist Baccalaureate Intended (BI) students at UAF be significantly increased prior to implementation.

EFFECTIVE: Fall 2007

RATIONALE: By accepting a student into a baccalaureate program UAF is essentially saying to the student: "you're ready to start this program". At one time an Alaskan high school student with a C (2.0) average was in fact ready for UAF. Today, however, an Alaskan high school student with an overall GPA of 2.0 is simply not ready. Either the student hasn't learned enough of the subject matter taught or hasn't displayed the study skills necessary to complete assignments successfully. By raising the requirements for admission to the baccalaureate program we are more realistically specifying the level of academic background that we expect incoming students to have before beginning baccalaureate courses at UAF and to succeed in those courses. For those students who do not meet these admission criteria, we'd be sending the message: 'based on your previous level of academic accomplishments, you're not yet ready and we want to help you get ready." Our intention would be to identify such 'at risk' students and give them a chance to 'get up to speed' in terms of whatever they need--be it academic background or study/academic work habits.

****

The UAF Faculty Senate passed the following at its Meeting #136 on April 3, 2006:

MOTION:
=======

Every five years, to correspond to the UAF accreditation schedule (i.e., 2000, 2005, 2010, etc.), the Provost will request that the Registrar provide a list of courses that have not been taught in the preceding five years. That list will be submitted to the Deans with the following instructions

a. The Dean reviews the lists carefully and identifies courses no longer offered that will be deleted from the catalog and from the Banner system. The regular Faculty Senate process for deleting courses must be followed. To simplify the process one form per subject area may be used, with a list of the courses that are to be deleted attached.
b. If the Dean requests it by the given deadline, the course will be retained in the Banner system, but deleted from the catalog.
c. If the Dean sends a substantive justification and a request to retain the course in the Catalog to the Provost by the given deadline, and the request is approved, the course will continue to be published in the catalog.

EFFECTIVE: Fall 2006

RATIONALE: There are nearly 300 courses still active in Banner (and about 200 still listed in the catalog) that have not been offered for five years. We need to give

students (and prospective students) a realistic view of our course offerings. Given that none of these courses has been taught for five years, it is very unlikely that any of them is needed by a student to complete degree requirements.

****

The UAF Faculty Senate passed the following at its Meeting #136 on April 3, 2006:

MOTION REFERRED BACK TO COMMITTEE:
==========

The UAF Faculty Senate moves to include the following clarification on course stacking to be added to current regulations:

"With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g., 100/600) are not allowed under any circumstances."

EFFECTIVE: Immediately

RATIONALE: Although never explicitly stated, the stacked course concept was intended for 400/600 courses. Stacking could be applied to other combinations, but some, e.g., 100/600, are clearly not appropriate for such. These other stacked combinations have occurred recently for several summer courses and have been proposed for regular semester courses. This change is to clarify that some course stackings are simply not acceptable.

****

The UAF Faculty Senate passed the following at its Meeting #136 on April 3, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend walk through requirements for graduate students as follows:

[[ ]] - Deletion
CAPS - Addition

Graduation "Walk-Through" Policy

To meet the definition of having "essentially completed all degree requirements" (current policy) to "walk through" graduation ceremonies, a student must have met the following requirements:

a. successfully completed all required tests, course work and thesis/project defense; and

b. submitted to the Graduate School by the date set for filing a thesis/dissertation in Spring Semester, a memorandum signed by the student and the major advisor certifying that any required revisions to the project/thesis/dissertation can be completed by july 31 of the same year. FOR A THESIS/DISSERTATION, THE STUDENT MUST MAKE A COMMITMENT TO SUBMIT THE FINAL COPY TO THE GRADUATE SCHOOL BY JULY 31 OF THE SAME YEAR. [[the student is essentially completed the graduate degree, and that all required signatures will be obtained and the thesis, project or dissertation filed by the last day of instruction.]] If the student is a Ph.D. candidate, the major advisor or designated committee member must also agree to participate in the graduation ceremonies; and

c. [[filed a copy of the required project/thesis/dissertation with the Graduate School with all required signatures, by the last day of instruction in Spring Semester; and

d.]] for Ph.D. candidates, filed a ≤ 50 word abstract of the dissertation research along with the signed [[dissertation]] MEMORANDUM.

NOTE: Individuals who "walk through" graduation ceremonies will NOT be listed in the graduation program. These students' names, and if Ph.D. recipients, descriptions of dissertation research, will appear in the program of the academic year in which the Degree is formally granted.

EFFECTIVE: Immediately

RATIONALE: Because students currently can participate in commencement only in May, and most relocate soon after completing their graduate degrees, the present policy is overly stringent. On the other hand, GAAC feels that passing the important milestone of the project/thesis/dissertation defense is a necessary condition. Further, this should be limited to cases in which the project/thesis/dissertation requires only minor or moderate revision, which can be accomplished in time for summer graduation.

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The UAF Faculty Senate passed the following at its Meeting #136 on April 3, 2006:

RESOLUTION:
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Jon Genetti as President-Elect of the UAF Faculty Senate for 2006-2007 by affirmation.

The UAF Faculty Senate passed the following at its Meeting #135 on March 6, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the "UAF Advanced Placement Credit" for Foreign Languages/Alaska Native Language to delete Foreign Languages from the policy (p. 31-33 of the 2005-2006 catalog).

CAPS - Additions
[[ ]] - Deletions

Alternate Ways to Earn Credit

UAF Advanced Placement Credit

***[[Foreign Language/]] Alaska Native Language**

After completing the course in which you were placed (above 101) and earning a B grade or higher, you may ask to receive credit for the two immediately preceding prerequisite courses, if any. However, credit cannot be awarded for such courses if university credit has already been granted for them (e.g., through College Board Advanced Placement national tests or credit transfer from another college). Credit will not be awarded for special topics courses, individual study courses, literature or culture courses, conversation courses, or any course taught in English.

EFFECTIVE: Fall 2006

RATIONALE: The Dept. Foreign Languages is asking to do away with this manner of earning credit for the following reasons:

- **it is redundant:** Students may earn up to 16 credits in French, German, and Spanish through the CLEP test offered by Testing Services. Tests in Japanese and Russian are offered by BYU and are also accepted by UAF. (see p. 31 of the UAF catalog)
- **it duplicates AP credit:** local AP language teachers are advising students not to take the AP test if they are planning to attend UAF because they can get the credit simply by taking a class.
- **it is inconsistent with other academic disciplines**: Foreign Languages and Alaska Native Languages are the only programs that offer this sort of credit. ANL chooses to maintain the policy because there are no tests available in Alaskan Native languages. Other departments have no such policy- why should we be different? Students cannot earn credit for Biology 104 and 105 by taking Biology 106.
- **it does not benefit heritage and native speakers:** as languages grow in popularity more and more heritage and native speakers (in Spanish particularly, but also in other languages) are signing up for classes. Under the current policy they must begin at the 300-level in order to earn bonus credits for the prior courses. Many of these students are not served by 300-level classes and should go directly into more advanced courses, but cannot do so because they will lose their chance to earn “bonus” credits.
- **it creates difficulties for instructors:** students take classes that they really should not be in (for which they are either under- or over-prepared) so that they can try to get bonus credits. This creates difficulties for instructors who are trying to deal with, for example, a native speaker in a third-year language class.
- **it is overly complicated**: along with increased popularity and enrollment come increased difficulties. While we attempted to draft a policy that would cover all situations, this has not turned out to be so. Not a week goes by without some new, unexpected request for credit that must be dealt with on a case by case basis. The evaluation of these cases is causing an undue burden to faculty and staff.

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The UAF Faculty Senate passed the following at its Meeting #135 on March 6, 2006:

MOTION:
=======

The UAF Faculty Senate moves to change the Grading System policy for the "I" -- Incomplete grade and add the "NB" -- No Basis grading option (2005-2006 Catalog, page 70-71), as follows:

[[ ]] - Deletions
CAPS - Additions

Grading System and Grade Point Average Computation

"I" Incomplete -- [[Indicates that you have not been able to complete the course during the scheduled course time. When the I grade is given, the instructor will include a statement of the work required of you to complete the course and the time limit you have to complete the work. The maximum allowed time is one year. At the end of the defined time limit, the instructor may issue a grade based on the work turned in. If the instructor does not change the I grade, it becomes permanent at the end of one year. The I grade is not computed in your GPA. You cannot graduate with an I grade in any required course.]]

THE LETTER GRADE "I" (INCOMPLETE) IS A TEMPORARY GRADE USED TO INDICATE THAT THE STUDENT HAS SATISFACTORILY COMPLETED (C OR BETTER) THE MAJORITY OF WORK IN A COURSE BUT FOR PERSONAL REASONS BEYOND THE STUDENT'S CONTROL, SUCH AS SICKNESS, HAS NOT BEEN ABLE TO COMPLETE THE COURSE DURING THE REGULAR SEMESTER. NORMALLY, AN INCOMPLETE IS ASSIGNED IN THE CASE WHEN THE STUDENT IS CURRENT IN THE CLASS UNTIL AT LEAST THE LAST THREE WEEKS OF THE SEMESTER OR SUMMER SESSION. NEGLIGENCE OR INDIFFERENCE ARE NOT ACCEPTABLE REASONS FOR AN "I" GRADE. THE DEFERRED GRADE (DF) SHOULD BE USED FOR THOSE CASES WHEN A STUDENT IS UNABLE TO COMPLETE A COURSE DUE TO INSTITUTIONAL REASONS, SUCH AS BREAKDOWN OF LABORATORY EQUIPMENT.

THE INSTRUCTOR WILL ALSO INCLUDE A STATEMENT OF THE WORK REQUIRED OF THE STUDENT TO COMPLETE THE COURSE AT THE TIME THE "I" GRADE IS ASSIGNED AND A COPY OF THE NOTICE OF THE INCOMPLETE GRADE WILL BE SENT TO THE DEAN OF THE SCHOOL OR COLLEGE IN WHICH THE COURSE IS GIVEN. *AN INSTRUCTOR INTENDING TO ASSIGN A GRADE OF 'I" WILL MAKE A CONCERTED EFFORT TO CONTACT THE AFFECTED STUDENT AND SECURE HIS/HER ACKNOWLEDGEMENT OF THE CONDITIONS.*

AN INCOMPLETE MUST BE MADE UP WITHIN ONE YEAR OR IT WILL AUTOMATICALLY BE CHANGED TO AN "F" GRADE BY THE RECORDS OFFICE. THE "I" GRADE IS NOT COMPUTED IN THE STUDENT'S GRADE POINT AVERAGE UNTIL IT HAS BEEN CHANGED TO A REGULAR LETTER GRADE BY THE INSTRUCTOR OR UNTIL ONE YEAR HAS ELAPSED AT WHICH TIME IT WILL BE COMPUTED AS AN "F". A SENIOR CANNOT GRADUATE WITH AN "I" GRADE IN EITHER A UNIVERSITY OR MAJOR COURSE REQUIREMENT. TO DETERMINE A SENIOR'S GRADE POINT AVERAGE AT GRADUATION, THE "I" GRADE WILL BE COMPUTED AS A FAILING GRADE.

"NB" NO BASIS --

INSTRUCTORS MAY AWARD A NO BASIS (NB) GRADE IF THERE IS INSUFFICIENT STUDENT PROGRESS AND/OR ATTENDANCE FOR EVALUATION TO OCCUR. NO CREDIT IS GIVEN, NOR IS THE "NB" CALCULATED IN THE GPA. THIS IS A PERMANENT GRADE AND MAY NOT BE USED TO SUBSTITUTE FOR THE INCOMPLETE (I). IT CANNOT BE REMOVED BY LATER COMPLETING OUTSTANDING WORK.

EFFECTIVE: Fall 2006

RATIONALE: On December 9th, 1996, the Faculty Senate eliminated the No Basis (NB) grade and changed the 'I' so that it would not turn into an 'F' after a year.

With NB no longer an option, some faculty assigned grades of 'I' to students who had no intention of ever completing a particular course. This caused a huge amount of paperwork (each 'I' requires a separate sheet of paper) and massive paper jams in Admissions & Records, as they're supposed to keep a record of every 'I' grade. CRCD faculty, through the Associate Dean, request restoration of the 'NB' grade—essentially viewing the changes of 12-9-96 as a failed experiment. In doing so, it would be logical to return to the old 'I' at the same time. Consequently, this proposal is to essentially turn back the clock to November 1996; restore the grade of 'I' to its originally intended use; and restore the option of giving a grade of 'NB' to a student who has registered but not substantially participated, and not withdrawn. The addition of the line in italics is to help prevent giving an 'I' to a student who would prefer to take a (low) grade instead of finishing a course.

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The UAF Faculty Senate passed the following at its Meeting #135 on March 6, 2006:

RESOLUTION

ON

Constitutional Amendment: Benefits & Marriage
(SJR 20 and HJR 32)

WHEREAS, Discrimination against faculty on the basis of marital status is expressly prohibited by the University of Alaska Board of Regents Statement of Non-discrimination; and

Whereas, the UAF Faculty Senate affirms the importance of complying with university non-discrimination policies; and

WHEREAS, to comply with SJR 20 and HJR 32 the university would deny financially interdependent partners (FIPs) insurance benefits, family membership at the Student Recreation Center, tuition waivers, faculty housing, and other valuable benefits currently offered counter to university policy prohibiting discrimination based on marital status; and

WHEREAS, The Faculty Senateaffirms thatproviding insurance and other benefits to FIPs is a valuable way to recruit and retain excellent faculty; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate is opposed to SJR 20/HJR 32; and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate commends the University of Alaska statewide administration for its ongoing support of financially interdependent partner (FIPs) benefits.

The UAF Faculty Senate passed the following at its Meeting #134 on February 6, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the Computation requirements for the Certificate and A.A.S. degree (2005-2006 UAF Catalog, page 78, 80).

EFFECTIVE: Fall 2006

RATIONALE: This change eliminates CIOS 116 from the options available to complete the related instructional Computation requirement. CIOS 116 has been deleted as a course. Existing course ABUS 155 will continue to meet this requirement.

****

[[ ]] = deletion
CAPS = addition

Computation..... **2-3**

Complete one of the following:

- any course at the 100 level or above in mathematical sciences (math, computer science, statistics) (3)
- ABUS 155 -- Business Math (3)
- [[CIOS 116 -- Business Math Using Calculators (3)]]
- DEVM 105 – Intermediate Algebra (3)
- ECE 117 – Math Skills For Early Childhood Education (3)
- HLTH 116 -- Mathematics In Health Care (3)
- HSV 117 – Math Skills For Human Services (3)
- TTCH 131 -- Maintenance Mathematics (3)
- other program approved discipline-based computation course or discipline-based courses with embedded computation content to total..... 2-3

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The UAF Faculty Senate passed the following at its Meeting #134 on February 6, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the UAF Faculty Senate By-laws, Section 3 (Art. V: Committees, Permanent) increasing membership on the Committee on the Status of Women as follows:

[[ ]] - Deletions
CAPS - Additions

Sect. 1 (ART III: Membership)

E. The standing and permanent committees of the Senate are:

PERMANENT

7. The Committee on the Status of Women. Membership will consist of [[eight]] NINE people, [[one]] TWO of whom will be senators, the others

to be elected at large from among UAF faculty.

The purpose of this committee is to monitor the status of women faculty at UAF and to work proactively for gender equity.

Such actions will include, but are not limited to: Maintaining lists of women faculty with hire, tenure and promotion dates; Organizing and supervising surveys on the status of women and assessing the cultural climate of the university as it pertains to women; Recommending policy to address the needs of women faculty; Supporting mentoring of women, both new and mid-career faculty, including running workshops on mentoring, promotion & tenure, negotiating techniques and other forms of faculty development identified as necessary; Addressing family-work issues, such as child care, parental leave, spousal/partner hire; Coordinating with other campus and university groups which deal with women's and gender issues; and any other issues which would help women to achieve equity at UAF.

EFFECTIVE: Immediately

RATIONALE: The Faculty Senate recently approved a motion on mixed gender representation for all Senate committees. Adding an additional Senate seat will assist in fulfilling that goal.

The central component of the intellectual experience at the university is the core curriculum. It is possible to achieve a better correspondence between the content of the core and the courses selected to substitute for core courses without making the curriculum into a procrustean bed.

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The UAF Faculty Senate passed the following at its Meeting #134 on February 6, 2006:

MOTION:
=======

The UAF Faculty Senate moves to amend the UAF Faculty Senate By-laws, Section 1 (Art. III: Membership) as follows:

[[ ]] - Deletions
CAPS - Additions

Sect. 1 (ART III: Membership)

B. Representation shall be by academic OR RESEARCH unit and based on the number of full-time faculty equivalent (FTFE) in each unit as described below.

1. A unit is a single school or college or a collection of schools and/or colleges OR COLLECTION OF RESEARCH INSTITUTES (see item 7).

2. For representational purposes only a faculty member shall be defined as one who holds academic rank or special academic rank.

3. Each faculty member whose annual academic appointment equals or exceeds 1560 hours will be considered 1 FTFE.

4. Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.

5. Each unit will elect the number of representatives to the Senate equal to the number of FTFE in that unit divided by the total UAF FTFE, multiplied by 35 and rounded to the nearest integer.

6. A faculty member having appointment split between units shall be included in each unit in proportion to the respective appointment for the computation of item 5.

7. All schools or colleges whose representation under item 5 is zero shall be grouped into the conglomerategroup and this group shall be treated as a single unit for purposes of the computation of item 5. If a unit which would have been grouped in the conglomerategroup decides instead that the unit would be better served by joining with another school or college, it may do so upon the mutual agreement of those units.

8. Re-apportionment will be done for the elections held in even numbered years or upon two-thirds vote of the Senate.

9. EACH UNIT WILL HAVE AT LEAST 2 REPRESENTATIVES.

C. Election Procedure

1. Election shall be held by the ACADEMIC units OR THE SENATE OFFICE FOR THE RESEARCH INSTITUTES to provide representatives to the Senate according to Article III of the Senate Constitution. Elections and election procedures are the responsibility of the units, subject to the following:

2. A faculty member may vote for Senate representatives in only one unit. That unit must be the unit of primary appointment or, in the case of evenly split appointment, the unit of the faculty member's choice.

3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based FTFEs.

4. Units with faculty who teach in associate, certificate, or noncredit programs should elect representatives in proportion to such faculty.

5. Units with senior faculty should elect associate and full professors as Senate representatives in a number that is at least equal to the proportion of such faculty.

6. Units with graduate programs should elect at least one graduate faculty member.

7. Each unit shall elect at least half as many alternate representatives as representatives.

D. Vacancies

1. In the case of death, resignation, or transfer of an elected representative of the Senate, an alternate shall immediately become the representative. [[The alternate selected to fill the vacancy shall be the highest vote-getter from the constituency election for alternates as specified in the bylaws. If no alternate is available, then]] The president of the Senate will appoint a[[n alternate]] REPLACEMENT with the concurrence of the affected constituency, and the consent of the Administrative Committee.

EFFECTIVE: Immediately

RATIONALE: This change will give the research faculty that don't have an affiliation with a college/school a separate unit for representation on the Faculty Senate. Small units will be able to have continued membership on the Senate by guaranteeing at least two seats for each unit, therefore having staggered terms. Specifying the alternate to fill vacancies shall be the highest vote getter is not always possible and is not necessary.

The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

RESOLUTION OF APPRECIATION

FOR

GAYLE GREGORY

WHEREAS, Gayle Gregory has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's esteem; and

Whereas, Gayle Gregory has served as a member of the UAF Faculty Senate Curricular Affairs Committee since 1993; and

Whereas, Gayle Gregory has served as a member of the UAF Faculty Senate Curriculum Review Committee since 2003; and

Whereas, Gayle Gregory has served as a member of the UAF Faculty Senate Graduate Academic and Advisory Committee since 1996; and

WHEREAS, Gayle Gregory has been instrumental in providing guidance and direction in the compilation of the University Catalog for many years; and

Whereas, Gayle Gregory certified degree requirements for UAF's annual commencement ceremonies since 1988; and

Whereas, Gayle Gregory has dedicated 24 years of service to the University of Alaska and the Office of the Registrar; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the exemplary service rendered the faculty and the University by Gayle Gregory; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recognize the many contributions of Gayle Gregory to the University of Alaska Fairbanks and expresses its appreciation for her outstanding service.

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The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

MOTION:
=======

The UAF Faculty Senate moves to amend the policy on Graduate Advisory Committee membership for Interdisciplinary doctoral degree students (2005-2006 UAF Catalog, page 169) as follows:

[[ ]] - Deletion
CAPS - Addition

Doctoral Degree

The core advisory committee of doctoral degree students must consist of four approved UAF faculty members. For interdisciplinary students, one advisory committee member must be from a Ph.D.-granting department OR BE APPROVED AS THE GRADUATE SCHOOL REPRESENTATIVE BY THE GRADUATE SCHOOL DEAN,

BASED ON PRIOR EXPERIENCE ADVISING PH.D. STUDENTS. Participating faculty above this number are considered additional committee members. Committee membership must be approved by the home department, unit dean, and the dean of the Graduate School.

EFFECTIVE: Immediately

RATIONALE: It is often difficult for INDS Ph.D. students to find appropriate committee members from Ph.D.-granting departments. Anthropology faculty are overloaded with requests, and Psychology faculty will be soon, since many INDS students are in liberal arts of social science fields. Also, sometimes Anthropology faculty end up on committees where they have only a limited interest and familiarity with the research topic.

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The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve a Post-Baccalaureate Certificate for the Elementary Post-Baccalaureate Licensure Program.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposals #27 from the Fall 2005 review cycle on file in the Governance Office, 312 Signers' Hall.

Elementary post-Baccalaureate Licensure Program - Year long program designed to provide students with course work and internship experience necessary to meet the UAF/Alaska Teacher Standards. Current program results in an Alaska teacher license and this will add a UAF post-baccalaureate certificate. Students can apply program credits to a M.Ed. in Elementary Education.

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University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks

Title of Existing Program:

Elementary Post-Baccalaureate LicensureProgram

Proposed Program: Elementary Post-Baccalaureate Licensure *and UAF* Certificate Program

Target Admission Date: Summer 2006

The current program results in an Alaska teacher license but not a UAF certificate.
The proposed program will result in both Alaska teacher licensure and a UAF post-baccalaureate certificate.

Brief Overview

The current Elementary Post-Baccalaureate Licensure Program was approved by the UAF Faculty Senate and the Alaska State Board of Education and Early Development in 1998, and by the national elementary professional organization, the "Association for Education of Childhood International" in 2003. In the spring of 2003 the program was thoroughly review during the internal UAF Program Review (with a team comprised of two UAF faculty from other units and a local elementary teacher). In March of 2005, the UAF School of Education received national accreditation from the National Council for the Accreditation of Teacher Education/NCATE.

Currently, post-baccalaureate students who complete their teacher preparation programs at UAF are eligible to receive a State of Alaska Elementary Teaching License. However, they are currently *not* eligible to receive any formal recognition from UAF for having completed an "official" UAF program. We are requesting that the UA Board of Regents approve the UAF Elementary Post-Baccalaureate Licensure Program as a UAF "Certificate" Program. This proposed certificate will provide a valuable university award to students who complete this well-defined and fully approved program. The certificate will become a valuable addition to the portfolio of Alaska professionals who now have only a series of courses listed on their transcripts. The certificate will verify the completion of an integrated set of courses that is directly aligned with a year long internship in an elementary classroom. The certificate will be useful for job seekers, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their applicant or employees. In addition, the School of Education, UAF and UA Statewide will be able to gather and analyze data on post-baccalaureate licensure candidates in a far more accurate manner than is currently possible because program data will be included in the Banner system. Therefore, the UAF School of Education is seeking approval from the UA Board of Regents to offer our existing UAF Elementary Post-Baccalaureate Program as a program that will lead to a UAF certificate, in addition to an Alaska Teacher License**.**

How Does the Program Relate to the Education Mission of the University of Alaska and UAF?

There is a well-documented and critical need for teachers in Alaska, and throughout the United States. The Elementary Post-Baccalaureate Program provides the option for students in rural areas, as well as those on the Fairbanks Campus, to seek licensure as an Alaska teacher. The development of the UAF post-baccalaureate program for elementary teacher preparation was a direct response to the stated mission of the University of Alaska, which is to: "inspire learning, and advance and disseminate knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples." In addition to supporting the Mission of the University of Alaska, the Elementary Post-Baccalaureate Licensure Program at UAF directly responds to, and supports, each of the six primary goals in the 2005 University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: (1) collaboration across UAF departments to assure academic content requirements; (2) program requirements for year-long internships in schools based on on-going collaboration with nearly all of Alaska's 52 school districts; (3) the built-in required professional development for cooperating mentor teachers; and (4) increasing the number of Alaska Native professionals (approximately 20% of students completing requirements for elementary licensure at UAF are Alaska Native).

There is no negative impact of this program, or of the request that a UAF certificate be awarded, on UAF programs or on similar post-baccalaureate programs at UAA and UAS. Faculty and administrators at each of the MAU's communicate regularly, and we continue to work collaboratively on all of our teacher preparation programs.

State Needs Being Met by this Program

Each of the MAU's provides elementary teacher preparation programs at both the undergraduate and post-baccalaureate and graduate level. The need for Alaska-prepared teachers is so great that it is necessary for all of the MAU's to continue to provide elementary programs at both undergraduate and post-baccalaureate graduate levels. One of the special attractions of the UAF post-baccalaureate program is that students are able to apply 13 of their post-baccalaureate credits to an M.Ed. in Elementary Education.

In a report to the Governor and State Board of Education and Early Development prepared by the State's "Education Funding Task Force," the statement is made that:

Alaska's college and universities supply about 30% of our state's annual demand for new teachers. More than two-thirds of new teachers come from out-of-state. A national shortage of teachers and administrators forces Alaska to

compete with other states for an ever-shrinking pool of applicants. Other states are offering teachers signing bonuses, down payment on homes, mortgage subsidies, and student loan repayment plans. With attractive salaries and incentives in their home states, far fewer out-of-state teachers are applying for available Alaska teaching positions, some of which go vacant for a year or more (page 10).

Supporting data are available from each of the 52 Alaska School Districts, the Alaska Department of Education and Early Development, the Alaska Teacher Placement Service, and from the UAF School of Education's own hiring database which includes data on approximately 3,600 students who have completed our teacher education programs since 1975.

Student Opportunities and Outcomes and Enrollment Projections

Through our collaboration with the Alaska Department of Education and Early Development, our own extensive hiring database, and our own telephone surveys of our post-baccalaureate graduates, we have detailed and accurate information on each of the 59 students who have completed the existing elementary post-baccalaureate program since its beginning in 1998. Ninety percent of the program completers are working in the field of education—although not all are in positions as classroom teachers. Approximately 95% of our program completers are in Alaska. Students who are not place-bound are always able to find employment in an Alaska school.

Projections for enrollment are based on a review of enrollments in our licensure programs over the last ten years. The hiring data we have on approximately 3,600 graduates since 1975 allow us to know which districts and schools are hiring our graduates. For instance, we know that approximately 46% of the professional staff in the Fairbanks North Star Borough School District have received degrees from the UAF School of Education, and we know that the UAF School of Education supplies a much higher percent of teachers for rural Alaska than do the other Alaska institutions. We can accurately predict enrollments for our undergraduate BA in Elementary Education students, but we are not able to predict the numbers of post-baccalaureate students, although it averages to about eight per year. Since the post-baccalaureate students enroll in the same internship year courses as BA in Elementary Education students, the continuation of the program is not dependent upon the number of students each year. (And, in Alaska, as elsewhere the large majority of students seeking an elementary license do so through an undergraduate degree program rather than through a post-baccalaureate program). Since the State Board of Education and Early Development has recently changes its licensure requirements, it is possible that the new options provided by these changes will lead to an increase in the number of applicants to the elementary post-baccalaureate program.

With the full implementation of our Elementary Standards-based Assessment Plan/ESSAP in the 2004-2005 academic year, we now have in place a complete standards-based outcomes assessment system which allows us to carefully monitor and track individual student progress as well as being able to analyze strengths and weaknesses of our program.

Research Opportunities

The Elementary post-baccalaureate licensure program assures the continued involvement of UAF faculty in rural and urban public education throughout the state. The full-year internship is dependent upon close working partnerships with schools, districts and communities. In addition, the UAF School of Education continues to focus nearly all of its research opportunities on issues related to assuring equity in opportunities and outcomes for all Alaska students—regardless of their geographic location or their cultural, racial or linguistic background.

Fiscal Plan for Development and Implementation.

No additional funding is required for the posting of a UAF certificate. Currently, the School of Educational budget includes the necessary instructional funds to support the program at its current level. If the enrollment were to increase substantially and/or if the applicants were from rural areas where there are no School of Education faculty, it would be necessary to identify additional travel funds for supervisor travel.

****

The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve a Post-Baccalaureate Certificate for the Secondary Post-Baccalaureate Licensure Program.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposals #29 from the Fall 2005 review cycle on file in the Governance Office, 312 Signers' Hall.

Secondary Post-Baccalaureate Licensure Program - Provides teacher certification program that includes coursework and internship to meeting NCATE standards, standards of academic specialty areas, Alaska Teacher Standards and Alaska Standards for Culturally Responsive School. Current program results in an Alaska teacher license and this will add a UAF post-baccalaureate certificate.

****

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks

Title and Brief Description:

Post-Baccalaureate Certificate for Secondary Education

Create a new Regents awarded, university certificate for students who already hold a baccalaureate degree.

Target date: Spring 2006

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

There is a well-documented and critical need for teachers in Alaska, and throughout the United States. The Secondary Post-Baccalaureate Licensure Program provides the option for students in rural areas, as well as those on the Fairbanks campus, to seek post-baccalaureate teaching licensure at the undergraduate or graduate level. There are many programs throughout the UA system that are designed to help students attain professional standing or meet established standards after the award of the first baccalaureate degree. The proposed Post-Baccalaureate certificates will provide a valuable university award to students who complete a well defined and approved program. The proposed certificate will become a valuable addition to the portfolio of Alaskan professionals who now have only a series of courses listed on their transcripts. The certificate will verify the completion of a coherent set of courses covering a defined body of knowledge that has been established by a knowledgeable faculty. It will be useful for job seekers, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their applicant or employees. In addition, the School of Education, UAF, and UA Statewide will be able to gat her and analyze data on post-baccalaureate licensure candidates in a far more accurate manner than is currently possible.

As a public institution, and as the state's land-, sea- and space-grant institution, the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the state's higher education system are essential for the social and economic well-being of our state. The secondary post-baccalaureate licensure teacher preparation program is a direct response to the stated mission of the University of Alaska which is to "address the needs of the North and its diverse peoples**.**" There

most certainly is a “need” in Alaska for teachers—and for teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska’s diverse peoples—i.e., with students and families from *all* ethnic, cultural and linguistic backgrounds.

In addition to supporting the Mission of the University of Alaska, the secondary post-baccalaureate licensure teacher preparation program at UAF directly responds to, and supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: (1) academic content requirements and the necessary collaboration across UAF departments; (2) requirements for on-going fieldwork in schools and communities; and (3) the built-in professional development for cooperating teachers and administrators and the required formal partnerships with schools and districts in rural and urban areas.

The Secondary Post-Baccalaureate Licensure Programs speaks to the following components of the University Strategic Plan;

- Provide high quality education for traditional and non-traditional students
- Form active collaborations with communities, organizations, businesses and government to meet identified state, national and global needs
- Be an educational center for Alaska Natives
- Be a model that demonstrates how gender, racial, and cultural diversity strengthen a university and society

What **State Needs** met by this program.

In a recent Report to the Governor and State Board of Education & Early Development prepared by the State’s "Education Funding Task Force," the statement is made that:

Alaska’s college and universities supply about 30% of our state’s annual demand for new teachers. More than two-thirds of new teachers come from out-of-state. A national shortage of teachers and administrators forces Alaska to compete with other states for an ever-shrinking pool of applicants. Other states are offering teachers signing bonuses, down payment on homes, mortgage subsidies, and student loan repayment plans. With attractive salaries and incentives in their home states, far fewer out-of-state teachers are applying for available Alaska teaching positions, some of which go vacant for a year or more (page 10).

Supporting data is available from each of the 54 Alaska School Districts, the Alaska Department of Education and Early Development, and the Alaska Teacher Placement Service’s annual comprehensive report Statewide Educator Supply and Demand.

What are the **Student** opportunities and outcomes? Enrollment projections?

Nearly eighty percent of last years secondary job seekers are currently working in the field of education. Those who are not employed are likely to be place bound and unable to seek employment outside local areas. In addition, the Secondary Post-Baccalaureate Licensure Program serves a number of teacher interns working under Alaska statute 14.20.022 which allows teacher candidates who are completing an accredited licensure program to teach with Subject-mater expert limited teacher certificates. As long as there are sufficient numbers of faculty and field site placements, the program can accommodate anticipated enrollments.

Describe **Research** opportunities:

The Secondary Post-Baccalaureate Licensure Program assures the continued involvement of UAF faculty in P-12 public education throughout the state. The full-year internship is dependent upon close working partnerships with schools, districts and communities.

Describe Fiscal Plan for development and implementation:

The Secondary Post-Baccalaureate Licensure Program anticipates no additional funding for continuation of program or to add the certificate of completion

****

The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve a Post-Baccalaureate Certificate for the K-12 Art Licensure Program.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposals #28 from the Fall 2005 review cycle on file in the Governance Office, 312 Signers' Hall.

K-12 Art Licensure Program - Provides teacher certification program that includes coursework and internship to meeting NCATE standards, the national fine arts standards, Alaska Teacher Standards and Alaska Standards for Culturally Responsive School. Current program results in an Alaska teacher license and this will add a UAF post-baccalaureate certificate.

****

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks

Title and Brief Description:

Post-Baccalaureate Certificate for K-12 Art Licensure

Create a new Regents awarded, university certificate for students who already hold a baccalaureate degree.

Target date: Spring 2006

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

There are many programs throughout the UA system that are designed to help students attain professional standing or meet established standards after the award of the first baccalaureate degree. The proposed K-12 Art certificate will provide a valuable university award to students who complete a well defined and approved program. The proposed certificate will become a valuable addition to the portfolio of Alaskan professionals who now have only a series of courses listed on their transcripts. The certificate will verify the completion of a coherent set of courses covering a defined body of knowledge that has been established by a knowledgeable faculty. It will be useful for job seekers, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their applicant or employees. In addition, the School of Education, UAF, and UA Statewide will be able to gat her and analyze data on post-baccalaureate licensure candidates in a far more accurate manner than is currently possible.

As a public institution, and as the state's land-, sea- and space-grant institution, the University of Alaska responds to the interests and needs of the people of Alaska. In addition to supporting the Mission of the University of Alaska, the K-12 Art licensure teacher preparation program at UAF directly responds to, and supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: (1) academic content requirements and the necessary collaboration across UAF departments; (2) requirements for on-going fieldwork in schools and communities; and (3) the built-in professional development for cooperating teachers and administrators and the required formal partnerships with schools and districts in rural and urban areas.

The K-12 Art Licensure Program speaks to the following components of the University Strategic Plan.

- Provide high quality education for traditional and non-traditional students
- Form active collaborations with communities, organizations, businesses and government to meet identified state, national and global needs
- Be an educational center for Alaska Natives
- Be a model that demonstrates how gender, racial, and cultural diversity strengthen a university and society

What **State Needs** met by this program.

The market for K-12 art teaches is small however UAF is the only institution in the state preparing students to meet market need. Some urban districts and most rural district who hire art teachers prefer K-12 licenses to secondary only licenses.

What are the **Student** opportunities and outcomes? Enrollment projections?

While raw numbers of completers are low nearly all of those who complete the licensure program should be able to find employment. The high employability percentage of other secondary program completers in the same content area allows us to speculate that the demand for K-12 Art Licensure completers will grow.

Describe **Research** opportunities:

The K-12 Art Licensure Program assures the continued involvement of UAF faculty in P-12 public education throughout the state. The full-year internship is dependent upon close working partnerships with schools, districts and communities.

Describe Fiscal Plan for development and implementation:

Because the K-12 Art Licensure Program is a subset of the Secondary Post-Baccalaureate Licensure Program, no additional funding for continuation of program or to add the certificate of completion is anticipated.

****

The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve a Post-Baccalaureate Certificate for the School Counselor Certification Program.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposals #30 from the Fall 2005 review cycle on file in the Governance Office, 312 Signers' Hall.

School Counselor Certification Program - Defined set of courses to recognize the professional training to become certificated as elementary and or secondary school counselors. Current program results in an Alaska license and this will add a UAF post-baccalaureate certificate.

****

University of Alaska Board of Regents
Program Approval Summary Form

MAU: University of Alaska Fairbanks

Title and Brief Description:

Post-baccalaureate Certificate for the School Counselor Certification Program

Create a new, Regents awarded, university certificate for students who already hold a master's degree.

Target date: Spring 2006

How does the program relate to the Education mission of the University of Alaska and the MAU?

There is substantial evidence that indicates a chronic shortage of fully-certified professional school counselors in Alaska, and throughout the United States. The School Counselor Certification Program allows students throughout the state, including those in rural areas, to complete the necessary professional training to become certificated as elementary and/or secondary school counselors. The proposed certificate program with its well-defined set of courses will allow the university to recognize the professional training students have completed to receive this certification. It will be useful for job applicants, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their potential employees. In addition, the School of Education, UAF, and UA statewide will be able to gather and analyze data on post-master's licensure candidates in a far more accurate manner than is currently possible.

As a public institution the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the states higher education system are essential for the social and economic well being of our state. The School Counselor Certification Program is a direct response to the stated mission of the University of Alaska, which is to "address the needs of the North and its diverse peoples". There most certainly is a need in Alaska for professional school counselors and for school counselor preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska's diverse peoples. We would serve as a model to demonstrate how gender, racial and cultural diversity can strengthen a university and society.

In addition to supporting the Mission of the University of Alaska, the School Counselor Certification Program at UAF directly supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: providing high quality graduate education for traditional and non-traditional students; forming active collaborations with school districts and communities throughout the state by requiring on-going fieldwork in those arenas; actively recruiting Alaska Native students; and providing professional development opportunities for practicing school counselors in rural and urban areas.

What state needs met by this program:

At the recent Behavioral Health Symposium (BHS) held in Anchorage, Alaska seventy-two percent of the individuals polled noted the need to maintain or increase the number of professional school counselors in the state. Participants at the BHS included: state commissioners and other officials, university personnel, and practicing clinicians representing both urban and rural communities. University training programs were identified as the primary source for meeting this work force demand.

- The University of Alaska has a responsibility to be part the solution
- Growing our Own
  - --Quantity
  - --Quality
- Research
- Increasing supply from certificate to doctoral
- Improving course and program articulation
- More distance and flexible learning
- Curriculum reflects new practice trends

(Behavioral Health Summit, September 2005)

The proposed certification program for school counselors helps to meet each of the above noted topics. In addition, anecdotal evidence from the UAF masters' program in school counseling supports the chronic shortage of certificated K-12 school counselors in the state. Supporting data is also available from each of the 54 Alaska School Districts, the Alaska Department of Education and Early Development, and the Alaska Teacher Placement Service's annual comprehensive report Statewide Educator Supply and Demand.

What are the student opportunities and outcomes? Enrollment projections?

One hundred percent of last year's graduates from the UAF Guidance and Counseling program are working either in the field of education as school counselors or in closely related positions. This employment statistic has remained constant for the past five years. The exception being those graduates who are place bound and must wait a year or two for a position opening to occur. As long as there are sufficient numbers of faculty and field site placements, the program can accommodate anticipated enrollments.

Describe research opportunities:

The School Counselor Certification Program assures the ongoing involvement of the UAF counseling faculty in K-12 education throughout the state. The full-year internship is dependent upon the continuing close working partnerships with schools, districts, and communities.

Describe Fiscal Plan for development and implementation:

The School Counselor Certification Program anticipates no need for additional funding for adding the proposed certificate of completion.

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The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve the deletion of the Certificate in Phlebotomy.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposals #151 from the Fall 2005 review cycle on file in the Governance Office, 312 Signers' Hall.

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Executive Summary

Deletion of Certificate in Phlebotomy

The Allied Health Division of the Tanana Valley Campus, College of Rural and Community Development, UAF, requests to delete the Certificate in Phlebotomy.

There are three primary reasons to delete the Certificate: 1) National Certification, rather than the UAF Certificate, is important in the workplace; 2) there have been very few graduates in this program; and 3) there is very little phlebotomy training in the certificate.

The important credential in the workplace is National Certification through the American Society for Clinical Pathology as a Phlebotomy Technician. Since 1997 there have been only 12 graduates with the Certificate in Phlebotomy, although we have trained 279 students in Principles and Methods of Phlebotomy and 145 of those

students have completed their externship. There are only 2 phlebotomy courses in the Certificate program. The remaining courses are required for other Allied Health degrees.

We will continue to offer training in Phlebotomy so that students can sit for National Certification through the American Society for Clinical Pathology to become Phlebotomy Technicians. In fact, we will not be deleting any courses. Therefore, students currently declared as Phlebotomy Certificate majors will be able to complete their Certificate requirements. We will continue to meet the needs of the workplace by training students in phlebotomy and preparing them for their national credential.

****

The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

RESOLUTION

ON

SALE OF TOBACCO PRODUCTS IN WOOD CENTER

WHEREAS, The UAF Faculty Senate realizes the dangers of cigarettes and tobacco products; and

Whereas, Cigarettes and tobacco products are legal products to purchasers of legal age; and

Whereas, UAF Students are adults who can make informed decisions; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recommends that the students decide what legal products are or are not offered in the Wood Center; and

BE IT FURTHER RESOLVED, That the Chancellor involve appropriate organizational entities prior to implementation of policies directly affecting them.

****

The UAF Faculty Senate passed the following at its Meeting #133 on December 12, 2005:

RESOLUTION:
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WHEREAS, The University of Alaska Fairbanks provides an open academic environment that is and should be based on honesty and respect, and is committed to academic freedom; and

WHEREAS, The programming changes at KUAC implemented in July 2005 were made without consultation of the KUAC membership and listeners; and

WHEREAS, One of the programs eliminated, Counter Spin, had the sponsorship of an underwriter and received the highest pledges per half hour of air time during the pledge drive; and

WHEREAS, The general manager and CEO of KUAC, Greg Petrowich, withheld public information regarding fundraising totals for several months and only released some of the information after a Freedom of Information Act request was made; and

WHEREAS, The general manager and CEO of KUAC, Greg Petrowich, was insincere about some of the requested information by denying its existence; and

WHEREAS, The general manager and CEO of KUAC, Greg Petrowich, employed an advisory committee called the Community Leadership Council, and for several months kept the names of its members secret and only released this information after a Freedom of Information Act request was made; and

WHEREAS, About one-third of the KUAC membership, i.e., the KUAC Listeners Alliance of 454 people, have withheld pledges of a total of $48,600; and

WHEREAS, The KUAC Listeners Alliance requests that KUAC institute an elected Community Advisory Board to advice on major policy and programming decisions; and

WHEREAS, A KUAC Forum organized by the KUAC Task Force from 7-11pm on Wednesday, 7 December 2005, was attended by about 165 members of the public and at which about 75 people provided public testimony; and

WHEREAS, Of those 75 people testifying, all 75 expressed displeasure with the KUAC management; and

WHEREAS, Of those 75 people testifying, most spoke against the KUAC programming changes and a large proportion asked for an elected Community Advisory Board; and

WHEREAS, KUAC management is employed by the University of Alaska Fairbanks and answers to the Chancellor through the Vice-Chancellor for University Advancement and Community Engagement; now

BE IT FURTHER RESOLVED, That the Faculty Senate request an explanation by Chancellor Steve Jones for the apparent mismanagement at KUAC that has led to the loss of confidence in the KUAC management by the listeners; and

BE IT FURTHER RESOLVED, That the Faculty Senate request that Chancellor Steve Jones direct the KUAC management to release to the community public information when requested; and

BE IT FURTHER RESOLVED, That the Faculty Senate request that Chancellor Steve Jones direct the KUAC management to take steps to better insure involvement of the public in major policy and programming decisions; and

BE IT FURTHER RESOLVED, That the Faculty Senate request that Chancellor Steve Jones address the management at KUAC with appropriate actions, such as the formation of an elected Community Advisory Board.

The UAF Faculty Senate passed the following at its Meeting #132 on October 31, 2005:

MOTION:
=======

The UAF Faculty Senate recommends approval of the proposed change in Board of Regents Policy and University Regulations 10.04.02-03 adding Workforce Credentials and Occupational Endorsements.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee discussed the proposed revisions to the policies on Degree and Certificate Programs forwarded to the Faculty Senate for review and moves to forward them to the full Senate, with its recommendation that they be accepted.

UAF through the College of Rural and Community Development has had a long standing practice of awarding departmental certificates of completion for occupational and workforce development programs. This change to Regent's policy formalizes that practice at the UA level and will allow development of additional credential and endorsement programs.

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REGENTS POLICY

Program Approval P10.04.02

All program additions, deletions, major revisions, and offerings of existing programs outside the State of Alaska will be approved by the Board of Regents. The Board delegates approval authority of Occupational Endorsements and Workforce Credentials to the President. This Policy has a corresponding University Regulation.

(05-07-81, revised 02-16-96, revised XX-XX-05)

Program Credit Hour Requirements P10.04.03

The minimum number of credits which may be required by a degree or certificate program will be, for each level:

Workforce Credential - CEU, contact hour, non-credit only – no specified minimum
Occupational Endorsement 9 credits
Certificate 30 credits Master's degree 30 credits
Associate degree 60 credits Graduate Certificate 12 credits
Bachelor's degree 120 credits Post-Baccalaureate Certificate 24 credits

The maximum number of credits which may be required by a degree or certificate program is, for each level:

Workforce Credential - CEU, contact hour, non-credit only – no specified maximum
Occupational Endorsement 29 credits
Certificate 60 credits Master's degree 45 credits

Associate degree 75 credits Graduate Certificate 29 credits
Bachelor's degree 132 credits Post-Baccalaureate Certificate 60 credits

The actual number of credits required for each degree and certificate, including prerequisites for required courses, will be specified in the current catalog of each university, community campus or community college.

The President may make exceptions to minimum or maximum credit hours for individual programs upon approval of the MAU faculty senate and the recommendation of the appropriate Chancellor.

While no minimum or maximum credit hours are required for the doctorate, a student is expected to be affiliated with the university for at least two years and complete all requirements for the degree within ten years.

UNIVERSITY REGULATION

Program Approval R10.04.02

A program summary form shall be submitted through the Systemwide Academic Council to the President in a format approved by SAC. Occupational Endorsement and Workforce Credential program approvals shall be submitted to the President by the Chancellor through SAC. SAC will ensure appropriate review by industry or other vested parties.

****

The UAF Faculty Senate passed the following at its Meeting #132 on October 31, 2005:

MOTION:
=======

The Faculty Senate moves to amend the UAF catalog "Table of Substitutions: non-University of Alaska institutions" (page 31 of the 2004-05 catalog):

EFFECTIVE: Immediately
Upon approval of the Chancellor.
This will appear in the 2006-07 catalog.

RATIONALE: The purpose is to align credit for transfer courses from out of state more closely with university core-curriculum requirements. Currently, transferring students receive core credit for taking courses elsewhere that do not approximate content required in the core curriculum. The proposed changes will achieve greater consistency between the experience of general-education requirements for students starting their studies at the university and those transferring from out of the state system.

The central component of the intellectual experience at the university is the core curriculum. It is possible to achieve a better correspondence between the content of the core and the courses selected to substitute for core courses without making the curriculum into a procrustean bed.

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[[ ]] = Deletion
CAPS = Addition

TABLE OF SUBSTITUTION: Non-University of Alaska institutions

Perspectives on the Human Condition:	**Transfer Courses**
HIST 100X: Modern World History	a Western or non-Western Civilization course at the 100-level or [[above]] 200 LEVEL (LOWER DIVISION), EXCLUDING INDIVIDUAL NATIONAL HISTORIES
ECON/PS 100X: Political Economy	[[a foundation course in political science, economics or law]] A COURSE IN US OR COMPARATIVE POLITICAL ECONOMY, OR US ECONOMIC HISTORY, OR MACROECONOMICS AT THE 100-LEVEL OR HIGHER
ANTH/SOC 100X: Individual, Society and Culture	[[a foundation course in sociology, social/cultural anthropology, social psychology; psychology, language and culture, or cultural geography at the 100level or above]] AN INTRODUCTORY COURSE IN ANTHROPOLOGY AT THE 100 OR 200 LEVEL (LOWER DIVISION). AN INTRODUCTORY LEVEL COURSE IN SOCIOLOGY, OR LOWER-DIVISION SOCIAL PROBLEMS COURSE. A COURSE IN CROSS-CULTURAL PSYCHOLOGY.
ENGL/FL 200X: World Literatures	[[a literature course at the 100-level or above]] AN INTRODUCTORY OR LOWER DIVISION COURSE IN WORLD OR COMPARATIVE LITERATURE.
ART/MUS/THR 200X: Aesthetic Appreciation or HUM 201X or ANS 202X	a history or appreciation course in art, theatre or music at the 100-level or above
PHIL 322X: Ethics (Values and Choices) or COMM 300X or JUST 300X or NRM 303X or PS 300X	an upper-division course in ethics, or, with approval of the philosophy department, a lower-division course in ethics.

Other	**Transfer Courses**
Foreign Language	[[a minimum of two semesters in a single, non-English language.]]

TWO SEMESTER-LENGTH COURSES IN A SINGLE ALASKA NATIVE LANGUAGE OR OTHER NON-ENGLISH LANGUAGE OR THREE SEMESTER-LENGTH COURSES (9 CREDITS) IN AMERICAN SIGN LANGUAGE AT THE UNIVERSITY LEVEL.

****

The UAF Faculty Senate passed the following at its Meeting #132 on October 31, 2005:

MOTION:
=======

The UAF Faculty Senate moves to amend the policy on Probation and Academic Disqualification (2005-2006 UAF Catalog, page 72).

[[ ]] - Deletion
CAPS - Addition

Probation

* ***Undergraduate students***--Students whose cumulative and/or semester GPA falls below 2.0 will be put on academic probation. Students on probation [[should]] MAY not enroll in more than 12 credits a semester, UNLESS AN EXCEPTION IS GRANTED BY THE APPROPRIATE DEAN. Probation may include additional conditions [[and/or credit limitations for the student's next enrollment at UAF,]] as determined by the dean of the college or school in which the student's major is located. [[Probation students may]]STUDENTS ON PROBATION WILLbe referred for developmental advising/education and/or to an advising or support counseling center. THE STUDENT WILL PREPARE WITH AN ACADEMIC ADVISOR AN ACADEMIC PLAN FOR ACHIEVING A HIGHER GPA; THE ADVISOR IS RESPONSIBLE FOR FORWARDING THIS PLAN TO THE APPROPRIATE DEAN. A STUDENT ON PROBATION WILL NOT BE ALLOWED TO REGISTER UNLESS THE ACADEMIC PLAN IS ON FILE. Removal from probation requires the student's cumulative and semester GPAs to be at least 2.0.

Academic Disqualification

* ***Undergraduate students***--Undergraduate STUDENTS ON probation [[students]] whose semester and cumulative GPAs are less than 2.0 at the end of spring semester [[may]] WILLbe disqualified from degree-seeking status. Disqualified students may continue their enrollment at UAF only as non-degree students and are limited to a maximum of 9 credits per semester. To be eligible for reinstatement in an academic degree program, the student [[will normally be]] IS expected to earn at least a C grade in all courses taken as a non-degree student. To be restored to degree-seeking status, the student must apply for readmission. A STUDENT MAY BE REINSTATED BUT MAY STILL BE ON PROBATION, AND IF SO, WILL BE SO NOTIFIED.

EFFECTIVE: Fall 2006

RATIONALE: The current regulations are models of vagueness and lend themselves to arbitrary, inconsistent, and capricious interpretations. In addition, they provide penalties, but no assistance, for students with poor academic performance. These proposed changes are designed to address these problems.

The UAF Faculty Senate passed the following at its Meeting #131 on September 19, 2005:

MOTION:
=======

The UAF Faculty Senate moves that all Senate committees, including subcommittees and ad hoc committees, have mixed gender representation, and further, the Senate strongly recommends that all university-wide committees have mixed gender representation.

EFFECTIVE: Immediately

RATIONALE: Although women make up approximately 40% of the faculty, they are not always represented in University-wide committees. To avoid the appearance of bias and to include more views, background and experience, the CSW believe that increasing mixed gender representation on committees will help to further integrate women into all levels of the university community. This motion reaffirms that the university values gender equity.

The UAF Faculty Senate Administrative Committee passed the following on August 26, 2005:

RESOLUTION:
==========

Supporting Continuation of the UA Senior Tuition Waiver

WHEREAS, The University of Alaska established a program to provide tuition waivers for seniors 60 years of age or older who register on a space available basis; that is, when courses can accommodate such students in addition to all tuition-paying students;

WHEREAS, Seniors 60 or older who receive this tuition waiver still pay all incidental costs for their classes including books, lab, student government/activity, and parking fees;

WHEREAS, The presence of seniors in University of Alaska classes is a significant benefit to younger students because of the life experience and often different world view that seniors have compared to younger students;

WHEREAS, The University of Alaska major academic units are striving to enhance their fundraising capabilities, with seniors leading the demographic group most likely to donate to the institutions; and

WHEREAS, Relatively little fiscal analysis has been done that would allow a cost-benefit analysis of this proposal to discontinue the senior tuition waiver; such an analysis would take into account at least the inelasticity of the demand for courses under this program, the lost fee revenues, and, perhaps most significantly, the potential to lose major donations to the institution as a result of this policy change; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate supports continuation of the senior tuition waiver, and recommends the University Statewide Administration look at alternative measures to reduce the supposed cost impacts of the program.

The UAF Faculty Senate Administrative Committee passed the following at its meeting on May 12, 2006:

MOTION:
=======

The UAF Faculty Senate moves to approve a Certificate in Automotive Technology.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposals #145 from the Fall 2005 review cycle on file in the Governance Office, 312 Signers' Hall.

The Certificate in Automotive Technology requires 34 credits in Automotive Technology courses. Related Instruction in Communication, Computation, and Human Relations is embedded in discipline-related courses

****

Certificate in Automotive Technology

The proposal for a new Certificate in Automotive Technology is part of a larger package of changes to the current Certificate and AAS Degree in Maintenance Technology.

It is important to note that while the request is a "new" certificate in Automotive Technology such a program already exists and has for many years at TVC/UAF. It is currently offered as a concentration under the Certificate in Ground Vehicle Maintenance Technology. TVC has long had a regular faculty position (1.0 FTE) in Automotive Technology and a budget for adjunct faculty, administrative support, and commodities.

Our goal is to enhance and expand quality offerings in this area. Among other changes, this proposal separates out the auto program from what is now known as Maintenance Technology and allows it to stand alone.

PROPOSED CHANGES:

UAF's automotive offerings are currently part of the Certificate and AAS degree in Maintenance Technology. Our goal is to "unpack" these certificates and degrees so that their requirements are clear and each is easily found in the UAF catalog. Students and community members alike tell us that each should stand alone so that the career pathways associated with them are evident. Doing so also allows them to be listed separately in the UAF catalog and marketed properly at distinct programs. At the same time, we propose updating our curriculum and delivery methods to align with industry standards and expressed community needs.

The new Certificate in Automotive Technology aligns UAF's program with related offerings at UAA. The Anchorage program offers Ford and GM factory service programs that may be of interest to UAF students (it is unlikely that these factory programs will be offered in Fairbanks in the foreseeable future). This alignment of UAF and UAA programs enables those students interested in these factory programs to move on to the UAA program if desired (something not now easily done).

AUTOMOTIVE TECHNOLOGY Certificate Program

College of Rural and Community Development
Tanana Valley Campus
(907) 455-2809
www.tvc.edu

Minimum Requirements for Certificate: 34 credits

The TVC Automotive Technology Certificate program provides students with the education and training needed to become an entry level Automotive Technician. The automotive service industry is one of constant change as cars become more complicated. As we venture through the new millennium, the automobile isn't something that can be properly fixed by a weekend mechanic. Highly trained technicians are needed to be able to understand, diagnose, and repair modern automobiles.

The program emphasizes hands-on training and in-class experience as students perform preventive maintenance inspections, determine causes of equipment problems and make necessary repairs and adjustments to the complex systems that make up today's cars. The certificate training qualifies students for entry-level positions within the automotive service and repair industry in the areas of Electricity/Electronics, Brakes, Suspension and Alignment, and Engine Performance.

Successful graduates from the TVC Automotive Technology program go on to careers in dealerships, independent shops, service/IM stations, fleet repair facilities, and aviation ground support. Salaries vary depending on job placement and the student's skill level. Many opportunities exist in the automotive service field for technicians, service writers, parts counterpersons and service sales.

1. Complete the certificate requirements.

Communication

Communication content is imbedded in the following discipline-based courses:
AUTO 102, 110, 122, 131, 150, 162, 190, 202, 222, 227

Computation

Computation is imbedded in the following discipline-based courses:
AUTO 102, 110, 131, 150, 162, 227

Human Relations

Human relations is imbedded in the following discipline-based courses:
AUTO 102, 122, 131, 222, 227

2. Complete the following major requirement courses:

AUTO 102 Introduction to Automotive Technology	3 credits
AUTO 110 Basic Electrical Systems	3 credits
AUTO 122 Engine Theory and Diagnosis	3 credits
AUTO 131 Automotive Electrical II	3 credits
AUTO 150 Brake Systems	4 credits
AUTO 162 Suspension Alignment	4 credits
AUTO 190 Automotive Practicum I	1-6 credits
AUTO 202 Auto Fuel and Emissions Systems	4 credits
AUTO 222 Automotive Engine Performance	3 credits
AUTO 227 Automotive Electrical III	3 credits

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University of Alaska Board of Regents
Program Approval Summary Form

MAU: UAF/Tanana Valley Campus (TVC)
Title: Certificate in Automotive Technology

Target admission date: Fall semester 2006

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How does the program relate to the **Education** mission of the University of Alaska and the MAU?

The University of Alaska system has an expressed commitment to providing workforce development, vocational and occupational instruction, and programs specifically designed to be responsive to the needs of local communities and to adult learners in particular (UA Strategic Plan 2009). The UA and UAF strategic plans both speak about responsiveness to job training and workforce development needs in the state.

Automotive Technology is not new at UAF and TVC. This proposal for a new certificate simply repackages those offerings which are now found as a concentration under the Maintenance Technology AAS. Doing so allows us to expand enrollments and successful graduates through improved curriculum, expanded marketing, increased program visibility, and greater community support.

Importantly this new UAF certificate will improve articulation between the UAF, UAA, and UAS programs so that students can move easily between programs if desired (this proposal was developed with active support from faculty in other MAUs). This proposal was developed through active consultation with automotive industry employers in the Fairbanks area. They have endorsed these changes and expressed a willingness to expand their support for program students.

What **State Needs** are met by this program?

Alaska's construction, oil and gas, mining, and related industries—all critical to Alaska's resource-based economy—need skilled workers and technicians to operate and maintain fleets of automobiles, trucks, and heavy equipment. The same is true for the tourism and hospitality sector, which maintains fleets of tour buses and automobiles for rental markets. Alaska's climate is tough on private automobiles and trucks as well; service technicians are essential to repairing and maintaining these vehicles, tuning them to address emissions standards, and assisting in making Alaska's vehicles safe for both drivers and passengers.

Alaska faces a severe shortage of skilled automotive technicians in the coming years. The Alaska Department of Labor and Workforce Development reports that workforce needs in this area are growing and that the existing workforce is 'graying'—over 40% of bus, truck, diesel, and heavy equipment repair personnel and operators are over 50 years of age. A major conference on Alaska's workforce development needs in Kenai in April 2005 highlighted these concerns. Business, labor, and university participants alike expressed common concern about a coming 'perfect storm' where Alaska's resource development opportunities are expanding but in the end could be hampered by a lack of skilled technicians, operators, and other workers.

Transportation and construction have been on the Alaska Workforce Investment Board's short list of high-need "job clusters" since at least 2003 due to their growth potential (see *Commonwealth North* report "Alaska's Jobs for Alaska's people," June 2003, p. 5). In the Fairbanks area, employers and community leaders have confirmed these high-demand, high-growth trends in three advisory committee meetings held in the past year.

What are the **Student** opportunities and outcomes? Enrollment projections?

In October 2005, TVC received a $1.99M federal grant to expand offerings in automotive technology and other program areas. The basis of this enhanced funding is a model of fulltime enrollment in job training over a 9-12 month period—a model that expedites opportunities for students to move into gainful employment. This proposed Certificate of Automotive Technology is key to implementation of this new opportunity for students.

We expect to enroll a minimum of 15 students each year in this program and to produce at least 75 new automotive technicians in the coming five years.

Describe **Research** opportunities:

This proposal is part of a broader redesign of TVC's Automotive Technology program that will expand collaboration between the university and the automotive industry. Representatives of industry believe that expanding the program in this manner will open up opportunities for having top-quality factory training in university facilities that will benefit students, faculty, and community.

Describe Fiscal Plan for development and implementation:

TVC's FY06 budget contains approximately $75K for the automotive program, including salary and benefits for one FTE faculty member plus support for adjuncts. We expect this to continue into the future.

New grant funding from the US DOL "President's Community-Based Job Training Grant" program provides approximately $150K annually for enhancements to the program. This includes up to $100K for each of three years (FY06-09) for leased shop space (approx. 8100 sq.ft. of shop, classroom, office, and storage. It also includes additional funding for adjunct faculty plus tools and other commodities.

Alaska Economic Trends, September 2004; Statewide Employment Forecast, p. 4.

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The UAF Faculty Senate Administrative Committee passed the following at its meeting on May 12, 2006:

MOTION:
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The UAF Faculty Senate moves to approve an Associate of Applied Science degree program in Construction Management.

EFFECTIVE: Fall 2006 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposals #200 and the course proposals #189-199 from the Spring 2006 review cycle on file in the Governance Office, 312 Signers' Hall.

Designed to provide students with the interdisciplinary skill set needed to succeed in construction management. Requires 13 credits in general AAS degree requirements, Human Relations is embedded in discipline-based courses; 52 credits in major requirement courses in ABUS, CM, DRT, MATH, and PHYS; total credits 65.

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PROPOSED CATALOG COPY

CONSTRUCTION MANAGEMENT

Tanana Valley Campus (TVC)
College of Rural and Community Development
455-2800, www.tvc.uaf.edu/constructionmanagement

TVC's Construction Management (CM) AAS program meets growing needs in the construction industry by training entry-level construction managers and by providing continuing education for construction employees.

Construction managers plan, direct, and are responsible for managerial oversight of construction projects. They are responsible for coordinating and managing people,

materials, and equipment; budgets, schedules, and contracts; and safety of employees and the general public. Construction managers determine construction means and methods and the most cost-effective plans and schedules. They track construction costs and administer contract changes to the project budget to maximize profitability. Construction managers monitor work progress to ensure compliance with architectural and engineering drawings and specifications.

Construction managers work in all phases of the construction business – public and private owners; small multifamily projects to the largest of skyscrapers and industrial projects; rural roads to major highways. Construction managers work closely with architects, engineers, owners, and the various contractors on a construction job. The construction manager's duties are varied, challenging, and rewarding.

UAF's Construction Management program mirrors that offered at UAA and was developed with input from local contractors and professional industry organizations and provides students with a broad knowledge of building systems and construction techniques. CM graduates understand basic principles of business and have knowledge of the technical aspects of the construction industry. Graduates are able to function both in the construction office and on the job site.

The CM Associate of Applied Science (AAS) degree requires 4 to 5 semesters to complete. While not a prerequisite, we recommend that students applying for admission have experience in the construction industry.

ADVISING

All students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

Students are encouraged to consult the faculty in the Construction Management program for assistance in designing their course of study to ensure all prerequisites have been met and that university and major degree requirements are understood and followed.

PREPARATION

Students seeking the Associate of Applied Science degree in Construction Management should prepare for entrance into the program by completing the following high school courses:

MathematicsAlgebra II (Skill level as demonstrated by ACT, SAT, or a placement test to qualify for enrollment in MATH F107X.)

EnglishComposition (Skill level as demonstrated by ACT, SAT, or placement test to qualify for enrollment in ENGL F111X.)

The University offers courses to help students without this preparation to meet the skill level required in the Construction Management program. Insufficient preparation will increase the number of semesters required to complete the degree.

A.A.S. Degree - CONSTRUCTION MANAGEMENT

1. Complete the general university requirements.

2. Complete the AAS degree requirements.*

a. COMMUNICATIONS

ENGL 111X - Introduction to Academic Writing
3
ENGL 212 - Business, Grant, and Report Writing
3
COMM 131X - Fundamentals of Oral Communication: Group Context
or COMM 141X - Fundamentals of Oral Communication: Public Context 3 cr.

b. COMPUTATION:

MATH 107X - Functions for Calculus 4

c. HUMAN RELATIONS

Human Relations is embedded in the following discipline-based courses: CM F163, CM F201, CMF 202, CM F205

3. Complete the following program (major) requirements (52 credits)*

ABUS F101 - Principles of Financial Accounting I 3
ABUS F201 - Principles of Financial Accounting II 3
CM F102 - Methods of Building Construction 3
CM F123 - Codes and Standards 3
CM F142 - Mechanical and Electrical Technology 4
CM F163 - Building Construction Cost Estimating 3
CM F201 - Construction Project Management 3
CM F202 - Project Planning and Scheduling 3
CM F205 - Construction Safety 3
CM F213 - Civil Technology 4
CM F231 - Structural Technology 4
CM F263 - Civil Construction Cost Estimating 3
CM F299 - Construction Management Internship 3
DRT F170 - Beginning AutoCAD 3
MATH F108 - Trigonometry 3
PHYS F103X - College Physics 4

4. A total of 65 credits is required for the degree.

* Students must achieve a grade of "C" or better in all courses required for the degree.

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University of Alaska Board of Regents
Program Approval Summary Form

University of Alaska Fairbanks
Tanana Valley Campus (TVC)
College of Rural and Community Development

Target Admission date: Fall semester 2006

Associate of Applied Science in Construction Management

How does the program relate to the EDUCATION mission of the University of Alaska and the MAU?

UAF's Tanana Valley Campus proposes to offer the Associate of Applied Science degree program in Construction Management (AAS-CM) already approved by the Regents for delivery at UAA. TVC's proposal is to adopt program requirements and curriculum identical to those offered at UAA and to make them available to UAF students.

By training Alaskan construction managers, this program meets high-demand job needs and provides a path into the challenging and rewarding careers available in industry. The proposed program is aligned with the University of Alaska mission to meet state and local needs and to provide opportunities to all who can benefit from educational programs of high quality.

Specifically, the program addresses UA Strategic Plan 2009's goal of responding flexibly to state needs in the areas of workforce development (UA Strategic Plan 2009, Goal 5). The program fulfills the Regents' commitment to the university's community college mission, developing new and relevant programs, and increasing collaboration across campuses (*ibid*, goal 2).

The AAS-CM program is designed to provide students with the interdisciplinary skill set needed to succeed in construction management. The program has been designed in accordance with the accreditation Standards and Criteria for Associate Degree Programs (Form 103A) published by the American Council for Construction Education (ACCE). This program was created with high academic standards while providing a broad foundation of technical knowledge.

TVC's expansion of the AAS-CM to UAF is being done in active collaboration and partnership with industry and construction professionals in the Fairbanks and Interior Alaska areas, with deans and faculty in UAF's College of Engineering and Mines and School of Management, and with UAA Construction Management faculty.

What State Needs are met by this program?

Construction contributes about 7.5% of the approximate $25 billion annual gross state product. According to *Alaska Economic Trends*, May 2005, "Over the last five years construction jobs have grown at the remarkable average rate of 5.5% annually. The *Fairbanks Daily News-Miner* quotes the Executive Director of the Associated General Contractors reporting a 6% shortfall in the construction industry, which is expected to compound every year for the coming decade. The industry will need 1,000 new workers per year, the majority of them for construction in oil and gas and mining.

The BOR approved UAA's offering of the AAS-CM in 2004. Planning for UAA's initial offering of the degree involved interested groups from within the University and extensive involvement of business and industry. These discussions culminated in a thorough Design a Curriculum (DACUM) exercise in February of 2003.

In considering this proposal for the Fairbanks area, TVC held a meeting on October 18, 2006 with construction industry leaders as well as UAF faculty from SOM and SOE. All reviewed the rationale for the proposed degree, the curriculum, and the plan for seeking approval. All voiced strong support for TVC's proposal (see proposal package for letters).

What are the Student opportunities and outcomes? Enrollment Projections?

Bringing the approved AAS-CM to TVC/UAF opens up new opportunities for students in Fairbanks and Interior Alaska to advance their skills in construction management. Anticipated enrollment in the TVC/UAF program is 15 students for the first year. After the first year enrollment and advising data

will be analyzed and decisions will be made whether to limit enrollment and/or add sections as necessary.

Describe Research opportunities.

This program is primarily focused on building a skilled workforce in Construction Management through lecture and hands-on instruction. Research is not a major element although we anticipate possibilities for future research collaboration with development of the Cold Climate Housing Research Center and its activities.

Describe Fiscal Plan for development and implementation.

TVC expects the total cost of the AAS-CM in Year One to be $225,000. This includes personnel (1 FTE faculty, .25 FTE administrative staff, adjunct faculty) and a CADD facility with 20 stations. The program will be housed in the TVC Downtown Center/Chena Building. In subsequent years annual program costs are expected to be approximately $175,000. Funding at the level shown is anticipated from UA Statewide workforce development sources and from industry and labor support.

The regular faculty member/coordinator will have primary responsibility for instruction, program coordination, advising, and hiring of adjuncts. A drafting faculty member, now being hired through separate funding, will be offering CADD courses of relevance to AAS-CM students. Funding will also be provided to hire 2-3 adjunct faculty each semester who will supplement faculty resources.

Importantly, TVC's CM program will have an advisory committee led by industry to guide its development and strategic direction. Like other TVC programs, this committee will have between 7-9 members and will meet at least quarterly.

****

The UAF Faculty Senate Administrative Committee passed the following at its meeting on May 12, 2006:

MOTION:
=======

The UAF Faculty Senate moves to approve a New Occupational Endorsements Request (Format 3A).

EFFECTIVE: Immediately.

RATIONALE: We need an expedited process for approving Occupational Endorsement requests.

****

FORMAT 3A

Submit original with signatures + 4 copies

NEW OCCUPATIONAL ENDORSEMENT REQUEST

(UA Regulation 10.04.02)

Submit the request according to the following format: (Please number pages and include a table of contents.)

I. Cover Memorandum should include:

A. Name of person preparing request

B. Brief statement of the proposed endorsement, industry objectives and abbreviated student learning outcomes assessment and implementation plan.

C. Provision for review signatures of preparation:

Industry or advisory council representative
Program head responsible for the transcription request and completion checklist
Dean of school/college housing the occupational endorsement
College of Rural and Community Development Academic Council

Signatures for approval:

Curricular Affairs Committee chair
President, UAF Faculty Senate
Chancellor or designee
President or designee (designated by BOR as approving authority)

II. Identification of the Endorsement (All pages should be numbered.)

A. Description of the Occupational Endorsement

1. Occupational Endorsement title
2. Admissions requirements and prerequisites
3. Course descriptions of required catalogue courses. (Endorsements use existing courses.)
4. Requirements for the endorsement. (Include a sample course of study and a 3-Year Cycle of course offerings. Also include a proposed general catalog layout copy of the endorsement.)

B. Endorsement Goals

1. Brief identification of objectives and subsequent means for their evaluation
2. Relationship of endorsement objectives to industry needs
3. Occupational/other competencies to be achieved
4. Relationship of courses to the endorsement objectives

C. Describe Student Learning Outcomes Assessment Plan, and identify the individual (by position) who will be responsible for directing its implementation.

III. Personnel Directly Involved with Program

A. List current faculty teaching the required and elective courses and titles, including brief statement of duties and qualifications

B. Administrative, coordinating and classified staff personnel associated with the endorsement

IV. Enrollment Information

A. Projected enrollment

B. How determined/who surveyed/how surveyed

C. Maximum enrollment which endorsement can accommodate (endorsement capacity)

V. Need for Occupational Endorsement

A. Employment market needs:

1. Who surveyed? How? (Standard procedures with industry/advisory council listed)

2. Job opportunities now, and two, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys, periodic review will ensure the currency.)

3. How have positions been filled to date?

VI. Other

Any justification for the endorsement, which might not fit under III and IV above.

VII. Relation of Endorsement to other Programs within the System

VIII. Implementation/Termination

A. Date of implementation

B. Plans for recruiting students

C. Plans for phasing out endorsement if it proves unsuccessful

D. Assessment of the endorsement. (Include a Student Outcomes Assessment Plan.)

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

RESOLUTION OF APPRECIATION

FOR

ABEL BULT-ITO

WHEREAS, Abel Bult-Ito has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

Whereas, Abel Bult-Ito has served as Senator to the UAF Faculty Senate from 2001-2004; and

Whereas, Abel Bult-Ito has served as a member of the Faculty Development, Assessment, and Improvement Committee from 2001-2003 and as chair from 2002-2003, and as a member of the Faculty Affairs Committee and the Administrative Committee from 2002-2003; and

Whereas, Abel Bult-Ito has served as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate from 2003-2004; and

Whereas, Abel Bult-Ito has served as a member of the UAF Governance Coordinating Committee from 2003-2005; and

WHEREAS, Abel Bult-Ito has served as a member of the UA Faculty Alliance and the UA Systemwide Governance Council from 2003-2005; and

WHEREAS, Abel Bult-Ito has served on various Task Forces, Search Committees, and other university and statewide committees representing the interests of faculty to the administration of UAF and statewide; and

Whereas, Abel Bult-Ito has served as President of the UAF Faculty Senate from 2004-2005 and has effectively represented the interests of the UAF Faculty Senate to the administration of UAF; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Abel Bult-Ito as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Abel Bult-Ito and expresses its appreciation for his exemplary service.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

RESOLUTION:
==========

OUTSTANDING SENATOR OF THE YEAR AWARD

FOR

SHIRISH PATIL

WHEREAS, Shirish Patil has served the UAF Faculty Senate in numerous capacities, most notably as a member and chair of the Faculty Affairs Committee, since 2002; and

WHEREAS, Shirish Patil, in service to the Faculty Senate, has made truly outstanding contributions to improving the quality of life at the university through his service on the Master Planning Committee and as chair of the Circulation and Parking Subcommittee; and

WHEREAS, Shirish Patil, as committee chair, has worked with willingness, passion and dedication for issues related to the University of Alaska, and takes responsibilities well beyond what is expected from a faculty senator; and

WHEREAS, Shirish Patil has handled very sensitive issues for the faculty through shared governance; now

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognizes Shirish Patil as Outstanding Senator of the Year for Academic Year 2004-2005.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate moves to accept an academic calendar for 2006-2007 for which the first day of classes for fall semester is on the Thursday before Labor Day (our traditional start date) and the first day of classes for spring semester is on the first Tuesday after Martin Luther King/Alaska Civil Rights Day.

EFFECTIVE: Immediately

RATIONALE: Several proposals have been floated concerning ‘common’ start dates for the various UA Campuses. Forward planning requires that we set our academic calendar well in advance of the start of a given semester. Given a Thanksgiving Holiday, it is impossible to accommodate a 14-week schedule without starting on a Thursday: the semester will either be too long or too short otherwise. Spring semester isn’t as constrained, and shifting to a different start day (from our traditional Thursday start) does not create schedule hassles.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate urges the UA administration to facilitate UA academic calendars to a common 'start week'. We further urge the UA administration to facilitate changes in UA calendars to create common days for major financial and academic deadlines, including add/drop, fee payment, withdrawal with refund, and registration.

EFFECTIVE: Immediately

RATIONALE: We recognize the need for more uniformity in dates that effect students' across-MAUs and feel that uniformity in critical academic and financial deadlines are the highest priority.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve a policy that a student may only earn a specific UAF degree in a specific discipline once. Using different emphases or concentrations within a degree program to count as different degrees is not allowed.

EFFECTIVE: Immediately

RATIONALE: Currently the practice of awarding the same degree with a different concentration does not reflect significantly new knowledge or transferable accomplishment of the student within the discipline with multiple concentrations.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate moves to amend the Course Designation/ Classification Criteria policy as follows:

[[ ]] - Deletion
CAPS - Addition

COURSE DESIGNATION/ CLASSIFICATION CRITERIA

2. Courses are designated Social Science according to the following criteria:

[[a. Courses may be classified appropriately as Social Science if they exclusively address one or more of the following areas of study:

--Models or theories of social phenomena.
--Social processes and institutions.
--The social framework of human existence.
--The activities of the individual as a member of a group.]]

A. CONTENT IS DIRECTLY DEFINED BY MAJOR MODELS OR THEORIES OF THE SOCIAL SCIENCE DISCIPLINES OF ANTHROPOLOGY, COMMUNICATION, ECONOMICS, GEOGRAPHY, HISTORY, JUSTICE, POLITICAL SCIENCE, PSYCHOLOGY, SOCIAL WORK, SOCIOLOGY OR INTERDISCIPLINARY SOCIAL SCIENCE DISCIPLINES.

b. Excludes courses [[whose primary]] FOR WHICH A MAJORITY OF focus is on research skills or techniques, practicum experience, or professional or vocational skill development.

C. COURSES APPROVED FOR "S" DESIGNATORS PRIOR TO MAY 2005 WILL RETAIN THEIR "S" DESIGNATOR.

EFFECTIVE: Immediately

RATIONALE: At one time, criteria for S, N, and H courses were all discipline-based. Several years ago the criteria for S courses were changed by attempting to define 'social science'. Given the broad scale of the definition, however, virtually any course offered at UAF could quality. Subsequently, the Curricular review committee has received applications for 'S' designators for courses well outside of 'social science' as generally understood. The proposed change is to return to the better-defined discipline-based definition as still employed for 'N' and "H" designators. Similarly, argument in Curricular Review Committee about 'how much focus constitutes a "primary" focus' would be solved by using 'majority' instead. The grandfather clause is to ensure continuity in 's' designated courses.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION REFERED BACK TO COMMITTEE:
==========

The Faculty Senate moves to amend the UAF catalog "Table of Substitutions: non-University of Alaska institutions" (page 31 of the 2004-05 catalog) as follows.

EFFECTIVE: Immediately

RATIONALE: To align credit for transfer courses more closely with UAF core curriculum requirements. Currently, transfer students can get core credit for courses that will not fulfill core requirements for UAF students, which disadvantages UAF students. These changes allow all students, transfer and UAF, the same opportunities to fulfill the UAF core requirements

We tell our students, their parents, and the world at large that our graduates have a very specific intellectual experience when they have earned a degree from UAF. The central component of that intellectual experience is UAF's CORE Curriculum. Faculty of the College of Liberal Arts, which houses the Perspectives on the Human Condition area of the CORE Curriculum, and the CORE Review Committee believe that we must make good on that claim for all of UAF's graduates.

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[[ ]] = Deletion
CAPS = Addition

TABLE OF SUBSTITUTION: Non-University of Alaska institutions

Perspectives on the Human Condition:	**Transfer Courses**
HIST 100X: Modern World History	a Western or non-Western Civilization course at the 100-level or [[above]] 200 LEVEL (LOWER DIVISION), EXCLUDING INDIVIDUAL NATIONAL HISTORIES
ECON/PS 100X: Political Economy	[[a foundation course in political science, economics or law]] A COURSE IN US OR COMPARATIVE POLITICAL ECONOMY, OR US ECONOMIC HISTORY, OR MACROECONOMICS AT THE 100-LEVEL OR HIGHER
ANTH/SOC 100X: Individual, Society and Culture	a foundation course in [[sociology,]] social/cultural anthropology OR FOUR-FIELD ANTHROPOLOGY (CULTURAL ANTHROPOLOGY, ARCHEOLOGY, PHYSICAL ANTHROPOLOGY, AND ANTHROPOLOGICAL LINGUISTICS), AT THE 100 OR 200 LEVEL (LOWER DIVISION) [[, social psychology; psychology, language and culture, or cultural geography at the 100level or above]] AN INTRODUCTORY LEVEL COURSE IN SOCIOLOGY, OR LOWER-DIVISION SOCIAL PROBLEMS COURSE. A COURSE IN CROSS-CULTURAL PSYCHOLOGY.
ENGL/FL 200X: World Literatures	a literature course at the [[100-]] 200-level or above THAT STUDIES WORKS OF LITERATURE FROM WESTERN AND NON-WESTERN TRADITIONS, AN EARLIER AND A LATER PERIOD, MORE THAN ONE LITERARY GENRE, AND ISSUES OF GENDER, RACE, AND CLASS.
ART/MUS/THR 200X: Aesthetic Appreciation or HUM 201X or ANS 202X	a history or appreciation course in art, theatre or music at the 100-level or above
PHIL 322X: Ethics (Values and Choices) or COMM 300X or JUST 300X or NRM 303X or PS 300X	an upper-division course in ethics, or, with approval of the philosophy department, a lower-division course in ethics.
Other	**Transfer Courses**
Foreign Language	[[a minimum of two semesters in a single, non-

English language.]]

OR COMPLETE 12 CREDITS FROM THE PHC OPTIONS ABOVE, PLUS TWO SEMESTER-LENGTH COURSES IN A SINGLE ALASKA NATIVE LANGUAGE OR OTHER NON-ENGLISH LANGUAGE OR THREE SEMESTER-LENGTH COURSES (9 CREDITS) IN AMERICAN SIGN LANGUAGE AT THE UNIVERSITY LEVEL.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate moves to amend Section 1, (Article III: Membership) and Section 3, (Article V, Committees, Standing) of the Bylaws pertaining to membership and the Faculty Affairs Committee as follows:

[[ ]] = Deletion
CAPS = Addition

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately [[41]] 44 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Six non-voting members will be selected by and from other university constituencies as follows: one non-graduate student and one graduate student selected by the ASUAF, one professional school dean and one college dean selected by the Deans' Council; one staff representative from the registrar's office; and one additional staff member selected by the Staff Council. [[If the staff representative from the registrar's office is APT, the second staff member must come from the classified staff ranks. If the staff representative from the registrar's office is classified, the second staff member must be APT.]] THREE ADDITIONAL NON-VOTING MEMBERS WILL BE SELECTED BY AND FROM THE UNIONS AS FOLLOWS: ONE ELECTED OFFICIAL EACH FROM UNITED ACADEMICS-AAUP/AFT, ACCFT, AND ADJUNCT (UNITED ACADEMICS)-AAUP/AFT.

Sect. 3 (ART V: Committees)

STANDING

2. The Faculty Affairs Committee shall review issues dealing with faculty prerogative and recommend policy changes to the Faculty Senate. Issues of faculty prerogative include academic freedom, faculty ethics, research and creative activity, and legislative and fiscal issues that may impact faculty concerns at the university. The committee will act as a faculty advocate with legislators and candidates. In its concern for fiscal issues the committee shall monitor budget appropriations to the university and evaluate any notice to the faculty of financial exigency. In performing these duties, the committee will coordinate as necessary with the relevant officers (and/or their representatives) of the extant collective bargaining units WHO SERVE AS NON-

VOTING MEMBERS OF THE SENATE AND EX-OFFICIO MEMBERS OF THIS COMMITTEE.

EFFECTIVE: IMMEDIATELY

RATIONALE: Representation by three faculty union elected officials on Faculty Senate and Faculty Affairs Committee will open channels of communication and serve as a conduit of information exchange between the unions and faculty senate. The Union elected members, who serve on Faculty Senate and Faculty Affairs Committee will be ex-officio members with no voting rights. This is consistent with the Faculty Senate bylaws.

****

The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve the Unit Criteria for the Fisheries Division (SFOS).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Fisheries Division of SFOS. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines.

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The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate moves to approve the Unit Criteria for the Institute of Marine Science (SFOS).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Institute of Marine Science. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines.

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The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the Fisheries Industrial Technology Center (SFOS).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Fisheries Industrial Technology Center. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines.

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The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
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The UAF Faculty Senate moves to endorse the 2005-2006 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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2005-2006 UAF Faculty Senate Committees

STANDING COMMITTEES

Curricular Affairs

- Jodie Anderson, CRA/CES (07)
- Anna Berge, CLA (07)
- Ataur Chowdhury, CNSM (07)
- Katrin Iken, SFOS (06)
- Rainer Newberry, CNSM (06)--convener
- Tony Rickard, SOEd. (07)
- Joseph Thompson, CLA (06)

Faculty Affairs

- Scott Bailey, CNSM (06)
- Liz Brown, SFOS (07)
- Jim Collins, SOM (07)
- Mike Davis, CRA (07)
- Jon Genetti, CNSM (06)
- Anupma Prakash, CNSM (06)
- Mingchu Zhang, SNRAS (06)
- Chris Wolsko, CLA (07)

Unit Criteria

- Glenn Chappell, CNSM (06)
- Gary Holton, CLA (06)--convener
- Brenda Konar, SFOS (06)
- Ping Lan, SOM/SNRAS/SOEd (06)
- Debasmita Misra, CEM (06)
- Julie Riley, CRA/CES (07)

PERMANENT COMMITTEES

Committee on the Status of Women

- Sine Anahita, CLA (06)
- Uma Bhatt, CNSM (06)
- Carol Gold, CLA (06)
- Cindy Hardy, CRA (07)
- Denise Thorsen, CEM (06)
- Renate Wackerbauer, CNSM (07)
- Jane Weber, CRA (06), Senate rep.--convener
- Wendy Zhou, CEM (07)

Core Review

- Robert Arundale, Comm. CLA (Fall 05)
- Jin Brown, Comm., CLA (Spring 06)--convener
- Mark Box, English, CLA (07)
- Karen Callahan, Social Sciences, CLA (07)
- Suzan Hahn, Library
- Ann, Musco, Humanities, CLA (07)
- Scott Rupp, SNRAS (06)
- Alexei Rybkin, Math, CMS (06)
- , Sciences, CNSM (06)

Developmental Studies Committee

- Jane Allen, Kuskokwim Campus (05)
- Patty Baldwin, RSS
- John Bruder, Bristol Bay Campus (05)
- George Guthridge, Bristol Bay Campus (05)
- Richard Carr, English (05)
- John Creed, Chukchi Campus (06)
- Brian Rasley, Sciences (07)
- Cindy Hardy, Developmental Education (06)
- Marjorie Illingworth, Tanana Valley (06)
- Ron Illingworth, Interior-Aleutians (06)
- Greg Owens, Math (06)
- Wanda Martin, Advising Center
- Joe Mason, Northwest Campus (06)
- Elena Schlotfeldt, SSSP
- Rural campus student services

Faculty Appeals & Oversight Committee

- Carol Barnhardt, SOEd. (07)
- Larry Duffy, CNSM (06)--convener
- Rajive Ganguli, CEM (06)
- Ed Husted, CRA/CES (06)
- Terry Johnson, SFOS (06)
- Victoria Joan Moessner, CLA (06)
- Robert Perkins, CEM (07)
- Michael Pippenger, SOM (07)
- Maria Reyes, SOEd (06)
- Milan Shipka, SNRAS (07)
- Fred Sorensen, CES (07)
- Norm Swazo, CLA (07)
- vacant, CNSM (07)
- vacant, SFOS (07)
- vacant, SNRAS (06)

- vacant, SOM (06)

Faculty Development, Assessment & Improvement

- Christine Cooper, CLA (07)
- Clifton Corkern, CRA/KCC (06)
- Lee Haugen, SOEd. (06)--convener
- Susan Herman, SOM (07)
- Marjorie Illingworth, TVC (07)
- John Kawula, CLA, Library (06)
- Joy Morrison, Faculty Development Office
- Channon Price, CNSM
- Larry Roberts, CRA (07)

Graduate Academic & Advisory Committee

- Derick Burleson, CLA (07
- Cathy Cahill, CNSM (07)--convener
- Patty Gray, CLA (06)
- Heinz Wiechen, CNSM (07)
- Joan Parker-Webster, SOEd. (06)
- Richard Wies, CEM (06)
- David Maxwell, CNSM (06)
- Laura Milner, SOM (07)
- Siri Tuttle, CLA (07)
- , SFOS (07)

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The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate moves to adopt the following calendar for its 2005-2006 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center rooms reserved well in advance.

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UAF FACULTY SENATE

2005-2006

Calendar of Meetings

Mtg. #	Date	Day	Time	Type
131	9/19/05	Monday	1:00 p.m	audioconference
132	10/31/05	Monday	1:00 p.m	face-to-face **
133	12/12/05	Monday	1:00 p.m	audioconference
134	2/6/06	Monday	1:00 p.m	audioconference
135	3/6/06	Monday	1:00 p.m	face-to-face
136	4/3/06	Monday	1:00 p.m	audioconference
137	5/1/06	Monday	1:00 p.m	face-to-face

Location: Wood Center Carol Brown Ballroom (face-to-face meetings)
Wood Center Conference Room C/D (audioconference meetings)
**Regents' Conference Room, Butrovich 109

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The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
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The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview, which may arise until the Senate resumes deliberations in the Fall of 2005. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 2, 2005

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

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The UAF Faculty Senate passed the following at its Meeting #130 on May 2, 2005:

MOTION:
=======

The UAF Faculty Senate reaffirms that authority for setting the academic calendar traditionally--and for good academic reasons--belongs to the individual universities, i.e., UAF, UAA, and UAS, that comprise the University of Alaska System.

The UAF Faculty Senate further reaffirms that substantive changes to UAF's academic calendar can only be made with the explicit involvement of UAF's Governance Coordinating Committee, which makes a recommendation to the Chancellor. Substantive changes include a change of the length of the semester or time available for grading. The Governance Coordinating Committee receives recommendations from UAF faculty (through the Faculty Senate), staff (through Staff Council), and students (through ASUAF).

The UAF Faculty Senate hereby charges the UAF Registrar to not publish a UAF academic calendar that has not been reviewed by UAF's Governance Coordinating Committee.

EFFECTIVE: Immediately

RATIONALE: UAF faculty, staff, and students are directly impacted by changes to the academic calendar. These changes can affect academic issues, such as the length of the semester or time available to faculty to determine the course grade of their students. Therefore, faculty, staff, and students should be part of the decision making process that establishes the academic calendar. The purpose of this motion is to clarify to all concerned our commitment to shared governance.

The UAF Faculty Senate passed the following at its Meeting #129 on April 4, 2005:

RESOLUTION:

==========

WHEREAS, The UAF Faculty Senate wishes to express its most sincere condolences to the family and friends of our most distinguished colleague, Doug Schamel. His untimely passing has left a sorrowful void both in our hearts and on our campus. He will be remembered for many, many years by faculty, staff, students, and the Fairbanks community;

WHEREAS, The University of Alaska Fairbanks Faculty Senate wishes to offer our respect to the memory of Professor Doug Schamel for his thirty years of exemplary service to UAF;

WHEREAS, Doug's many years of distinguished service to the University, his unavailing support of science instruction, and his participation in all aspects of University life will long be remembered;

THEREFORE BE IT RESOLVED, THAT as a small token of our respect, we dedicate a few moments of silence, to remember our friend, and also to reflect on the vocation of teaching and the importance to our lives of our colleagues in the community of scholars.

****

The UAF Faculty Senate passed the following at its Meeting #129 on April 4, 2005:

MOTION:
=======

The UAF Faculty Senate moves to establish the following uniform procedures for UAF student registration:

a. Every department at UAF will have at least one designated person that can use Banner to allow a student to register ('pin' a student). For small departments this person can be from a different department, but in a location convenient to the students of the department. This person or persons agree to (1) not pin a student unless presented with a completed and signed registration form (2) to collect the registration form and (3) to send it to the registrar's office. A faxed or other electronic copy of the advisor's approval, attached to the registration form, is acceptable.

b. A department that does not currently have a designated pinner will have one by April 2005. Any departmental faculty or staff with banner access can become a designated pinner by emailing the Registrar's office (registrar@uaf.edu) with such a request. If/when a department-designated pinner permanently leaves the department, that person must notify the department regarding the need for a new pinner. A department-designated pinner should be physically available during usual working hours at registration and pre-registration periods.

c. All faculty in every department will be informed that there is a department-designated pinner and who that person is. During registration-related advising, advisors will inform students that they have a choice between turning in the registration form at Signers' Hall and to the departmental pinner.

EFFECTIVE: Immediately

RATIONALE: Currently some students know that they can register without going to the Registrar's Office; most do not. The purposes of this regulation are (a) to allow all students the option of not going to the registrar's office, (b) to allow for flexibility in showing advisor's approval of courses (electronic approval is an

option), and (c) to let all students and undergraduate advisors know that students have these options.

****

The UAF Faculty Senate passed the following at its Meeting #129 on April 4, 2005:

MOTION:
=======

The UAF Faculty Senate moves to establish the following policy on minimum grades needed for prerequisite courses.

Students should not register for a course for which they have not taken--and received a grade of "C" or higher--in all the prerequisite courses, unless they have received the instructor's explicit permission.

Course instructors have the right to withdraw a student who has not received a grade of "C" or higher in all prerequisite classes for a given course, if that student has not received the instructor's permission to register.

EFFECTIVE: Immediately or Fall 2005

RATIONALE: Many undergraduate students do not recognize the vital importance of mastering a particular subject before moving on to the next higher level of instruction. The most direct way of impressing students with the importance of this concept is to publicize the threat of faculty withdrawal. Sufficient mastery can be demonstrated by a course grade or other means, but it is incumbent on a student to demonstrate such mastery. Although this regulation leaves the enforcement up to individual faculty members, the threat that it could be enforced will presumably motivate students with questionable course qualifications to contact the instructor. Instructors can readily determine the academic qualifications of students signed up for classes from the UA web site.

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The UAF Faculty Senate passed the following at its Meeting #129 on April 4, 2005:

MOTION:
=======

The UAF Faculty Senate moves to amend the computation requirements for the Certificate and Associate of Applied Science degree as follows:

EFFECTIVE: Fall 2005

RATIONALE: This amendment adds PRT 155 to the list of courses in the Related Instructional areas of Computation.

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[[ ]] = deletion
CAPS = addition

Computation

Any course at the 100 level or above in mathematical sciences (math, computer science, statistics) (3)
or ABUS 155 -- Business Math (3)
or CIOS 116 -- Business Math Using Calculators (3)
or DEVM 105 – Intermediate Algebra (3)
or ECE 117 – Math Skills For Early Childhood Education (3)
or HLTH 116 -- Mathematics In Health Care (3)
or HSV 117 – Math Skills For Human Services (3)
or PRT 155 - MATHEMATICS FOR TECHNICIANS (3)
or TTCH 131 -- Maintenance Mathematics (3)
or other program approved discipline-based computation course or discipline-based courses with embedded computation content

****

The UAF Faculty Senate passed the following at its Meeting #129 on April 4, 2005:

RESOLUTION:
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WHEREAS, Classified and Proprietary research is subject to Regents' Policy 10.07.02, University Regulation, laws, regulations, and MAU rules and procedures applicable to research; and

WHEREAS, Classified and Proprietary research will be conducted in a responsible and ethical manner consistent with the mission of the University of Alaska Fairbanks; and

WHEREAS, The UAF Faculty Senate at its Meeting #116, unanimously passed a motion to establish a UAF policy on Classified and Proprietary Research; and

WHEREAS, The UAF Faculty Senate at its Meeting #117, passed a motion to establish a Reconciliation Committee after a Chancellor's veto; and

WHEREAS, The UAF Faculty Senate at its Meeting #122, unanimously passed a new motion based on recommendations from the Reconciliation Committee to establish a policy on Classified and Proprietary Research, which called for the formation of a Faculty Research Oversight Committee; and

WHEREAS, The UAF Faculty Senate at its Meeting #124, unanimously passed a motion to amend Section 3 (Article V, Committees, Standing) of the Bylaws pertaining to membership and adding the Faculty Research Oversight Committee; and

WHEREAS, The UAF Faculty Senate at its Meeting #128, adopted a motion to override the veto of the motion to amend Section 3 (Article V, Committees, Standing) of the Bylaws pertaining to membership and adding the Faculty Research Oversight Committee; and

WHEREAS, The process laid out in the Board of Regents' regulation now supercedes the UAF Faculty Senate motion passed at its meeting #122; now

THEREFORE BE IT RESOLVED, That to fulfill and uphold the principles of shared governance and to recognize the expressed intent of Chancellor Jones towards the Faculty Senate position on Classified and Proprietary Research, the Faculty Senate recommends a process of mutual consultation that will lead to an amicable agreement about the composition of the committee.

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The UAF Faculty Senate passed the following at its Meeting #129 on April 4, 2005:

RESOLUTION:
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BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Shirish Patil as President-Elect of the UAF Faculty Senate for 2005-2006 by affirmation.

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The UAF Faculty Senate passed the following at its Meeting #129 on April 4, 2005:

MOTION:
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The UAF Faculty Senate moves to approve the Joint UAA-UAF Ph.D. Program in Clinical-Community Psychology.

EFFECTIVE: Fall 2005 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposal #72 and course proposals #40-71 from the Fall 2004 review cycle on file in the Governance Office, 312 Signers' Hall.

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Brief Statement of the Proposed Program
Ph.D., Clinical-Community Psychology

The proposed joint Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis will be a partnership between the Departments of Psychology at UAA and UAF. The program focus will include clinical, community, and cross-cultural psychology with an emphasis on indigenous, Alaska Native, and American Indian psychology. This UA partnership will integrate the strengths and resources of both departments to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology. The five-year program will have a single curriculum, joint governance, and program faculty at each of the two MAUs. The program will seek accreditation from the American Psychological Association, ensuring that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and providing assurance that graduates will be adequately prepared for licensure as psychologists. The program will graduate six to eight Ph.D.-level psychologists annually.

The primary objectives of the proposed program are as follows:

- To train doctoral-level psychologists with integrated expertise in clinical, community, and cross-cultural psychology with an emphasis in indigenous, Alaska Native, and American Indian psychology.
- To increase significantly the number of doctoral-level psychologists with expertise and sensitivity to cross-cultural issues who will practice clinical-community psychology throughout Alaska, in particular, but also in isolated rural communities in the Circumpolar North and the Lower 48 U.S. states.
- To increase significantly the number of doctoral-level psychologists who will conduct research on clinical, community, and cross-cultural issues relevant to Alaska, underserved ethnic minorities, and rural communities in Alaska and the Circumpolar North.
- To increase significantly the number of doctoral-level psychologists who are of Alaska Native and American Indian descent.

University of Alaska Board of Regents

Program Approval Summary Form

MAU: UAA and UAF

Title: Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis

Target admission date: Fall 2006

How does the program relate to the **Education** mission of the University of Alaska and the MAU?

The Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis is fully compatible with UAA's mission and purpose, as it is designed to "*inspire learningand enrich Alaska, the nation, and the world through our teaching, research, creativity, and service.*" The program is also compatible with UAF's mission as it "*advances and disseminates knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North and their diverse peoples."* The program is on the forefront of creative and enriching knowledge dissemination that is locally relevant; focused on public service; sensitive to the unique environments of Alaska; and concerned with acknowledging, fostering, and celebrating diversity. It also strives to be a world-class program that will enhance UA's reputation as an international research center that contributes to the building of knowledge with relevance to the North and its diverse peoples.

Two extensive statewide needs assessments were conducted that documented the need for the Ph.D. program in Clinical- Community Psychology with a Rural Indigenous Emphasis

What **State Needs** met by this program.

Mortality rates in Alaska are dominated by behavioral health diseases. Cancer and heart disease are the top causes of death and the types of cancer are clearly related to behaviors associated with smoking, alcohol, diet and physical activity. Additionally, injuries and suicide, and alcohol related deaths are the next highest causes of death.

Alaska has a need for psychologists who are able to work in the domains of (a) Clinical and Health Intervention, (b) Community and Organization Development, and (c) Applied Research. There are clear needs for psychologists who are (a) culturally competent to serve in rural, indigenous, multi-cultural settings, (b) can provide service in specific content areas such as psychopharmacology, community and organizational psychology, neuropsychological testing, continuing education, child psychology, substance abuse prevention and treatment, telemedicine, and cross-disciplinary training of other behavioral health professionals, and (c) can do the applied research focused on Alaska needs to develop policy, programs, and interventions that work for Alaska. At present, no mechanism exists to train such individuals in our state, resulting in recruitment of graduates from universities Outside. At the Western Interstate Commission of Higher Education seminar on rural mental health in 2004, all of the western commissioners of mental health indicated that individuals at the doctoral-level who come to rural areas are not prepared for the work that they must do, attrition is very high, and quality of initial services compromised. Additionally, our own program Needs Assessment and other State of Alaska reports indicate that counseling and human services are one of the fastest growing areas for positions in Alaska. There is currently a lack of research evidence about effective interventions in preventing and treating behavioral health and mental health problems in rural settings, and Alaska ranks last of all states in NIH funding. Research at the university in this area lacks depth in infrastructure because it lacks doctoral-level education. Alaska is the only state in the union without a doctoral-level program in psychology.

What are the **Student** opportunities and outcomes? Enrollment projections?

The program will be designed to meet criteria for a practitioner-scientist model of doctoral-level psychology training. Graduates will have (1) the requisite applied clinical and community assessment and intervention skills to become ***accomplished practitioners*** in the area of behavioral health care at the individual and communitywide level; and (2) the necessary research skills and competencies to become ***expert researchers*** who can develop applied research that is relevant to rural and frontier communities with ethnically and culturally diverse populations and capable evaluators who can evaluate and design effective intervention programs for diverse contexts and settings. The dual focus on practice and research assures the well-rounded nature of the graduates, who, in Alaska, often must fulfill both roles in a single position.

Targeted enrollment is four students per year per campus, ***for a total annual program cohort of eight students***. In the first year of program operations, two cohorts will be accepted, for a total of 16 students. Enrollments are expected to be 48 by year 4 with 8 Ph.D.'s graduating each year beginning in year four.

Describe **Research** opportunities:

Doctoral students will be expected to conduct research in the course of their studies and will have opportunities to work within the research infrastructure of both UAF and UAA. At UAF the Center for Alaska Native Health Research (CANHR) and individual investigators offer opportunities for research within areas including health, biomedical, and behavioral research, sobriety and recovery, trauma, resiliency and children's mental health. At UAA, the Behavioral Health Research and Services Program offers research opportunities in areas including substance abuse, mental illness, coexisting disorders, rural health care, HIV prevention, HIV risk behavior, and program evaluation. Research opportunities are expected to increase with an increase in grant funding. For research funding in behavioral health to increase there is a need for a doctoral program with Ph.D. students to serve as research assistants.

Describe Fiscal Plan for development and implementation:

There are four planned sources of funding for this program: incremental state appropriations, including Behavioral Health Program Partnership funding; system reallocations; MAU reallocations; departmental revenue including tuition and research revenue. The total operating expenses in FY06 is $327,000. The current budget request includes $200,000 in Behavioral Health Program Partnership funding for this program. Another $100,000 in system reallocation is anticipated leaving only $27,000 for the MAU to cover in FY06. At full maturation, FY13, the annual operating expenditures will total $2.2 million. It is anticipated that this will be funded by approximately $1.2 million in departmental revenue, just over $700,000 in state appropriations, $230,000 in MAU reallocations, and $100,000 from system reallocations.

The total start-up/one-time/capital cost for the program FY06-FY09 is estimated at $1.2 million, approximately $800,000 of which will go into an FY07 capital request. The remaining $400,000 in expenses will be the responsibility of the MAUs, $335,980 of which is needed in FY06 ($159,490 at UAA and $176,490 at UAF).

The UAF Faculty Senate passed the following at its Meeting #128 on March 7, 2005:

MOTION:

=======

The UAF Faculty Senate reaffirms that authority for setting the academic calendar traditionally--and for good academic reasons--belongs to the individual MAUs that comprise the University of Alaska.

The UAF Faculty Senate further reaffirms that substantive changes to UAF's academic calendar can only be made with the explicit agreement and approval of UAF's Governance Coordinating Committee; that is, with the implicit approval by UAF faculty (through the Faculty Senate), staff (through Staff Council), and students (through ASUAF).

The UAF Faculty Senate hereby charges the UAF Registrar to not publish a UAF academic calendar that has not been approved by UAF's Governance Coordinating Committee.

EFFECTIVE: Immediately

RATIONALE: The UA VP for Academic Affairs recently announced a unilateral decision to establish a common start date for all MAUs, which most likely will change UAF's start date effective Fall 2006. UAF's faculty, staff, and students have not been part of the decision making process. The purpose of this motion is to clarify to all concerned how shared governance is supposed to work.

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The UAF Faculty Senate passed the following at its Meeting #128 on March 7, 2005:

MOTION:

=======

The UAF Faculty Senate moves to override the veto of the motion to amend Section 3, (Article V, Committees, Standing) of the Bylaws pertaining to membership and adding the Faculty Research Oversight Committee.

EFFECTIVE: Immediately

RATIONALE: Research is a prerogative of the faculty, therefore it's the Faculty Senate's obligation and right to make recommendations to the Chancellor regarding classified and proprietary research.

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ORIGINAL MOTION:

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The UAF Faculty Senate moves to amend Section 3, (Article V, Committees, Standing) of the Bylaws pertaining to membership and adding the Faculty Research Oversight Committee.

[[ ]] = Deletion
CAPS = Addition

Sect. 3 (ART V: Committees)

B. Membership on standing and permanent committees will be for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is made by the Administrative Committee or as specified in the definition of a Permanent Committee and confirmed by the full Senate. [[Senators are limited to serving on a maximum of one standing committee at any one time.]] To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

STANDING

8. Faculty Research Oversight Committee

The Faculty Research Oversight Committee shall review all classified and proprietary proposals, grants, and contracts according to the guidelines of the UAF Policy concerning Classified and Proprietary Research and advise the chancellor of their compliance or lack thereof with university policy. The committee will publish an annual report on the status of classified and proprietary contracts, grants and proposals at UAF to the Faculty Senate. The Faculty Research Oversight Committee will offer changes to the UAF policy as needed through periodic reviews occurring no less than once every 5 years.

Membership on the committee shall be limited to 9 senators, with no more than 2 members being from the same unit. A Facilities Security Officer shall be an ex-officio member of the committee. The committee will also include someone from the Office of Sponsored Research and a designee of the chancellor as ex-officio members. Committee membership must broadly represent the university community.

EFFECTIVE: Immediately

RATIONALE: The new UAF Policy Concerning Classified and Proprietary Research calls for the Faculty Senate to establish a Faculty Research Oversight Committee to review all proposals and make recommendations to the chancellor for action. The policy includes guidelines for the review process.

The number of Faculty Senate committees has increased to a level that may require some of the senators to serve on more than one committee. Therefore, restrictions on committee membership on standing committees are removed.

The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

MOTION:

=======

The UAF Faculty Senate moves to enhance the Freshmen Progress Reports system to include the following:

· All faculty and instructors teaching 100- and 200-level classes must submit a progress report for all freshmen indicating the grade being earned by the fifth week of the semester.

· All new courses that permit freshmen enrollment must explicitly include the method(s) used to determine freshman mid-semester grades in the syllabus. The freshmen reporting requirement will be evaluated as part of the curriculum review process.

EFFECTIVE: Fall 2005

RATIONALE: Freshmen Progress Reports are a crucial part of our student retention plan. UAF is committed to the success of its students by providing an environment conducive to teaching and learning. The Freshmen Progress Report system (formerly Low Grade Report) was intended to serve as a retention tool to improve students' persistence and promote survival skills. It is based on a model that the faculty will be proactive, supportive and involved in facilitating the academic components of student retention. Faculty awareness of potential student problems constitutes the foundation of this retention program by assisting with the early detection and intervention of students who are doing poorly in class, chronically absent from class (since attendance is an integral part of the learning process), or experiencing other kinds of problems that affect academic performance.

As L. Noel stated in Increasing Student Retention (1985), "It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on a campus (p. 17)."

To augment this important function, incorporating the grading policy and time frame in the syllabus will indicate to students the commitment faculty and instructors have to the success and persistence of UAF students.

****

The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

MOTION:

=======

The UAF Faculty Senate moves to approve a Certificate and A.A.S. in Construction Trades Technology.

EFFECTIVE: Fall 2005 and/or
Upon Board of Regents' Approval.

RATIONALE: See full program proposals #74 & 75 and course proposals #57-73 & 146 from the Fall 2004 review cycle on file in the Governance Office, 312 Signers' Hall.

Certificate, Construction Trades Technology - Nine credits of general certificate requirements including CTT 106 or TTCH 131; CTT core requirements of CTT 100, 110, 115, HLT 122, and CTT 199 for a total of 38.5 credits; effective Upon BOR approval.

A.A.S., Construction Trades Technology - General AAS degree requirement of 15 credits including CTT 106 or TTCH 131; completion of certificate requirements (CTT 100, 110, 115, HLTH 122 and CTT 199); and additional courses CTT 170, 175, 150, 155, 299 for a total of 76.5 credits; effective Upon BOR approval.

****

Brief Statement of the Proposed Program

Certificate and A.A.S. in Construction Trades Technology

Overview: Responding to the construction industry and rural Native organizations, the Interior-Aleutians Campus supported by the Northwest Campus and the College of Rural Alaska (CRA) is proposing the Construction Trades Technology (CTT) consisting of a 38.5-credit certificate program, which articulates into an AAS degree program requiring 76.5 credits.

The Certificate and AAS Program is based upon the National Center for Construction Education and Research requirements for National Certification which provides students the opportunity to enter apprenticeship programs. The certificate graduate will know construction terminology and have entry-level skills in carpentry. The AAS Degree will further develop their skills. Upon completion of the AAS Degree, the student will have basic skills in plumbing and electrical. Career paths developed and under going development include plumbing, electrical, carpentry, heavy equipment operations, pipeline management, insulating, heating, ventilation, and air conditioning (HVAC), and instrumentation.

The CTT Program was developed in consultation with Native Non-profits and rural organizations, rural campuses and College of Rural Alaska Vocational faculty. The program responds to the unique vocational educational needs of Alaska's workforce and the needs of employers. Currently, each rural region of the state has 20-30 million dollars worth of construction projects. The rural workforce is not prepared to participate in these projects beyond the general laborer position. The CTT program offers new opportunities for Alaska's rural and urban-based students.

To address the years of construction experience held by many village residents, the CTT program offers opportunities of credit for prior training and experience.

CRA is working with the Council of Athabascan Governments, an Approved Training Sponsor for the National Center for Construction Education & Research (NCCER). Through CATG, the students will eligible for entry into the national database.

NCCER is a national organization of construction trade organizations and businesses, which promote training through a nationally standardized and certified curriculum. This curriculum is constantly reviewed and revised by industry professionals to keep it current with industry standards. There are several trade organizations in Alaska that endorse this curriculum and promote its use in their training. For students to be entered on the national registry, they must pass written and hands-on competency tests. The instructors providing the training must be certified by NCCER as craft proficient in their respective trades.

The mission of the CTT Program is to provide vocational, skill-based education to students through flexible course delivery methods to meet the needs of college and rural Alaska students.

Ojectives of the Proposed CTT Program:

- To prepare a cadre of skilled Alaskan workers that meet current workforce deficiencies in construction trades, focusing on the rural worker.
- To contribute to our vocational educated Alaskan Workforce by providing a program that links work-based skills and hands-on learning to postsecondary education, particularly in rural Alaska in keeping with the university mission.
- To provide a career ladder beyond entry-level to an underemployed rural workforce, particularly Alaska Native men, who are also under-represented at the university.

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The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

MOTION:

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The UAF Faculty Senate moves to amend Section 1 (ART III: Membership) of the UAF Faculty Senate By-laws as follows:

[[ ]] - Deletions

CAPS - Additions

F. RECALL

1. UNETHICAL AND/OR UNPROFESSIONAL CONDUCT BY ANY ELECTED OFFICER OR MEMBER OF THE SENATE MAY CONSTITUTE A CAUSE FOR A VOTE OF NO CONFIDENCE AND HENCE A RECALL. IN ORDER TO RECALL AN ELECTED OFFICER OR MEMBER, THE SENATE MUST HAVE A 2/3 MAJORITY VOTE OF ITS TOTAL MEMBERSHIP.

EFFECTIVE: Immediate, Upon Chancellor Approval

RATIONALE: To preserve Faculty Senate's integrity and to assure that the members and/or officers of the Senate are held at highest professional, and ethical standards.

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The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

MOTION:

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The UAF Faculty Senate moves to approve the Unit Criteria for Natural Sciences (CNSM).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the Natural Science unit criteria submitted by the College of Natural Sciences and Mathematics. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines.

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January 23, 2005

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:

ANNUAL REVIEW, PRE-AND POST-TENURE,

PROMOTION, TENURE REVIEW

AND

NATURAL SCIENCES

UNIT CRITERIA

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING NATURAL SCIENCE FACULTY IN CNSM. ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CNSM FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THE CNSM MATHEMATICAL, STATISTICS AND COMPUTER SCIENCE DISCIPLINES CRITERIA ARE SUBMITTED AS A SEPARATE DOCUMENT.

I. Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

II. Initial Appointment of Faculty

A. Criteria for Initial Appointment. Minimum degree, experience and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

- Academic Titles. Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline. Units wishing to appoint academic rank faculty within

schools and colleges to titles must have the concurrence of the specific discipline in which the title resides.

C. Process for Appointment of Faculty with Academic Rank. Deans of schools and Colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's affirmative action policies and shall provide for participation in hiring by faculty and administrators as a unit.

- Process for Appointment of Faculty with Special Academic Rank. Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's stated affirmative action policies, and shall provide for participation in hiring by faculty and administrators in the unit. These procedures shall be on file in the Chancellor's Office.
- Following the selection process, the dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the Chancellor or his/her designee.
- Letter of Appointment. The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, and any special conditions relating to the appointment. This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution, the part(s) defining the position may not. Subsequent letters of appointment may vary the work load distribution and nature of the assignment.

III. PERIODIC EVALUATION OF FACULTY

A. General Criteria and Definitions

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV **AND NATURAL SCIENCES UNIT CRITERIA, STANDARDS, AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty members' professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service**.** As used in these procedures, unless otherwise specified, the following terms shall mean**:**

1. "Faculty." Those persons who have accepted and hold appointment to academic rank or special academic rank.

2. "Academic Ranks." Ranks held by persons having the title of professor, associate professor, and assistant professor. These titles denote academic rank exclusively. The title of instructor may also be a title of academic rank at the discretion of the policies and procedures approved for each university; or when included in the description of membership in the relevant Article of a collective bargaining agreement. Faculty holding academic rank are eligible for promotion and tenure.

3. "Special academic ranks." Ranks held by persons having the following title and the qualification specified:

Lecturer: employed to teach full- or part-time; or titles of academic rank preceded by:

Adjunct: employed to teach on or more courses up t o15 credit hours per year, or other academic assignment at less than 50 percent of a full-time appointment;

Affiliate: voluntary faculty service, not employed by the university;

Visiting: employed to perform the faculty functions expected of academic rank for a specific period;

Research: supported primarily by grant funding;

Clinical: special category reserved for practitioners in the health care delivery professions.

These titles denote special academic rank exclusively. The title of instructor may also be a title for special academic rank at the discretion of the policies and procedures approved for each university; or when included in the description of membership in the relevant Article of a collective bargaining agreement.

4. "Tenure." The status of holding a faculty appointment on a continuing basis following evaluation and award according to the terms of Chapter IV and BOR Policy 04.04.04.B.

5. "Tenure track position." A tenure track position is one which may lead to consideration for appointment to tenure as described in the policies and procedures for each university. A tenure track position requires the performance of faculty function at least 50% of full-time. For exceptional case, and when in the judgment of the Chancellor the best interests of the university will be served, a faculty member may be appointed to a tenure track position at less than 100% but more than 50% of a full-time appointment.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR**:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

SPECIFIC NATURAL SCIENCES CRITERIA FOR TEACHING PERFORMANCE:

ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY AND CURRENT TEACHING PROGRAM IN THE DEPARTMENT.

ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE TEACHING MATERIAL IS CONTEMPORARY AND RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT NOT IS LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, VERSATILITY IN INSTRUCTIONAL ASSIGNMENTS, EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS, AND HIGH QUALITY CLASSROOM TEACHING PERFORMANCE.

PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND CURRICULUM OFFERINGS, ABILITY TO MOTIVATE OR INSPIRE STUDENTS, AND EXEMPLARY TRAINING OF GRADUATE STUDENTS INCLUDING SUCCESS IN GRADUATING STUDENTS. BOTH FACULTY AND STUDENTS MUST CONSIDER THE TEACHING PERFORMANCE TO BE OF HIGH QUALITY.

2**. Components of Evaluation**

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observations,

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska, Fairbanks, and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more the following characteristics:

a. They must occur in a public forum,

b. They must be evaluated by appropriate peers,

c. They must be evaluated by peers external to this institution so as to allow an objective judgment,

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval;

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers;

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics;

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges;

f. Editing or refereeing articles or proposals for professional journals or organizations

g. Scholarly reviews of publications, art works and performance of the candidate;

h. Citations of research in scholarly publications;

i. Published abstracts of research papers;

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline;

k. Prizes and awards for excellence of scholarship;

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study;

m. Development of processes or instruments useful in solving problems, such as computer programs, **SOPHISTICATED COMPUTER MODELS THAT HELP IN THE UNDERSTANDING OF COMPLEX SYSTEMS,** and systems for the processing of data, genetic plant and animal material, and where appropriate, obtaining patents and/or copyrights for said development.

SPECIFIC CRITERIA FOR NATURAL SCIENCE RESEARCH PERFORMANCE:

ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION, NORMALLY A SUB-DISCIPLINE OF THE NATURAL SCIENCES (WITH THE OPTION OF RESEARCH IN SCIENCE EDUCATION).

ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM THAT PRODUCES SIGNIFICANT PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS. PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, THE SUBMISSION OF RESEARCH PROPOSALS, AND THE ACQUISITION OF EXTERNAL RESEARCH FUNDING CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH IS OF HIGH QUALITY. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT TRANSLATE INTO PROJECTS THAT INVOLVE BOTH GRADUATE AND UNDERGRADUATE STUDENTS.

PROFESSOR: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED A SUFFICIENT NUMBER OF PUBLICATIONS IN THE REFEREED PROFESSIONAL LITERATURE, AND THERE SHOULD BE A RECORD OF STUDENT INVOLVEMENT INCLUDING SUCCESSFUL MENTORING OF PH.D. STUDENTS. THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM. AN INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS AND BY CITATIONS OF PUBLICATIONS OR DOCUMENTED OPINIONS OF OTHER SCIENTISTS IN THE FIELD) IS EXPECTED.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service".

1. Public Service

Public service is the application of teaching, research, and other scholarly activity and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or professional contributions to the community or to one's discipline, or other

activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

Examples include, but are not limited to:

a. Providing information services to adults and youth;

b. Service on or to government or public committees;

c. Service on accrediting bodies;

d. Active participation in professional organizations;

e. Active participation in discipline-oriented service organizations**;**

f. **CONSULTING, INCLUDINGUNPAID** consulting**.**

g. Prizes and awards for excellence in public service;

h. Leadership of or presentations at workshops, conferences, or public meetings;

i. Training and facilitating

j. Radio and TV programs **and interviews**, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media;

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions;

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activities include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies;

b. Consultative work in support of university functions, such as expert assistance for specific projects;

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school;

d. Participation in accrediting reviews;

e. Service on collective bargaining unit committees or elected office;

f. Service in support of student organizations and activities;

g. Academic support services such as library and museum programs;

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer;

i. Mentoring**, INCLUDING MENTORING NEW FACULTY;**

j. Prizes and awards for excellence in university service.

3. Professional Service

a. **Editing or refereeing articles or proposals for professional journals or organizations; (IF NOT COUNTED AS RESEARCH; SEE C.2.F.)**

b. **Active participation in professional organizations;**

c **Active participation in discipline-oriented service organizations;**

d. **COMMITTEE CHAIR OR OFFICER OF PROFESSIONAL ORGANIZATIONS;**

e. **SESSION ORGANIZER OR MODERATOR FOR PROFESSIONAL MEETINGS.**

4. Evaluation of Service

Each faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public, university, and **PROFESSIONAL** service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

SPECIFIC NATURAL SCIENCES CRITERIA FOR SCIENCE SERVICE PERFORMANCE:

ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA.

ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTION TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.

PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS MANDATORY. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS ARE EXPECTED, INCLUDING SERVICE TO THE GENERAL PUBLIC AND ALASKA TEACHERS.

MEASURES OF EFFECTIVENESS OF PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

ACCOMPLISHMENTS OF THE EFFORT OF ORGANIZATION TO WHICH SERVICE WAS PROVIDED.

OFFICIAL RECOGNITION OF QUALITY OF SERVICE (E.G., AWARDS, LETTERS OF RECOMMENDATION).

OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.

CURATORIAL SERVICE

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY AT CNSM, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH AND SERVICE.

1. **CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:**

- **MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);**
- **INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;**
- **FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;**
- **MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);**
- **SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;**
- **WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;**
- **PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;**
- **PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;**
- **ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS THAT PERTAIN TO THE COLLECTION**.

<u>SPECIFIC CRITERIA FOR CURATORIAL SERVICE PERFORMANCE:</u>

<u>ASSISTANT PROFESSOR AND CURATOR</u>

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

1. **CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA AND THE CIRCUMPOLAR NORTH AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.**
2. **COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.**
    - **CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.**
    - **CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.**

- **CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.**
- **CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CAUTION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.**

CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.

CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. THEY MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

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The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

MOTION:

=======

The UAF Faculty Senate moves to amend Article III and IV of the UAF Faculty Senate Constitution as follows:

[[ ]] - Deletions

CAPS - Additions

ARTICLE III - Membership

Sec. 1 The Senate shall be constituted according to the provisions specified in the bylaws.

Sec. 2 Voting members of the Senate must either hold academic rank with full-time continuing appointment at the University of Alaska Fairbanks or hold special academic rank with title preceded by "research" or "term".

Sec. 3 Senate members shall be elected from and by the faculty of their respective units, as set forth in the bylaws, to two-year terms which shall be staggered to ensure continuity.

Sec. 4 The terms of the newly elected and appointed members shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

Sec. 5 Any ELECTED OFFICER OR voting member of the Senate may be recalled according to the provisions of the by-laws.

Sec. 6 Non-voting members of the Senate shall have voting privileges on any Senate committee on which they serve.

ARTICLE IV - Officers

Sect. 1 The two officers of the Senate shall be the President and the President-Elect.

Sect. 2 The President and President-Elect shall be elected by the elected representatives of the Senate for one-year terms. Eligible nominees for the offices of President and President-Elect shall be elected representatives and/or chairs of standing and permanent committees of the Senate.

Sect. 3 The President-Elect, after serving for one year in this position, subject to Sections 4, [[and]] 5, AND 6, will automatically become President for one year.

Sect. 4 The term of the President may be extended for one additional year by a two-thirds majority vote of the entire voting membership of the Senate. The vote will be by secret ballot and, if passed, the term of the President and the current President-Elect will be extended for no more than one additional year.

Sect. 5 If for any reason the President should relinquish or be recalled from office, the President-Elect will automatically and immediately assume the Presidency. The Senate shall elect a Vice President to fill out the remainder of the year at which time a new election for President-Elect will be held [[as outlined in ARTICLE III, Section 6]]. The previously elevated President-Elect will complete the next academic year as President.

SECT. 6 IF FOR ANY REASON THE PRESIDENT-ELECT SHOULD RELINQUISH OR BE RECALLED FROM OFFICE, THE SENATE SHALL ELECT A PRESIDENT-ELECT TO FILL OUT THE REMAINDER OF THE YEAR AT WHICH TIME A NEW ELECTION FOR PRESIDENT-ELECT WILL BE HELD.

SECT. 7 The terms of the newly elected President and President-Elect shall commence at the beginning of the last regularly scheduled Senate meeting of the academic year.

EFFECTIVE: Immediate, Upon Chancellor Approval

RATIONALE: To preserve Faculty Senate's integrity and to assure that the members and/or officers of the Senate are held at highest professional, academic, and ethical standards.

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The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

MOTION:

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The UAF Faculty Senate moves to recommend the amendment of Regents' Policy 10.06.01 (Assessment) as recommended by SAC and the Faculty Affairs Committee with deletions as noted.

[[ ]] - Deletions

Proposed Policy

Regents' Policy

PART X - Academic Policy
CHAPTER VI

Assessment

Program Assessment **P10.06.01**

Each MAU will conduct regular assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will stress outcomes as an essential part of the ongoing institutional self-study and accreditation processes. The President [[will establish a Performance Based Budgeting system based on measures derived from assessments,]] will require each Chancellor to include program assessment results in program planning and operational reviews, and will provide an annual report on the implementation and results of assessment practices to the Board of Regents.

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The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

MOTION TABLED:

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The UAF Faculty Senate moves to override the veto of the motion to

amend Section 3, (Article V, Committees, Standing) of the Bylaws pertaining to membership and adding the Faculty Research Oversight Committee.

EFFECTIVE: Immediately

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

RESOLUTION:
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Paul Layer as President-Elect of the UAF Faculty Senate for 2004-2005 by acclamation.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
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The UAF Faculty Senate moves to establish a Policy on the Identification and Use of Acceptable Academic Degrees.

EFFECTIVE: Immediately, Upon Chancellor Approval

RATIONALE: Preservation of UAF's integrity as a degree-granting institution is very important. A significant aspect of UAF's academic integrity is the assurance that UAF students, staff, faculty, and administrators only claim possession of academic degrees deemed acceptable to UAF. In the last decade, unregulated degree 'suppliers' has become more common. Definition and regulation of the use of academic degrees and academic credits acceptable to UAF is therefore necessary.

Organizations exist that research and evaluate the quality of academic oversight for degree suppliers and publish lists of accredited degree-granting institutions. For UAF to create its own 'degree evaluation' program is neither necessary nor worthwhile. Rather, UAF may identify outside agencies upon which to base evaluations of what degree granting institutions are acceptable for UAF purposes.

Organizations that UAF relies upon to evaluate and identify degree-granting institutions acceptable to UAF include:

- U.S. Department of Education, to the extent that it evaluates foreign and domestic accrediting agencies.
- Oregon Office of Degree Authorization, which is charged by the State of Oregon to evaluate degree suppliers.
- American Association of Collegiate Registrars and Admissions Officers, which annually publishes a CD of worldwide accredited degree-granting institutions.
- World Education Services, which (along with the AACRAO) provides evaluations of foreign degrees.

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THE FOLLOWING DEFINITIONS AND REGULATIONS CONSTITUTE THE UAF POLICY ON THE IDENTIFICATION AND USE OF INVALID ACADEMIC DEGREES:

1. An academic degree acceptable to UAF is one that has been issued by a degree-granting institution identified by UAF either generally or with respect to a specific degree as acceptable, or one that has been accredited by an accrediting agency identified as acceptable to UAF.
2. Only accrediting agencies that have been approved by the U.S. Department of Education, or which have been deemed acceptable by this policy or by the UAF Chancellor or Provost are acceptable to UAF.
3. UAF identifies as acceptable degree-granting institutions those that are accredited by an acceptable accrediting agency or those which are listed in the American Association of Collegiate Registrars and Admissions Officers International Registry of degree-granting institutions.
4. The holder of a degree or credits issued by an institution that is not identified as acceptable as set forth above may seek identification of the degree or credits as acceptable by providing a transcript and an evaluation made by either
   (a) the American Association of Collegiate Registrars and Admissions Officers, or
   (b) the World Education Services that states the degree in question is in fact equivalent to a degree granted by an accredited U.S. institution. A copy of this transcript evaluation should be filed with the individual's Dean. Unless and until the Provost or the Chancellor determines in writing that the degree or credits are acceptable, they will not be considered acceptable for use within UAF, provided, however, that unless otherwise directed by the Chancellor or Provost, a Dean may determine in writing that the degree or credits are acceptable solely for use within the academic unit of the Dean.
5. Only academic degrees and credits earned from acceptable degree-granting institutions may be used for the purposes of identification, credit transfer, hiring, promotion, or tenure at UAF.
6. Employees and students of the UAF who possess academic degrees that do not qualify as acceptable to UAF are forbidden to indicate that they possess such degrees in any official UAF context, including --but not limited to-- UAF classes, UAF syllabi, UAF web sites, and at meetings where they are identified as UAF employees or UAF students; provided, however, that they may state that they hold the degree if they also qualify the statement with a statement that the degree is not acceptable to UAF. "Indicating" one possesses a degree includes --but is not limited to-- using the title "Dr." or other degree-related title before one's name or listing the degree abbreviation (e.g., B.S., M.S., PhD) after one's name.
7. The Provost, after approval of the Faculty Senate, is authorized to develop and revise lists of accrediting agencies and/or degree granting institutions that are acceptable and/or unacceptable to UAF as necessary and appropriate to advance the business of UAF.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the Bachelor of Business Administration degree requirements to the following:

[[ ]] = Deletion
CAPS (or underline) = Addition

BACHELOR OF BUSINESS ADMINISTRATION

All majors must earn a "C" or better in all Common Body of Knowledge courses, department-specific general requirements, major specific requirements, and specific math and statistics requirements.

Requirements	Credits
Baccalaureate Core Requirements	38-39

(BA 323X--BUSINESS ETHICS [[A core Ethics class]] must be included in the courses used to meet the Perspectives on the Human Condition requirements [[for accounting and business administration majors]].)

B.B.A. Degree Requirements

Complete the following in addition to the core:

Mathematics:
- MATH 161X--Algebra for Business and Economics 3
  (Math 262 should be taken to complete the mathematics requirement for the core.)

Social Science and Statistics: 10
- STAT 200--Elementary Probabilities and Statistics (3)
- ECON 200--Principles of Economics (4)
- ECON 227--Intermediate Statistics for Economics and Business (3)

Common Body of Knowledge: 31-34
- AIS 101--Effective Personal Computer Use OR Demonstrated Computer Literacy (0-3)
- ACCT 261-262--Accounting Concepts & Uses (6)
- AIS 310--Introduction to Information Systems *or* AIS 316--Accounting Information Systems (3)
- BA 325--Financial Management (3)

BA 330--Legal Environment of Business (4)
BA 343--Principles of Marketing (3)
BA 360--Production/Operations Management (3)
BA 390--Organizational Theory and Behavior (3)
BA 462--Corporate Strategy (3)
ECON 324--Intermediate Macroeconomics
or ECON 350--Money and Banking (3)

Major complex*	at least 27
Minor complex** (optional)	at least 15
[[Electives	11 or more]]
Minimum credits required for degree	[[123]] 120

Of the above, at least 39 credits must be taken in upper division (300 level or higher) courses.

*Departmental requirements for majors may exceed the minimum indicated. Specific requirements are listed in the Degrees and Programs section of the catalog.

**Requirements for minors may exceed 15 credits. Specific requirements are listed in the Degree and Programs section of the catalog.

EFFECTIVE: Fall 2005
Upon Chancellor's Approval

RATIONALE: Reducing the BBA degree program credits to 120 is in keeping with the Board of Regents policy. This also keeps the BBA degree consistent in credit hours with most business programs in the country. BA 323X is more applicable ethics course for business students. Reducing the elective credits make that requirement more depend on specific programs under the BBA.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to approve a Certificate in Medical Assisting.

EFFECTIVE: Fall 2005 and/or
Upon Board of Regents' Approval.

RATIONALE: See full program proposal #54 from the Fall 2004 review cycle on file in the Governance Office, 312 Signers' Hall.

Requires 33-36 credits; general communication and human relations requirements are embedded in the major required courses. All required courses are part of the existing A.A.S. degree requirements.

****

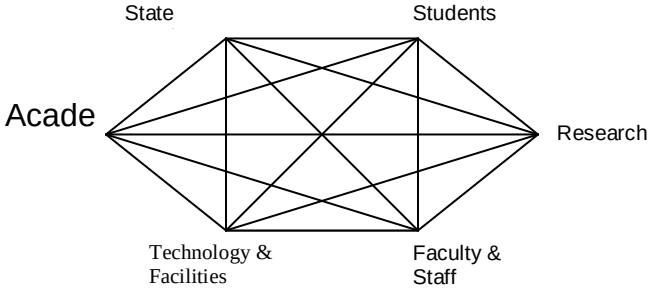
Brief Statement of the Proposed Program
Certificate, Medical Assisting

UAF already offers an AAS degree in Medical Assisting. Our goal in the creation of the Certificate in Medical Assisting is to train individuals for the specific skills they will need to be able to sit for the national exam to become a Certified Medical Assistant (CMA), so that they may gain employment within a year of beginning the program. We are selecting the pertinent vocational skill classes, as well as the required math, communication, and human relations classes for the certificate requirements. A total of 36 credits is proposed for the certificate. All of the classes currently exist and have been taught for several years. There should be no financial impact on UAF/TVC by creating this certificate. Should students desire to continue their education, we would strongly encourage them to continue to take additional classes to obtain their AAS in Medical Assisting.

Medical Assistants are trained to be versatile members of the healthcare team in physicians' offices and outpatient clinics. Their skills include management of the front office reception and scheduling, billing, coding, records management. Their back office skills are to assist the physician with intake information, measurements, vital signs, patient history, injections, and to assist the physician in all medical procedures. They are also trained in basic laboratory skills such as safe handling of various laboratory specimens, and routine analysis of blood and urine samples. In the past several years, more physicians are employing Medical Assistants because of their specific training and their flexibility. They are rapidly replacing the LPN and RN staff in many medical clinics.

University of Alaska New Program Approval

Board of Regents Summary Form



MAU:
University of Alaska Fairbanks

Title and brief description:
Certificate in Medical Assisting

UAF already offers an AAS degree in Medical Assisting. Our goal in the creation of the Certificate in Medical Assisting is to train individuals for the specific skills they will need to be able to sit for the national exam to become a Certified Medical Assistant (CMA), so that they may gain employment within a year of beginning the program. We are selecting the pertinent vocational skill classes, as well as the required math, communication, and human relations classes for the certificate requirements. A total of 36 credits is proposed for the certificate. All of the classes currently exist and have been taught for several years. There should be no financial impact on UAF/TVC by creating this certificate. Should students desire to continue their education, we would strongly encourage them to continue to take additional classes to obtain their AAS in Medical Assisting.

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Target Admission date:
Fall, 2005

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How does the program relate to the **Education Mission** of the University of Alaska?

Tanana Valley Campus focuses on student-centered learning with an emphasis on self-growth and skill-based competencies for success in business, labor, industry and general community and individual life-long development. See Appendix B for Draft of Strategic Plan UAF 2005 and UAF Tanana Valley Campus Strategic Plan 2000.

The Medical Assisting Profession is a competency-based program designed to build solid skills for the workplace. We have been guided in development by national standards. The program has been recognized by being accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP). Tanana Valley Campus, and UAF, have been working to align our programs with nationally recognized credentials. Medical Assisting is one of the successful areas.

One of the stated objectives in the UAF Strategic Plan 2005 is to:

> *Actively Collaborate with Communities, Organizations, Businesses and Government to Meet Identified State, National and Global Needs.*

Currently, the Medical Assisting program relies on the collaboration and cooperation of local medical practitioners and local clinics. These individuals, businesses and organizations provide us with guidance about industry needs, feedback about our students, and sites for practicum experiences. In fact, it is largely because of the interest and feedback from the community that we are creating the certificate program.

Describe the **State Needs** being met by this program.

Surveys conducted by the State of Alaska Dept. of Labor, the Workforce Investment Board, Alaska State Hospital and Nursing Home Association, and the others, the State has determined that Medical Assisting, Dental Assisting, Registered Nursing, Practical Nursing, Radiologic Technology, and pharmacy technician, are the top needs in healthcare to serve the Alaskan population and workforce. The State of Alaska determined that over the years 2000-2010 there will be a projected need for an additional 60 Medical Assistants in the state annually.

What are the **Student** opportunities and outcomes? The enrollment projections?

There is a continual need in the Fairbanks Community for Certified Medical Assistants. Gains in stature in the profession have contributed to the growth of that need as physicians' offices begin to see the value in these versatile employees. As stated above, the State predicts an average of 60 openings annually for the next several years. We currently have 35 students actively seeking the AAS in Medical Assisting. We anticipate doubling that number within the next few years as the Certificate becomes available and those students seeking a faster route into the workforce become aware of it.

Describe the **Research** opportunities, if applicable.

NA

Identify any additional **Faculty and Staff** requirements as well as any existing expertise and resources that will be applied.

Because the AAS Degree in Medical Assisting already exists, all the faculty and staff necessary to deliver this program are already in place.

Identify the impacts on existing **Technology & Facilities** as well as projected needs.

Because the AAS Degree in Medical Assisting is already in place, we do not anticipate an impact on Technology or Facilities. The Medical Assisting teaching suite is currently available and in use. We anticipate expanding the facility next year when funding becomes available.

Resource Commitment to the Proposed Degree Program

I have attempted to identify existing support for the Medical Assisting AAS Program. No new funds or resources are requested in relation to the proposed Certificate in Medical Assisting.

Resources	Existing	New		Total
	College/School	College/School	Others(Specify)	
Regular Faculty (FTE's & dollars)	2 FTE $120,000	NA	NA	
Adjunct Faculty (FTE's & dollars)	4 adjuncts $10000	NA	NA	
Teaching Assistants (Headcount)	2 $5000	NA	NA	
Instructional Facilities (in dollars and/or sq. footage)	Fourth floor TVCC labs, 300 sq foot lab, 600 sq foot lecture room, access to computer lab	NA		
Office Space (Sq. footage)	180 sq ft	NA	NA	
Lab Space (Sq. Footage)	Fourth floor TVCC labs, 300 sq foot lab currently. Current plans exist for expansion, independent of this certificate request. The new lab will be approximately 780 sq ft.	NA	NA	
Computer & Networking (in dollars)	One computer lab with 20 computers is currently available. $22,000	NA	NA	
Research/ instructional/ office Equipment (in dollars)	Various lab and office equipment, $100,000	NA	NA	
Support Staff (FTE's & dollars)	One administrative assistant $40,000	NA	NA	
Supplies (in dollars)	Various supplies $ 25,000	NA	NA	
Travel (in dollars)	One meeting annually $3000	NA	NA	

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to approve a Certificate in Instrumentation Technology.

EFFECTIVE: Fall 2005 and/or
Upon Board of Regents' Approval.

RATIONALE: See full program proposal #96 from the Fall 2004 review cycle on file in the Governance Office, 312 Signers' Hall.

Requires 32 credits; requires four semesters, designed to be taken in conjunction with the AAS in Process Technology.

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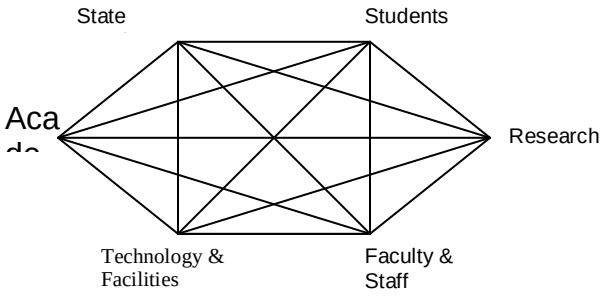
Brief Statement of the Proposed Program
Certificate, Instrumentation Technology

The instrumentation technology program will develop entry-level skills in industrial instrumentation. Courses combine the technical know-how and hands-on experience necessary for work in a variety of industrial fields. In the classroom students use state-of-the-art equipment coupled with hands-on experience to develop skills necessary to gain entry-level positions in the workforce.

University of Alaska New Program Approval

Board of Regents Summary Form



MAU: TVC/CRA

Title and brief description:

Instrumentation Technology

The instrumentation technology program will develop entry-level skills in industrial instrumentation. Courses combine the technical know-how and hands-on experience necessary for work in a variety of industrial fields. In the classroom students use state-of-the-art equipment coupled with hands-on experience to develop skills necessary to gain entry level positions in the workforce.

Target Admission date: Spring 2005

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How does the program relate to the **Education Mission** of the University of Alaska?

The instrumentation program will help meet the educational mission of the University of Alaska and Tanana Valley campus by providing a quality instrumentation training program providing more Alaskans with the skills needed to fill industry positions.

Describe the **State Needs** being met by this program.

Industry partners have identified additional needs in providing instrumentation technicians as rapidly growing process technology industry's move towards automated systems. Currently many positions are being filled from outside the state of Alaska; this program will help eliminate the need to look outside our state for qualified instrumentation technicians.

What are the **Student** opportunities and outcomes? The enrollment projections?

The program will expose the students to the necessary information required to take the entry-level ISA (Instrumentation Society of America) certification examination. This is a nationally recognized certification by industry partners, individuals holding this certification are sought-after by industry partners to fill instrumentation technician positions throughout the state. Anticipated enrollment will come from students enrolled in the Process Technology Program and from Industry partners who's workforce need incumbent training.

Describe the **Research** opportunities, if applicable.

N/A

Identify any additional **Faculty and Staff** requirements as well as any existing expertise and resources that will be applied.

The process technology program currently has as part of its requirement instrumentation one and instrumentation two, the certification would require the addition of two new instrumentation courses and one valve maintenance and instrumentation class. The current process technology program requires nine elective credits in the major field for graduation, these three classes would provide an additional 11 elective credits that could be utilized for the degree program. The current degree program requires 63 credits for an AAS degree, students could finish the instrumentation certificate and the AAS with only two additional credits. The instrumentation and valve maintenance classes are currently being taught as special topics courses and would require no additional staff or faculty resources for program implementation.

Identify the impacts on existing **Technology & Facilities** as well as projected needs.

The addition of the instrumentation certificate program would require additional instrumentation equipment and tools. This equipment and tools will be provided through industry support with minimal impact on the current process technology budget.

Resource Commitment to the Proposed Degree Program

Resources	**Existing**	**New**		**Total**
	College/School	College/School	Others(Specify)	
Regular Faculty (FTE's & dollars)	FTE 1 $50,838	N/A	N/A	
Adjunct Faculty (FTE's & dollars)	FTE 2.5 $30,000			
Teaching Assistants (Headcount)	0			
Instructional Facilities (in dollars and/or sq. footage)	520 sq ft.			
Office Space (Sq. footage)	310 sq ft.			
Lab Space (Sq. Footage)	1820 sq ft.			
Computer & Networking (in dollars)	$25,000			
Research/instructional/office Equipment (in dollars)	$3,000			
Support Staff (FTE's & dollars)	$12,340			
Supplies (in dollars)	$9,000			
Travel (in dollars)	$5,000			

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to approve a Certificate in Safety, Health, and Environmental Awareness Technology.

EFFECTIVE: Fall 2005 and/or
Upon Board of Regents' Approval.

RATIONALE: See full program proposal ##103 and course proposals #97-102 from the Fall 2004 review cycle on file in the Governance Office, 312 Signers' Hall.

Requires 33 credits: 9 credits of general certificate requirements and 24 credits of PRT and SHEN courses.

****

Brief Statement of the Proposed Program
Certificate, Safety, Health, and Environmental Awareness Technology

The safety technology program will develop entry-level skills in industrial safety, health and environmental awareness. Courses combine the technical know-how and hands-on experience necessary for work in a variety of safety-related industrial fields. In the classroom students use state-of-the-art equipment coupled with hands-on experience to develop skills necessary to gain entry-level positions in the safety profession.

University of Alaska New Program Approval

Board of Regents Summary Form

MAU: TVC/CRA

Title and brief description:

Safety, Health, and Environmental Awareness Technology

The safety technology program will develop entry-level skills in industrial safety, health and environmental awareness. Courses combine the technical know-how and hands-on experience necessary for work in a variety of safety-related industrial fields. In the classroom students use state-of-the-art equipment coupled with hands-on experience to develop skills necessary to gain entry-level positions in the safety profession.

Target Admission date: Fall 2005

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How does the program relate to the **Education Mission** of the University of Alaska?

The safety program will help meet the educational mission of the University of Alaska and Tanana Valley campus by providing a quality safety training program providing more Alaskans with the skills needed to fill industry positions.

Describe the **State Needs** being met by this program.

Industry partners have identified safety needs in providing safety professionals as rapidly growing process technology industries move toward expanding operations and systems. Currently many positions are being filled from outside the state of Alaska; this program will help eliminate the need to look outside our state for qualified safety professionals.
As the process industries expand and automate the need for qualified safety technicians increases, this need is currently being addressed by the (ASSE) American Society of Safety Engineers, TVC and the Process Technology Program are active members of this national organization.

What are the **Student** opportunities and outcomes? The enrollment projections?

The program will expose the students to the necessary information required to take the entry-level Safety Certification examination. This is a nationally recognized certification by industry partners, individuals holding this certification are sought-after by industry

partners to fill safety positions throughout the state. Anticipated enrollment will come from students enrolled in the Process Technology Program and from Industry partners whose workforce need incumbent training.

Describe the **Research** opportunities, if applicable.

N/A

Identify any additional **Faculty and Staff** requirements as well as any existing expertise and resources that will be applied.

The process technology program currently has as part of its requirement instrumentation one and instrumentation two, the certification would require the addition of two new instrumentation courses and one valve maintenance and instrumentation class. The current process technology program requires nine elective credits in the major field for graduation. These three classes would provide an additional 11 elective credits that could be utilized for the degree program.

Identify the impacts on existing **Technology & Facilities** as well as projected needs.

The addition of the instrumentation certificate program would require additional instrumentation equipment and tools. This equipment and tools will be provided through industry support with minimal impact on the current process technology budget.

Resource Commitment to the
Proposed Degree Program

Resources	**Existing**	**New**		**Total**
	College/School	College/School	Others(Specify)	
Regular Faculty (FTE's & dollars)	FTE 1 $50,838	N/A	N/A	
Adjunct Faculty (FTE's & dollars)	FTE 2.5 $30,000			
Teaching Assistants (Headcount)	0			
Instructional Facilities (in dollars and/or sq. footage)	520 sq"			
Office Space (Sq. footage)	310 sq"			
Lab Space (Sq. Footage)	1820 sq"			
Computer & Networking (in dollars)	$25,000			
Research/instructional/office Equipment (in dollars)	$3,000			
Support Staff (FTE's & dollars)	$12,340			
Supplies (in dollars)	$9,000			
Travel (in dollars)	$5,000			

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend Article III and IV of the UAF Faculty Senate Constitution as follows:

[[ ]] - Deletions
CAPS - Additions

ARTICLE III - Membership

Sec. 1 The Senate shall be constituted according to the provisions specified in the bylaws.

Sec. 2 Voting members of the Senate must either hold academic rank with full-time continuing appointment at the University of Alaska Fairbanks or hold special academic rank with title preceded by "research" or "term".

Sec. 3 Senate members shall be elected from and by the faculty of their respective units, as set forth in the bylaws, to two-year terms which shall be staggered to ensure continuity.

Sec. 4 The terms of the newly elected and appointed members shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

Sec. 5 Any ELECTED OFFICER OR voting member of the Senate may be recalled according to the provisions of the by-laws.

Sec. 6 Non-voting members of the Senate shall have voting privileges on any Senate committee on which they serve.

ARTICLE IV - Officers

Sect. 1 The two officers of the Senate shall be the President and the President-Elect.

Sect. 2 The President and President-Elect shall be elected by the elected representatives of the Senate for one-year terms. Eligible nominees for the offices of President and President-Elect shall be elected representatives and/or chairs of standing and permanent committees of the Senate.

Sect. 3 The President-Elect, after serving for one year in this position, subject to Sections 4, [[and]] 5, AND 6, will automatically become President for one year.

Sect. 4 The term of the President may be extended for one additional year by a two-thirds majority vote of the entire voting membership of the Senate. The vote will be by secret ballot and, if passed, the term of the President and the current President-Elect will be extended for no more than one additional year.

Sect. 5 If for any reason the President should relinquish or be recalled from office, the President-Elect will automatically and immediately assume the Presidency. The Senate shall elect a Vice President to fill out the remainder of the year at which time a new election for President-Elect will be held [[as outlined in ARTICLE III, Section 6]]. The previously elevated President-Elect will complete the next academic year as President.

SECT. 6 IF FOR ANY REASON THE PRESIDENT-ELECT SHOULD RELINQUISH OR BE RECALLED FROM OFFICE, THE SENATE SHALL ELECT A PRESIDENT-ELECT TO FILL OUT THE REMAINDER OF THE YEAR AT WHICH TIME A NEW ELECTION FOR PRESIDENT-ELECT WILL BE HELD.

SECT. 7 The terms of the newly elected President and President-Elect shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

EFFECTIVE: Immediate, Upon Chancellor Approval

RATIONALE: To preserve Faculty Senate's integrity and to assure that the members and/or officers of the Senate are held at highest professional, academic, and ethical standards.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to recommend the amendment of Regents' Policy 04.04.040 A.1.e.(1) as follows:

[[ ]] - Deletions
CAPS - Additions

REGENTS POLICY P04.04.040.A.1.e.(1)

Appointment **P04.04.040**

e. Appointments of distinction for faculty.

(1) Distinguished [[and University]] Professors. Tenured appointment as Distinguished [[Teaching]] Professor [[Distinguished Research Professor, Distinguished Service Professor or University Professor]] may be made by the President, SUBJECT TO A PROCESS OF REVIEW AND RECOMMENDATION ESTABLISHED BY THE CHANCELLOR OF THE MAJOR ADMINISTRATIVE UNIT (I.E., UAA, UAF, UAS) IN WHICH THE FACULTY MEMBER HOLDS TENURE.

EFFECTIVE: Immediately, Upon BOR Approval

RATIONALE: In line with common practice, the title is being changed to Distinguished Professor. The addition of the process of review and recommendation is to bring it in accord with usual university practice in the matter of faculty appointments.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the UAF Regulations for the Appointment and Evaluation of Faculty ("Blue Book") Section IV.B.5.d, paragraph 2 as follows

[[ ]] = Deletions
CAPS = Additions

d. Constitution and Operation of the University-wide [[Promotion and Tenure]] REVIEW CommitteeS.
For the purpose of 4th year comprehensive and diagnostic review[[, and post-tenure review]] of members of the United Academics – AAUP/AFT bargaining unit, the Faculty Senate will present a list of names of seven (7) faculty members to the provost who will select the committee or committees. Each unit peer review committee may nominate one of its members to serve. The list [[will]] MAY be determined from those nominees by vote of all faculty who serve on unit peer review committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No more than one faculty member on the list can be a member of any specific peer review committee.

FOR THE PURPOSE OF POST-TENURE REVIEW OF MEMBERS OF THE UNITED ACADEMICS – AAUP/AFT BARGAINING UNIT, THE FACULTY SENATE WILL PRESENT A LIST OF NAMES OF SEVEN (7) FACULTY MEMBERS TO THE PROVOST WHO WILL SELECT THE COMMITTEE OR COMMITTEES. EACH UNIT PEER REVIEW COMMITTEE MAY NOMINATE ONE OF ITS MEMBERS TO SERVE. THE LIST MAY BE DETERMINED FROM THOSE NOMINEES BY VOTE OF ALL FACULTY WHO SERVE ON UNIT PEER REVIEW COMMITTEES. FACULTY SHALL REMAIN ON THE LIST FOR A TERM OF TWO YEARS WITH THE TERMS BEING STAGGERED. NO MORE THAN ONE FACULTY MEMBER ON THE LIST CAN BE A MEMBER OF ANY SPECIFIC PEER REVIEW COMMITTEE. A faculty member shall not serve as a member of the university-wide committee reviewing post-tenure files in the year in which s/he is undergoing post-tenure review.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: This amendment provides for separate university-wide review committees for 4th-year and post-tenure review. The amendment affects the UNAC review process only. Currently, files for 4th-year and post-tenure review are handled by a single committee. (Promotion and tenure files are already handled by a separate committee.) Given the increasing number of 4th-year and post-tenure review files, the workload is becoming too large for a single committee to handle effectively.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to approve the Unit Criteria for the Marine Advisory Program (MAP).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the School of Fisheries and Ocean Sciences, Marine Advisory Program (MAP) in consultation with representatives. These criteria have been approved by both MAP and SFOS faculty and by the Dean of SFOS. The committee found that the unit criteria sufficiently elaborate the nature of MAP research, teaching and service activities and provide effective guidelines for evaluating these activities. As such, the unit criteria were found to be consistent with UAF guidelines

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE AND MARINE ADVISORY PROGRAM (MAP) UNIT CRITERIA STANDARDS AND INDICES

The following is an adaptation of UAF and Board of Regents (BOR) criteria for promotion and tenure, specifically developed for use in evaluating faculty in the Marine Advisory Program (MAP). Items in boldface are those specifically added or emphasized because of their relevance to MAP faculty, and because they are additions and clarifications to UAF regulations. These unit criteria are for use in the annual evaluation of faculty as well.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience, and performance requirements are set forth in “UAF Faculty Policies,” Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans or schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

In accordance with the BOR policy on promotion and tenure, MAP agents and specialists generally have bipartite appointments. Bipartite responsibilities are to be clearly stated at the time of hire and can be any combination of two of the three tripartite missions, i.e., teaching, research, or service. A MAP faculty member can request a tripartite appointment in their employment contract if such a status is consistent with the goals of the Marine Advisory Program.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor’s designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

MAP faculty members are designated at the time of hiring as either agents or specialists, and workloads and evaluations are to be based on which of those two assignments the individual holds. A MAP faculty member may be granted a change of assignment based on his/her request and the needs of the program.

CHAPTER III

Periodic Evaluation of Faculty

1. General Criteria

Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV**, and MAP unit criteria, standards and indices,** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty. Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

MAP faculty may participate in formal teaching when the opportunity arises, however, standard academic teaching is not a common form of information delivery

by the Marine Advisory Program. Instruction may include community-based or distance-delivered noncredit and/or credit courses, workshops, seminars, trainings and public presentations to adults or K-12 students. Instructional activities primarily deliver information relevant to community needs.

Development and preparation of instructional materials such as workshop outlines, training syllabuses or lesson plans, handouts, slide presentations, displays, lecture materials etc. are also components of MAP teaching activities. Educational videos and/or other media produced for public education are also included.

Marine Advisory Program agents usually function as generalists by contributing breadth and diversity in their teaching efforts. Rurally located agents usually respond to requests to develop and/or teach discrete sessions, workshops, or short-term courses on subjects not available to rural Alaska.

Specialists have a depth of topical knowledge and primarily focus on teaching technical information in their specialty area to clientele.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. **Effective teachers will demonstrate some, but not necessarily all, of the following characteristics in an individual year.**

MAP education differs from resident education in that the instruction is designed to deliver information relevant to specific clientele and public needs.

Effective teaching must enable the learner to gain knowledge and /or skills that can result in changes to attitudes/behavior.

EFFECTIVE TEACHERS:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students **and clientele**;

b. express positive regard for students, **become familiar with their public,** develop good rapport with students **and clientele,** show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student **and clientele** participation for student learning and teacher effectiveness, are sensitive to student and clientele diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings i.e. student opinion of instruction summary forms, and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/ department chair evaluation of course materials.

EVALUATION OF TEACHING FOR MAP FACULTY:

Systematic university approved student evaluations are not usually available or appropriately designed to evaluate MAP teaching activities. In addition, instruction by MAP faculty is often conducted in rural locations where evaluation by peers or department chair is not available. However, a means of evaluation appropriate to the instructional content should be administered by the principal instructor whenever possible.

Additional indices for documenting effective teaching for MAP faculty may include:

A. Evidence that teaching addresses client-centered needs, as expressed by requests for courses and by client/student participation in those courses;

B. Evidence that the teaching is meeting specific, quantifiable instructional objectives;

C. Demonstration of changes in knowledge, skills and/or attitudes/behavior resulting from MAP information transfer;

D. Clientele evaluations of both the program and the instructor;

E. Testimonials and/or repeated invitations to teach;

F. Documentation of contact hours with clientele as an assessment of response effort;

G. Evidence of creativity and success in distance delivery of educational programming; and

H. Evidence of creativity in material development or outreach mechanisms.

In addition to the indices of effective teaching, additional criteria that qualify a MAP faculty for promotion to the rank of Professor may include:

1. Development and/or adaptation of new methods and approaches in the discipline, such as:

A. Creative use of media and/or distance- delivery methods of instruction which extends the bounds of the discipline and improves educational outreach;

B. New curriculum or program development that improves the information transfer in the faculty member's area of expertise;

2. Regional, national and/or international recognition as an expert as illustrated through invitations to and presentations at conferences, meetings, workshops, and trainings;

3. Receipt of state or national awards in recognition of outstanding teaching;

4. Clientele/student reviews and/or evaluations that show continued quality performance as a teacher; and

5. Recognition through invitational teaching opportunities.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Many MAP faculty have limited opportunities to conduct traditional research and limited or no access to laboratories and graduate students.

For MAP faculty, research, scholarly, and creative activities may consist of:

1. **Applied research designed to address specific client needs;**
2. **Production of peer reviewed informational media; and**
3. **Publication of peer reviewed publications.**

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

1. They must occur in a public forum.

2. They must be evaluated by appropriate peers.

3. They must be evaluated by peers external to this institution so as to allow an objective judgment.

4. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

A. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

B. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

C. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

D. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by peers**,** juries, recognized artists, or critics.

E. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

F. Editing or refereeing articles or proposals for professional journals or organizations **and MAP or Sea Grant publications.**

G. Scholarly reviews of publications, art works and performance of the candidate.

H. Citations of research in scholarly publications.

I. Published abstracts of research papers.

J. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

K. Prizes and awards for excellence of scholarship.

L. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

M. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

N. New and unique adaptations of existing research-based technology or knowledge in order to solve problems relevant to Alaska.

Excellence in the areas of research or scholarly activity by MAP faculty which qualifies him/her for promotion to Professor may include:

1. **Authorship of a peer-reviewed book or major reference in the faculty member's area of scholarly activity;**

2. **Receipt of a national research fellowship;**

3. **Continuous performance in research with a corresponding publication record; and**

4. **Introduction of a new technology, product, or idea which demonstrably improves the quality of life for Alaskans, and is a clear result of a MAP faculty member's activity.**

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

For MAP faculty, a significant portion of each workload will consist of service. In general, this will be higher than that found in traditional faculty workloads and reflect the community or specific client needs approach of Marine Advisory Program educational activities.

1. **Public Service**

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities that extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be

informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.
b. Service on or to government or public committees.
c. Service on accrediting bodies.
d. Active participation in professional organizations.
e. Active participation in constituency organizations.
f. Active participation in discipline-oriented service organizations.
g. Consulting **in the faculty member's area of expertise and the discipline consistent with the obligation for public service**.
h. Prizes and awards for excellence in public service.
i. Leadership of or presentations at workshops, conferences, or public meetings.
j. Training and facilitating.
k. Radio and TV programs, newspaper or trade journal articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
l. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
m. Participation in K-12 educational programs
n. Assessing the research needs of clientele and communicating those needs to the research community.
o. Developing and managing effective community and agency partnerships which extend MAP resources and/ or develop leadership skills.
p. Representing and answering questions at public events.
q. Site visits for problems solving and consultation
r. Rapidly responding to urgent client needs in a timely, flexible, and appropriate manner.
s. Other service activities consistent with the School of Fisheries and Oceans Sciences to contribute to Alaska's coastal economy.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.
c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, **or program.**
d. Participation in accreditation reviews.
e. Service on collective bargaining unit committees or elected office.
f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.
h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

3. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, **invitations to participate at clientele meetings, conferences, and workshops**, and other public means of recognition for services rendered.

INDICES FOR PUBLIC AND UNIVERSITY SERVICE

In addition to university regulations on the evaluation of public service, the following activities further exemplify public service indices for MAP faculty:

A. Documentation of the quality and distribution of publishing popular press articles and newsletters;

B. Presentation of applied research results to user groups such as public agencies, governmental bodies, private businesses, constituent groups, and lay public, both in published and oral forms;

C. Quality and distribution of media presentations and public interviews, e.g., TV, radio, film, newspapers and videotapes;

D. Evidence of response to new knowledge and developments in the discipline by rapidly raising public understanding and awareness through available educational media and methods;

E. Results of individual consultations;

F. Role and effort involved in the development and planning of conferences and workshops;

G. Writing and distribution of MAP, School of Fisheries and Ocean Sciences, and Sea Grant publications;

H. Documentation of service activities conducted on a continuing basis;

I. Testimonials demonstrating effectiveness of service activities or other documentation which demonstrates the impacts of MAP faculty's public service;

J. Documentation of public needs and response;

K. **Appropriateness of the response effort toward urgent clientele issues;**

L. **Development and maintenance of partnership relationships; and**

M. **Committee appointments and any leadership role in committee assignments.**

Evidence of leadership in service which qualifies a MAP faculty member for promotion to Professor may include, but is not limited to:

1. **Invitation to serve on national or international boards, review committees, award commissions or scholarship commissions;**

2. **Appointment or election to a leadership position on local, state, national, and international public service committees or organizations;**

3. **National leadership in a professional organization;**

4. **Recognition through invitational speaking engagements on topics which constitute public service;**

5. **Evidence of effective application of professional expertise to professional or public processes and organizations;**

6. **Service as committee chair. Session organizer, or officer of professional organizations;**

7. **Evidence of important contributions to the development of school, departmental, and/or university programs;**

8. **Recognition through receipt of public service awards, or awards for service to the university;**

9. **Receipt of a national association, government, or professional society service award; and**

10. **Participation in a voluntary mentoring relationship with junior faculty to facilitate their progress toward promotion and tenure.**

Revised August 2004

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
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The UAF Faculty Senate moves to approve the deletion of the E.M. (Engineer of Mines) degree.

EFFECTIVE: Fall 2005 and/or
Upon Board of Regents' Approval.

RATIONALE: See full program proposal #16 from the Fall 2004 review cycle on file in the Governance Office, 312 Signers' Hall.

The program has not had any enrollment and graduates since 1987. At the last program review in 2002, the review committee recommended the removal of this degree program.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
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The UAF Faculty Senate moves to amend the policy on Special or Reserved Numbers (p. 206, 2004-2005 UAF catalog), and the class schedule as follows:

[[ ]] - Deletions
CAPS - Additions

Special or Reserved Numbers
Courses identified with numbers ending in -92 are seminars; ending in -93 are special topics courses; -94 TRIAL courses; -95 special topics summer session courses, offered only during the summer; -97 indicates individual study; -98 NON-THESIS [[individual]] research/PROJECT; and -99, thesis/DISSERTATION.

Changes to the class schedule:

Courses with the -698 designator would be renamed NON-THESIS RESEARCH/ PROJECT.

Courses with the -699 designator would be renamed THESIS/DISSERTATION

EFFECTIVE: Fall 2005

RATIONALE: The term "individual research" is confusing: the -98 designator is intended for projects or other non-thesis research, but students often sign up under this course number instead of under the -99 designator when conducting thesis research. To change the credits requires additional paperwork for the graduate committee chair, department chair, and dean of the college and graduate school. Inserting the phrase "non-thesis" will make it clear that this is not the appropriate course number for thesis research.

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

RESOLUTION:
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WHEREAS UA Dial Up service at all locations will end on December 31, 2004; and

WHEREAS students and faculty will be expected to purchase their own internet access through "local" Internet Service Providers (ISPs); and

WHEREAS discontinuation of this service is alleged to save the University $269,000; and

WHEREAS students and faculty who reside or do all of their internet work on campus will still have access without costs while rural off campus students, faculty, and staff will be expected to find and pay for their own internet access thereby creating a condition of inequity; and

WHEREAS the University is encouraging faculty to put more of their courses online via Blackboard, however, these courses require internet access; and

WHEREAS major commercial providers such as GCI offer flat rate dialup in the Bethel and Fairbanks areas but not in other hub communities; and

WHEREAS students in rural villages outside of the hub areas have limited internet access and where available, the costs are significantly greater than those in hub communities; and

WHEREAS the availability of internet access is inconsistent across the state with the least availability and greatest cost associated with small villages placing the greatest financial burden on those least able to pay; and

WHEREAS the proposed discontinuance runs counter to the mission of the University to provide opportunities for learning throughout the state; now

THEREFORE, BE IT RESOLVED THAT, the UAF Faculty Senate asks the UA administration to put a hold on discontinuance of the contracted University Modem Service until such time as a UA-wide faculty, staff, student, and administration committee can be formed to review the various options, make a recommendation, and have that recommendation reviewed for implementation, and

BE IT FURTHER RESOLVED THAT, the UAF Faculty Senate asks the UA administration to quickly develop a plan to provide reliable and low cost internet access for students, faculty, and staff in rural Alaska.

The UAF Faculty Senate passed the following at its Meeting #125 on November 1, 2004:

MOTION:
=======

Upon recommendation of the Curricular Affairs, Faculty Appeals & Oversight, and the Unit Criteria Committees, the UAF Faculty Senate moves to establish a Policy on the Identification and Use of Invalid Academic Degrees.

EFFECTIVE: Immediately

RATIONALE: Preservation of UAF's integrity as a degree-granting institution is very important. A significant aspect of UAF's academic integrity is the assurance that UAF students, staff, faculty, and administrators only claim possession of valid academic degrees. In the last decade, unregulated degree 'suppliers' have become rampant. Definition and regulation of the use of invalid academic degrees and academic credits at UAF is therefore necessary.

Reputable organizations exist that research and evaluate the quality of academic oversight for degree suppliers and publish lists of accredited degree-granting institutions and non-accredited degree suppliers. For UAF to create its own 'degree evaluation' program is neither necessary nor worthwhile. Rather, UAF should depend on outside agencies for such evaluations.

Reputable organizations include:

- U.S. Department of Education, which evaluates foreign and domestic accrediting agencies.
- Oregon Office of Degree Authorization, which is charged by the State of Oregon to identify non-legitimate degree suppliers.
- American Association of Collegiate Registrars and Admissions Officers, which annually publishes a CD of world-wide accredited degree-granting institutions.
- World Education Services, which (along with the AACRAO) provides evaluations of foreign degrees.

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THE FOLLOWING DEFINITIONS AND REGULATIONS CONSTITUTE THE UAF POLICY ON THE IDENTIFICATION AND USE OF INVALID ACADEMIC DEGREES:

1. A valid academic degree is one issued by a legitimate degree-granting institution. An invalid academic degree is one issued by any other organization or person.

2. For the purposes of determining competency of accrediting agencies, UAF only recognizes those foreign and domestic accrediting bodies that have been approved by the U.S. Department of Education. A list of non-approved "accrediting" bodies will be posted on the Provost's web site (see Attachment I).

3. A legitimate degree-granting institution is one that is accredited by a competent and qualified accrediting agency and consequently listed in the American Association of Collegiate Registrars and Admissions Officers International Registry of degree-granting institutions. All other organizations and persons, especially those specifically listed as unacceptable by the Oregon Office of Degree Authorization, are recognized by UAF as suppliers of invalid academic degrees and invalid academic credits. A list of suppliers of invalid degrees and credits will be posted on the Provost's web site.

4. An individual who possesses a degree or credits defined by the above criteria as invalid can over-rule this determination if (s)he can obtain a transcript evaluation made by either (a) the American Association of Collegiate Registrars and Admissions Officers or (b) the World Education Services that states the degree in question is in fact equivalent to a degree granted by an accredited U.S. institution. A copy of this transcript evaluation should be filed with the individual's Dean.

5. Only valid academic degrees and credits earned from legitimate degree-granting institutions may be used for the purposes of credit transfer, hiring, promotion, or tenure at UAF.

6. Employees and students of the UAF who possess academic degrees defined as invalid by UAF are forbidden to indicate that they possess such degrees in any official UAF context, including --but not limited to-- UAF classes, UAF syllabi, UAF web sites, and at meetings where they are identified as UAF employees or UAF students. "Indicating" one possesses a degree includes --but is not limited to-- using the title "Dr." or other degree-related title before one's name or listing the degree abbreviation (e.g., B.S., M.S., PhD) after one's name.

7. The list of suppliers of invalid degrees and credits, posted on the Provost's web site (Attachment II), is to be updated annually by the Faculty Senate Curricular Affairs Committee. Additions to this list are to be based on (a) the listing of invalid degree suppliers provided by the Oregon Office of Degree Authorization and (b) names of any additional degree suppliers that do not appear in the annual 'American Association of Collegiate Registrars and Admissions Officers International Registry' and come to the attention of the UAF Registrar or Admissions Office.

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The UAF Faculty Senate passed the following at its Meeting #125 on November 1, 2004:

MOTION:
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The UAF Faculty Senate moves to recommend the Board of Regents eliminating specific Residency Requirements from BOR Policy 10.05.03 and move them to University Regulations with changes proposed as follows:

[[ ]] - Deletion
CAPS - Additions

Residency Requirements P10.05.03

In order to satisfy the residency requirements for the degree or certificate program from which a student wishes to graduate, students will be required to earn specified numbers of credits from the university or community college offering the program. [[These requirements for undergraduate degrees will be:

Associate degree
15 credits

Bachelor's degree
30 credits overall
24 upper division credits
12 credits in the major]]

SPECIFIC [[More]] residency credit requirements to meet program accreditation standards SHALL [[may]] be established BY THE PRESIDENT IN REGULATION following THE recommendation OF [[by the]] program faculty and the Chancellor. [[and approval by the President.]]

If a program is delivered collaboratively, credit from each participating institution will be counted toward fulfillment of residency requirements. Residency requirements will be specified in catalogs.

(05-07-81, revised 02-16-96)

Proposed Regulation R10.05.03

Residency Requirements

Certificate and Associate degrees
15 credits taken at UA

Bachelor's degree

at least 30 credits taken at UA
21 upper division credits must be taken at UA, of which
at least 15 credits must be taken at the degree granting MAU
12 credits in the major taken at UA

EFFECTIVE: Immediately

RATIONALE: The purpose of the proposed change is to allow transfer students more flexibility in their schedule and especially allow more flexibility for students transferring between MAUs of the University of Alaska.

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The UAF Faculty Senate passed the following at its Meeting #125 on November 1, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the UAF Regulation for Emeritus Status as follows:

CAPS - Additions
[[ ]] - Deletions

Emeritus Status

A. A full-time faculty member who has already attained the rank of full professor and who has retired after a minimum of ten years at the University of Alaska immediately prior to retirement [[is eligible for consideration as an]] MAY BE HONORED THROUGH APPOINTMENT AS PROFESSOR emeritus [[professor]]. Nominations for [[the]] CONFERRING emeritus STATUS [[professor must]] originate with the APPROPRIATE DEAN IN CONSULTATION WITH THE FACULTY, OR WITH THE faculty. IF THE NOMINATION ORIGINATES WITH THE FACULTY, IT SHALL BE THE APPROPRIATE PEER REVIEW COMMITTEE. RECOMMENDATIONS ARE FORWARDED TO THE CAMPUS PROMOTION COMMITTEE TO BE EVALUATED ON THE BASIS OF THE CRITERIA FOR PROMOTION TO THE RANK OF FULL PROFESSOR WITH THE ADDED CAVEAT THAT THE POSITION OF PROFESSOR EMERITUS IS THE HIGHEST HONOR THAT IS BESTOWED UPON A RETIRING FACULTY MEMBER. [[The process may be initiated by *any three faculty members, one of whom must belong to the retiree's primary academic unit, for review by the appropriate dean. The dean, in consultation with the retiree's primary academic unit, will make]] THE COMMITTEE'S recommendations WILL BE MADE to the Provost who will then forward his/her recommendations to the Chancellor[[. The Chancellor's]] WHOSE decision is final and non-reviewable.

B. In exceptional circumstances, the Chancellor, or in the case of statewide administration employees, the President, may confer emeritus status on other meritorious employees who have provided a minimum of ten (10) years of faithful service of high quality to the institution. Recommendations will proceed along the appropriate administrative channels to the Chancellor or President.

C. The Board of Regents may confer emeritus status upon a retiring President of the University.

D. Privileges available to emeritus employees include the following:

1. Listing in the appropriate university directory and catalog.

2. Invitations to major university functions.

3. [[Mailing]] Notices of campus functions and social gatherings.

4. Use of library, gymnasium, and food facilities on the same basis as active employees in their category.

5. Access to ELECTRONIC MAIL, laboratories, office space at the discretion of the dean or director, AND/OR research [[and/or electronic communication]] facilities (where such access is available at no charge to the university and does not displace other faculty and/or students).

6. Free parking permit (UPON APPLICATION TO THE APPROPRIATE PARKING FACILITIES SERVICE).

7. Receipt of aN [[permanent]] identification card.

8. Waiver of tuition for courses in which they themselves are enrolled.

E. Upon appointment to emeritus status a retiring employee shall be designated by the proper title Emeritus/Emerita.

[[* nominations must have the support of three faculty]]

EFFECTIVE: Immediately

RATIONALE: These changes provide a more rigorous review of nominations and bring the UAF Regulations in line with Regents' Policy & Regulations.

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The UAF Faculty Senate passed the following at its Meeting #125 on November 1, 2004:

MOTION:
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The UAF Faculty Senate moves to amend the policy on Graduate Degrees - General University Requirements - Registration Requirement (p. 166, 2004-2005 UAF catalog), as follows:

CAPS - Additions
[[ ]] - Deletions

Registration Requirement

Graduate students must be registered for at least six [[graduate]] credits per year (fall, spring, summer) IN GRADUATE OR 400-LEVEL COURSES RELEVANT TO THE GRADUATE DEGREE, while actively working toward a degree. Those who wish to temporarily suspend their studies should obtain an approved leave of absence. Students who do not register or obtain a leave of absence will be dropped from graduate study and will have to be reinstated before resuming graduate studies.

You must be registered for at least 3 graduate credits in the semester in which you receive your degree and you must apply for graduation in that semester.

EFFECTIVE: Fall 2005

RATIONALE: This addresses an inconsistency in the UAF Graduate School policy regarding the minimum registration requirement of 6 credits per year.

UAF policy states that credits from both 600-level and 400-level courses may be used toward graduate degrees at UAF. Some graduate programs require specific 400-level courses as part of the graduate degree requirements. Graduate programs may set their own limits on the number of 400-level courses that may be counted toward the graduate degree.

UAF policy also requires that graduate students register for a minimum of 6 credits per year. However, the policy refers to "graduate courses", thus excluding 400-level courses from eligibility. The revised policy will allow graduate students to use relevant 400-level courses to fulfill the minimum registration requirement of 6 credits per year.

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The UAF Faculty Senate passed the following at its Meeting #125 on November 1, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the policy on Deficiencies for Graduate Students (p.166, 2004-2005 UAF catalog) as follows:

CAPS - Additions
[[ ]] - Deletions

Deficiencies

Your advisory committee may require that you [[correct]] REMEDY certain deficiencies in your program. Your committee will determine early in the program BOTH how to remedy the deficiencies and the minimum level of performance required of you. [[Such courses may be taken under the credit/no credit option, by audit, or through credit by examination.]] GRADED UNDERGRADUATE COURSES TAKEN TO REMEDY A DEFICIENCY MUST RECEIVE A GRADE OF "B" OR BETTER. Deficiency courses are not listed on the Advancement to Candidacy form.

EFFECTIVE: Fall 2005

RATIONALE: This motion will clarify ambiguities in the current requirements regarding deficiencies. Since deficiencies may be remedied in other ways besides taking courses, and since these other ways are at the discretion of the Advisory Committee and the Department, removing the sentence in brackets will prevent students from being misled into thinking they may select one or the other method as an option at their own discretion. Adding the sentence about the minimum grade of B will prevent students from assuming they must merely pass a course at the lowest level in order to remedy a deficiency, and makes the requirement equivalent to that of undergraduate courses taken for credit toward the graduate degree (B or better).

****

The UAF Faculty Senate passed the following at its Meeting #125 on November 1, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the current Cooperative Programs policy (p.166-67, 2004-2005 UAF catalog) by adding the following statement:

CAPS - Additions
[[ ]] - Deletions

Cooperative Programs

Some students may develop cooperative programs using specific courses from other universities before being admitted to graduate study at UAF. As part of the application process, the cooperative program must be included in an approved Graduate Study Plan (GSP) (see page 167). The student must complete a minimum of 12 semester credits in residence at UAF, in addition to thesis and research.

The following guidelines are for collaborative Ph.D. graduate studies across all UA academic units [[:]] SOME INDIVIDUAL DEGREE PROGRAMS HAVE DIFFERENT REQUIREMENTS WHICH ARE INCLUDED IN THE SPECIFIC PROGRAM REQUIREMENTS IN THE GRADUATE DEGREE PROGRAM SECTION IN THE CATALOG. THE REQUIREMENTS DESCRIBED HERE APPLY ONLY TO PROGRAMS THAT HAVE NOT ESTABLISHED DIFFERENT REQUIREMENTS.

* At least four faculty members shall serve on the graduate advisory committee for each Ph.D. student. At least two committee members shall be UAF faculty. One of the UAF committee members must be on a tenure-track appointment in a Ph.D.-granting department. The committee shall be chaired or co-chaired by a UAF faculty member.

* The graduate advisory committee and its chair and/or co-chairs must be approved by the program director and the dean of the Graduate School.

* UAF rules and regulations on graduate studies shall apply to all UAF graduate students, including those concurrently enrolled at UAA and UAS.

* The graduate advisory committee must meet at least once a year to update the Graduate Study Plan and to review the student's progress toward the degree. The annual progress report must be signed by all committee members and submitted to the dean of the UAF Graduate School.

* A comprehensive exam committee composed of the student's advisory committee will administer the Ph.D. comprehensive exam for each student.

* The Ph.D. thesis defense is to be conducted on the UAF campus.

EFFECTIVE: Fall 2005

RATIONALE: One program, Engineering, has already established its own requirements; if approved, the proposed Psychology Ph.D. will also have different requirements. Therefore, clarification is needed to assure that the catalog does not include contradictory information, and that the general catalog requirements for collaborative Ph.D. graduate studies apply unless different requirements have been approved by the Faculty Senate.

****

The UAF Faculty Senate passed the following at its Meeting #125 on November 1, 2004:

MOTION:
=======

The UAF Faculty Senate moves to recommend that the proposed changes to Regents' Policy and the draft University Regulation 03.01.01 -- Faculty, Staff and Student Governance as submitted by the Faculty Alliance be accepted with minor changes as indicated in section L.1.

EFFECTIVE: Immediately

RATIONALE**:** This motion **c**larifies Regents' policy and establishes University regulation dealing with Faculty, Staff and Student Governance.

****

CAPS - Addition
[[ ]] - Deletion

DRAFT UNIVERSITY REGULATION 03.01.01

FACULTY, STAFF AND STUDENT GOVERNANCE

L. TRANSMITTAL OF RECOMMENDATIONSAND ACTIONS

1. Transmittal of System Governance Recommendations and Actions to the Administration or Board of Regents

Actions of the system governance groups affecting the university system or system community shall be transmitted in writing to the President of the University and the responsible executive within 40 days of the action taken. Transmittal shall NORMALLY include evidence of dialogue with the responsible executive and a faithful characterization of the views [[that]] OF THE RESPONSIBLE executive and of THE SYSTEM governance GROUP.

REVISION DRAFTED SEPTEMBER 24, 2004/pmi

Regents' Policy

PART III - Faculty, Staff and Student Governance
CHAPTER I

Faculty, Staff and Student Governance

P03.01.01

The opportunity for faculty, staff and students to participate in the governance of the University is important to its effective operation. The Board of Regents intends that faculty, staff and student participation in University governance be an integral part of the University community's culture.

After consultation with University faculty, staff and students, the President shall promulgate University Regulations establishing the systemwide governance structure and its constituent organizations. The structure shall include a systemwide organization for faculty, staff and students; an alliance of faculty senates; an alliance of classified and APT staff; an intercampus student network; and appropriate campus constituent organizations.

Each systemwide organization shall development a constitution establishing its name, role and responsibilities which, upon approval by the President, shall be entered into University Regulations. CONSTITUTIONS FOR EACH SYSTEMWIDE ORGANIZATION ARE SUBJECT TO THE APPROVAL OF THE PRESIDENT. Constitutions for campus employee organizations are subject to the approval of the cognizant chancellor. Student government constitutions are subject to Regents' Policy 09.01.01. THE ROLES AND RESPONSIBILITIES FOR EACH SYSTEMWIDE ORGANIZATION SHALL BE ENTERED INTO UNIVERSITY REGULATIONS.

Governance organizations shall carry out their functions subject to the authority of the Board of Regents and the President and chancellors of the University. The organizations' purposes are to:

- provide an effective opportunity for University faculty, staff and students to play a meaningful role in matters affecting their welfare;
- represent the viewpoints of University faculty, staff and students on Regents' Policy, University Regulations, and other matters affecting the interests of the University;
- address through legislative action other matters as described in their approved constitutions;
- advise the President and chancellors of the University in a timely fashion and in a manner set forth in individual organizational constitutions; and
- communicate to faculty, staff and students information which is of interest and concern to the University.

The President and the chancellors shall respond to actions taken by governance groups in a timely fashion as described in the approved constitutions.

Participants in governance shall carry out their governance responsibilities in good faith and to the best of their abilities without fear of reprisal. Spokespersons for governance groups may present their views directly to the Board of Regents in accordance with Board procedures.

REVISION DRAFTED SEPTEMBER 24, 2004/pmi

DRAFT UNIVERSITY REGULATION 03.01.010

FACULTY, STAFF AND STUDENT GOVERNANCE

Originated March 30, 2000, revised March 31, April 2, April 8, April 22, April 27, 2004, May 4 and May 10, 2004, August 26, 2004, August 31, 2004

A. INTENT

It is the intent of the Board of Regents 1) that the faculty, staff and students shall share in the governance of the university, 2) that shared governance is an integral part of the business of the university and 3) that participants in shared governance are empowered by the Board of Regents to carry out their governance responsibilities to the best of their abilities without fear of reprisal.

B. GOVERNANCE GROUPS

1. Systemwide

The University hereby establishes a mechanism for faculty, staff and students to participate in system governance through the following organizations:

Faculty Alliance

Staff Alliance

Coalition of Student Leaders

System Governance Council

Additionally, alumni associations are established at the three academic units and participate ex-officio on the System Governance Council.

2. MAU-Specific

The University hereby recognizes that institution-specific governance groups are an integral part of and are established at the University of Alaska Anchorage (UAA), the University of Alaska Fairbanks (UAF), the University of Alaska Southeast (UAS), and the University of Alaska Statewide (SW).

C. AUTHORITY

1. Systemwide

The Faculty Alliance, Staff Alliance, Coalition of Student Leaders and System Governance Council receive their authority and shall carry out their functions subject to the authority of the Board of Regents and the President of the University.

2. MAU-Specific

Faculty and staff governance groups at UAA, UAF, UAS and SW receive their authority from their cognizant chancellor, with the Vice President for University Relations serving as the cognizant chancellor for SW.

Student governments receive their authority from Regents' Policy Part IX, Chapter 7, and corresponding University Regulations.

Alumni associations receive their authority from Regents' Policy 02.08.01.

D. PURPOSE

The purposes of the system governance groups within the University of Alaska are set forth and maintained in Board of Regents Policy 03.01.01.

E. ORGANIZATIONAL RESPONSIBILITIES

Governance groups shall carry out their functions subject to their respective charters, constitutions, and bylaws.

Responsibilities of the local governance groups are reflected in their respective charters, constitutions and bylaws. Responsibilities of the system governance groups are listed below.

1. Faculty Alliance

It is the responsibility of the Faculty Alliance to represent the faculty in areas that may include but are not limited to: coordination on matters relating to academic affairs such as academic program review; the addition, deletion or merging of academic programs; curriculum; subject matter and methods of instruction; degree requirements; grading policy; course coordination and transfer; student probation and suspension; standards of admission and scholastic standards; and other matters affecting the faculty, and/or the general welfare of the university and its educational purposes and effectiveness.

2. Staff Alliance

It is the responsibility of the Staff Alliance to represent the Classified and APT (Administrative Professional and Technical) employees who are not represented by a collective bargaining agent in areas that may include but are not limited to: staff affairs, excluding those relating exclusively to faculty; personnel policies and regulations; compensation and benefits; and other issues affecting the work environment and/or the general welfare of the university staff.

3. Coalition of Student Leaders

It is the responsibility of the Coalition of Student Leaders to represent the students in areas that may include, but are not limited to: tuition and fees: financial aid and scholarships; residence life; minority and rural services; clubs and social activities; student media in all forms; health and safety; grievances; tools and resources; student employee relations, and other issues affecting the educational environment and availability of resources for student use.

4. System Governance Council

It is the responsibility of the System Governance Council to coordinate matters of mutual interest or concern to the Faculty Alliance, the Staff Alliance, the Coalition of Student Leaders, and the alumni associations.

F. MEMBERSHIP RESPONSIBILITIES

For faculty and staff, it is understood that while governance participants' primary responsibilities are performance of the duties for which they are employed, supervisors and employees will coordinate to ensure that departmental and governance needs are met.

Serving on university governance groups is considered to be within the regular work duties of university employees and is supported by the university.

Students serve on governance groups in accordance with Regents Policy and University Regulation 09.07.05.

Members who serve as officers or participate in special projects, research activities, events or committees directed by their governance organizations require sufficient time to meet those obligations in a reasonable fashion.

Guidelines for participation in governance that are not included in governance group charters, constitutions or bylaws shall be promulgated by the system governance executive officer and made available for use by all members of the university community.

G. MEMBERSHIP

Numbers of members and terms of office are prescribed in the constitutions, or equivalent documents of the respective system governance groups. MAU-specific governance groups determine the method of selection of their own members and their representatives to the system governance groups.

H. MEETINGS

Meeting schedules are determined by the governance groups. Meetings may be held on-site or by audio or videoconference or some combination of these methods. Meeting notices will be published and available through commonly used means.

I. QUORUM

Quorum is defined by each governance group in their constitutions, or equivalent documents.

J. PARLIAMENTARY AUTHORITY

The parliamentary authority for system governance groups shall be the latest version of Robert's Rules of Order on file and available from the system governance office.

K. CHARTERS, CONSTITUTION AND BYLAWS

1. System Governance Groups

Constitutions and amendments for system governance groups, once passed by the groups, shall be:

* transmitted to the President of the University for information,

* placed in system governance group handbooks, and

* retained in System Governance and Board of Regents offices.

2. MAU-Specific Governance Groups

a. Faculty and Staff Governance

MAU-specific faculty and staff governance group constitutions and bylaws and amendments, once passed by the groups, shall be transmitted to the cognizant chancellor, or in the case of the statewide administration assembly, to the Vice President for University Relations, for approval.

b. Student Governance

Student government group constitutions, once approved by the individual student government groups shall be transmitted to the President of the University for approval in accordance with University Regulation 09.07.05.

L. TRANSMITTAL OF RECOMMENDATIONSAND ACTIONS

1. Transmittal of System Governance Recommendations and Actions to the Administration or Board of Regents

Actions of the system governance groups affecting the university system or system community shall be transmitted in writing to the President of the University and the responsible executive within 40 days of the action taken. Transmittal shall NORMALLY include evidence of dialogue with the responsible executive and a faithful characterization of the views [[that]] OF THE RESPONSIBLE executive and of THE SYSTEM governance GROUP.

2. Transmittal of Items from Administration and the Board of Regents to System Governance

Items initiated by the President of the University, the President's designee, or the Board of Regents affecting matters within the scope of staff, faculty and/or student governance normally shall be submitted to the appropriate system governance group through the system governance office in a timely fashion to allow sufficient time for adequate review and response prior to implementation.

However, Regents' Policies and University Regulations requiring immediate implementation may be implemented prior to review by governance. Such policies and regulationswill also be forwarded to governance in an expedient manner and may be modified after governance review.

M. ACKNOWLEDGEMENT ANDREVIEW OF GOVERNANCE RECOMMENDATIONS

A. Recommendations Transmitted to the President

The President's office shall acknowledge governance recommendations within ten (10) business days following receipt using a means equivalent to that used for transmittal.

The President of the University shall notify the spokesperson of the sponsoring governance group and the system governance executive officer of the approval, disapproval, or modification of a governance action within forty-five (45) days of receiving the recommendation.

In cases where this arrangement cannot be satisfied, the responsible executive will notify the sponsoring governance group as to the review process and anticipated date the review is likely to be concluded. and administrative recommendations forwarded to the president.

B. Recommendations Transmitted to the Board of Regents

The Board of Regents' office shall acknowledge governance recommendations within ten (10) business days following receipt using a means equivalent to that used for transmittal.

The Executive Officer of the Board of Regents shall notify the spokesperson of the sponsoring governance group and the system governance executive officer of the approval, disapproval, or modification of a governance action within ninety (90) days of receiving the recommendation.

N. PRESIDENTIAL ACTION ON RECOMMENDATIONS

If the President determines that Board of Regents action is warranted as a result of a governance recommendation, including, but not limited to changes to Regents' Policy, the governance item is placed on the Regents' agenda for discussion or action as appropriate and the sponsoring governance leader(s) are invited to participate in the discussion of the issue.

Spokespersons for governance groups may also present their views directly to the Board of Regents in accordance with Board procedures.

The UAF Faculty Senate passed the following at its Meeting #124 on September 20, 2004:

MOTION:

======

The UAF Faculty Senate moves to amend Section 3, (Article V, Committees, Standing) of the Bylaws pertaining to membership and adding the Faculty Research Oversight Committee.

[[ ]] = Deletion

CAPS = Addition

Sect. 3 (ART V: Committees)

B. Membership on standing and permanent committees will be for two years except as noted below with the possibility of re-appointment. The initial appointment or re-appointment is made by the Administrative Committee or as specified in the definition of a Permanent Committee and confirmed by the full Senate. [[Senators are limited to serving on a maximum of one standing committee at any one time.]] To provide continuity, terms will be staggered and an initial appointment may be made for one or two years as determined by the Administrative Committee based on need.

STANDING

8. Faculty Research Oversight Committee

The Faculty Research Oversight Committee shall review all classified and proprietary proposals, grants, and contracts according to the guidelines of the UAF Policy concerning Classified and Proprietary Research and advise the chancellor of their compliance or lack thereof with university policy. The committee will publish an annual report on the status of classified and proprietary contracts, grants and proposals at UAF to the Faculty Senate. The Faculty Research Oversight Committee will offer changes to the UAF policy as needed through periodic reviews occurring no less than once every 5 years.

Membership on the committee shall be limited to 9 senators, with no more than 2 members being from the same unit. A Facilities Security Officer shall be an ex-officio member of the committee. The committee will also include someone from the Office of Sponsored Research and a designee of the chancellor as ex-officio members. Committee membership must broadly represent the university community.

EFFECTIVE: Immediately

RATIONALE: The new UAF Policy Concerning Classified and Proprietary Research calls for the Faculty Senate to establish a Faculty Research Oversight Committee to review all proposals and make recommendations to the chancellor for action. The policy includes guidelines for the review process.

The number of Faculty Senate committees has increased to a level that may require some of the senators to serve on more than one committee. Therefore, restrictions on committee membership on standing committees are removed.

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

RESOLUTION OF RECOGNITION
FOR
F. STUART CHAPIN III

WHEREAS, F. Stuart "Terry" Chapin, Professor in the Department of Biology and Wildlife and Institute of Arctic Biology is the first person in Alaska to be elected to the National Academy of Sciences, and

WHEREAS, Terry Chapin is the recipient of numerous awards, including Member of the Swedish Royal Academy of Agriculture and Forestry, Member of the American Academy of Arts and Sciences 2002, Outstanding faculty member, UAF (2002), and

WHEREAS, Terry Chapin initiated and served as the director of the Interdisciplinary Graduate Education and Training Program in Regional Resilience and Adaptation, and

WHEREAS, Terry Chapin is internationally known for his work on arctic plant ecology and global climate change and has published over 280 scientific papers in these research areas, and

WHEREAS, Terry Chapin has greatly increased the attention to interactions between humans and global climate change, including recognition of the value of knowledge held by Native Alaskans, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate congratulates Terry Chapin on his election to the National Academy of Sciences and recognizes him as an outstanding faculty member and international ambassador for UAF.

****

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

RESOLUTION OF RECOGNITION
FOR

WENDY EHNERT

WHEREAS, Wendy Ehnert, AP science teacher at Lathrop High School, in March received the National Presidential Award for Excellence in Mathematics and Science Teaching and was one of four of the 94 awardees invited to address Congress, and

WHEREAS, Wendy Ehnert was selected to be a Fulbright exchange teacher for the Czech Republic in 2001-02, and

WHEREAS, Wendy Ehnert has earned a Masters degree from UAF, and

WHEREAS, Wendy Ehnert has long maintained contacts and collaborations with UAF faculty to further her teaching skills and provide opportunities for students, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate congratulates Wendy Ehnert in receipt of her award and recognizes her as an outstanding graduate of UAF and contributor to education in Alaska.

****

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
C. PETER McROY

WHEREAS, C. Peter McRoy has served as the president of the University Assembly from 1981-1983; and

WHEREAS, C. Peter McRoy has served the UAF Faculty Senate in numerous capacities, often in leadership roles, since 2000; and

WHEREAS, C. Peter McRoy has made major contributions to bylaw changes that made the UAF Faculty Senate more representative of university faculty as a whole; and

WHEREAS, C. Peter McRoy has made major contributions in review of the draft Master Plan for the UAF campus to ensure a faculty voice; and

WHEREAS, C. Peter McRoy has proven skills as a negotiator between faculty and university administration that have contributed significantly to successful conclusion of Faculty Senate business;

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recognize C. Peter McRoy as Outstanding Senator of the Year for Academic Year 2003-2004.

****

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

OUTSTANDING SENATOR OF THE YEAR AWARD
FOR
JANE WEBER

WHEREAS, Jane Weber has served the UAF Faculty Senate in numerous capacities, often in leadership roles, since 1993; and

WHEREAS, Jane Weber has communicated effectively with the UAF College of Rural Alaska (CRA) faculty about relevant and important issuesthat come to the Faculty Senate, and, therefore, the CRA faculty have been connected to the on-going process of shared governance; and

WHEREAS, Jane Weber has done a wonderful job representing CRA in the Faculty Senate and, therefore, the CRA faculty have come to rely on Jane to represent the interests of the CRA students, mission, and faculty; and

WHEREAS, Jane Weber has made major contributions to UAF Developmental Studies culminating in the establishment of the CRA Department of Developmental Education, which Jane will chair next academic year; and

WHEREAS, Jane Weber always has had the education of students as her top priority;

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recognize Jane Weber as Outstanding Senator of the Year for Academic Year 2003-2004.

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

RESOLUTION OF APPRECIATION
FOR
MARSHALL LIND

WHEREAS, Marshall Lind is retiring on July 1, 2004, after serving 40 years in Alaska education; and,

WHEREAS, Marshall Lind was Commissioner of the Alaska Department of Education from 1971-1983, and again from 1986-1987, serving under four governors for a combined total of more than 13 years; and,

WHEREAS, Marshall Lind was involved with the creation of the Regional Educational Attendance Areas and the implementation of the Molly Hootch Consent decree; and,

WHEREAS, Marshall Lind has served in various positions for the UA system, from visiting professor of education to dean of the School of Extended and Graduate Studies; and,

WHEREAS, Marshall Lind served as chancellor of the University of Alaska Southeast from 1987-1999 prior to coming to UAF and served as chancellor of the University of Alaska Fairbanks from 1999-2004; and,

WHEREAS, Marshall Lind, in that time, has been a strong proponent of academic freedom and has consistently advanced the concept of shared governance with staff and faculty; and,

WHEREAS, Marshall Lind continually sought to strengthen the commitment to diversity and workplace ethics and has been instrumental in strengthening university ties to the larger community; and

WHEREAS, Marshall Lind was the recipient of the 2002 Denali Award from the Alaska Federation of Natives, the highest honor AFN gives to non-Natives, for his commitment to serving the educational needs of rural and Native Alaskans; and,

WHEREAS, the faculty of the University of Alaska Fairbanks, through its Faculty Senate, wish to acknowledge the outstanding contributions to higher education of Marshall Lind, the chancellor of UAF; now,

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges and proclaims to all that Marshall Lind has rendered outstanding service to the faculty, staff, students, alumni and administration of UAF and to the citizens of Alaska, and hereby express its deep appreciation.

****

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

RESOLUTION OF APPRECIATION
FOR
PETE P. PINNEY

WHEREAS, Pete Pinney has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, Pete Pinney has served as Senator to the UAF Faculty Senate from 2001-2003; and

WHEREAS, Pete Pinney has served as a member of the Curricular Affairs Committee and as chair of the Curriculum Review Committee from 2001-2002; and

WHEREAS, Pete Pinney has served as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate from 2002-2003; and

WHEREAS, Pete Pinney has served as a member of the UAF Governance Coordinating Committee from 2002-2004; and

WHEREAS, Pete Pinney has served as a member of the UA Faculty Alliance from 2002-2003, and as chair of the UA Faculty Alliance from 2003-2004; and

WHEREAS, Pete Pinney has served as a member of the UA Systemwide Governance Council from 2003-2004; and

WHEREAS, Pete Pinney has served as a member of the UA Ad Hoc Committee on Accountability & Sustainability and as a member of the Chancellor's Search Committee in 2004; and

WHEREAS, Pete Pinney has served as President of the UAF Faculty Senate from 2003-2004 and has championed collegiality, honesty, integrity, and respectful resolve; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Pete Pinney as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Pete Pinney and expresses its appreciation for his exemplary service.

****

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the "UAF Advanced Placement Credit" for Foreign Languages to incorporate Alaska Native Languages (p. 16 of the 2003-2004 catalog).

CAPS - Additions
[[ ]] - DeletionsUAF Advanced Placement Credit

Foreign Language/ ALASKA NATIVE LANGUAGE

After completing the course in which you were placed (above 101) and earning a B grade or higher, you may ask to receive [["bonus"]] credit for the two immediately preceding prerequisite courses, if any. However, credit cannot be awarded for such courses if university credit has already been granted for them (for example, through College Board Advanced Placement national tests or credit transfer from another college). [[Bonus]] Credit will not be awarded for special topics courses, individual study courses, literature or culture courses, CONVERSATION COURSES, OR ANY COURSE TAUGHT IN ENGLISH.

EFFECTIVE: Fall 2004

RATIONALE: Alaska Native Languages may be used to fulfill the Foreign/Alaska Native languages option in the B.A. , as part of the "Perspectives on the Human Condition" in the Baccalaureate Core, and they may also be used to fulfill the Humanities and Social Science requirement in the A.A.S. This brings the Advance Placement Credit in line with other degree requirements which include Alaska Native Languages as a language option.

****
The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======
The UAF Faculty Senate moves to amend the policy on Stacked and Cross-listed Courses (p. 181, 2003-2004 UAF Catalog and UAF Faculty Senate Academic Course and Degree Procedures Manual).

CAPS - Additions
[[ ]] - Deletions

Stacked and Cross-listed Courses

[[The same course is sometimes offered by more than one discipline. Such offerings are referred to as "cross-listed" courses]] SOME COURSES ARE OFFERED BY AN INTERDISCIPLINARY PROGRAM (SUCH AS "WOMEN'S STUDIES) WITH A SPECIFIC DISCIPLINARY CONTENT (E.G., HISTORY). SOME COURSES CONTAINING INTERDISCIPLINARY CONTENT ARE SPONSORED BY SEVERAL DEPARTMENTS (E.G. THEATER/ART/MUSIC 200X). BOTH TYPES OF COURSES ARE 'CROSS-LISTED' and are designated in the class listings by "cross-listed with _____".

Courses are [[also]] sometimes offered simultaneously at different levels (100/200 or 400/600, for example) with higher level credit requiring additional effort and possibly higher order prerequisites from the student. Such courses are referred to as "Stacked" courses and are designated in the class listings by "Stacked with ____". In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit.

Courses simultaneously stacked and cross-listed [[will be]] ARE designated in the class listing as "stacked with ___ and cross-listed with ___."

FOR ALL STACKED COURSES, [[In all cases,]] the course syllabus (not the catalog) must stipulate the course content and requirements for each level [[and/or discipline]]. The catalog should indicate [[if there is a difference

in content.]] THE DIFFERENCE IN PREREQUISITES FOR EACH LEVEL.

EFFECTIVE: Fall 2004

RATIONALE: This wording clarifies the cross-listing/stacked course descriptions and removes the contradiction between paragraphs 1 ('the same course') and 4 ('difference in content').

****
The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======

The UAF Faculty Senate moves to approve a change in the residency requirements for military personnel (and dependents) pursuing an AA/AAS approved* program as part of the ServiceMembers Opportunity College (SOC) from 15 credits to 6 credits.

(*NOTE: Current approved AAS degree programs are: Applied Accounting, Airframe & Powerplant and Culinary Arts)

EFFECTIVE: Upon approval by the Board of Regents

RATIONALE: UAF is listed as a ServiceMembers Opportunity College (SOC) institution. The ability to continue this relationship is dependent upon the participation displayed by agreements signed by the military personnel with UAF. There has not been an incentive to prepare this documentation with the existing policy--typically military personnel can meet the residency requirement during their service time and have not felt the need to formalize the process. However, the lack of such agreements has jeopardized the continuation for UAF in this network. By having an incentive, similar to UAA's, and more feasibly formalizing electronically the SOC agreement, UAF stands to maintain status and gain a greater working relationship with the military units in the Fairbanks community.

- UAF's membership as a SOC Network institution assures the continued presence of UAF on Ft. Wainwright (weekly visits by UAF Admissions Counselor and a representative from TVC).

- As a SOC Network institution, UAF would be "eligible" to offer degree programs on the Army installations in Alaska, to include Ft. Greely as it becomes an Army Guard installation manned by 350+ active duty Guard members and their families.

- The Army Education Center is eager to have UAF retain its status as a SOC Network institution as it views UAF as a critical partner in the educational opportunity arena for Ft. Wainwright soldiers and their families. Family members, spouses and age-appropriate dependents, are eligible for the SOC programs.

- The Department of the Army, Voluntary Education division, and SOC are waiting to hear from UAF, through the Education Center, about their decision to retain status as a SOC Network institution.

- UAA currently has a 3-credit residency requirement for this program

****

The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======

The UAF Faculty Senate moves to adopt regulations for course syllabi as follows:

"Syllabus Requirements for all UAF courses"

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information: title, number, credits, prerequisites, location, meeting time.

2. Instructor (and if applicable, Teaching Assistant) information: name, office location, office hours, telephone, email.

3. Course readings/materials: course textbook, author, publisher. Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description: content of the course and how it fits into the broader curriculum; expected proficiencies required to undertake the course, if applicable. May include, and must be consistent with, catalog course description.

5. Course Goals (more general) and Student Learning Outcomes (provide examples)

6. Instructional methods: describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar: a schedule (daily or weekly major topics or assignments). You may call the outline Tentative or Work in progress to allow for modifications during the semester.

8. Course policies: specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation: specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)

10. Support Services: describe the student support services (local and/or regional) appropriate for the course.

11. Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities."

EFFECTIVE: Fall 2004

RATIONALE: The quality and content of syllabi vary tremendously across UAF. This legislation will both provide a guide to what needs to be in a syllabus and require instructors to provide them.

****
The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the Graduate Full or Part-time Status/Study Load policy (p. 40, 2003-2004 Catalog) as follows:

CAPS - Additions
[[ ]] - Deletions

FULL OR PART-TIME STATUS/STUDY LOAD

As a graduate student if you're registered for nine or more semester credits, with three or more at the 600 level, you are classified as a full-time student (audited credits are not counted toward workload). You may enroll in up to [[18]] 14 credits per semester without special permission. To enroll in 15-19 credits [[or more, you need a 3.0 cumulative grade point average]], YOU MUST BE IN GOOD STANDING AND YOU MUST OBTAIN an overload approval from your advisor and department [[head]] CHAIR. ENROLLMENT IN 20 OR MORE GRADUATE CREDITS WILL BE ALLOWED ONLY IN EXTRAORDINARY CIRCUMSTANCES, AND REQUIRES GOOD STANDING AND OVERLOAD APPROVAL FROM YOUR ADVISOR, DEPARTMENT CHAIR, AND DEAN, AND THE DEAN OF THE GRADUATE SCHOOL.

EFFECTIVE: Fall 2004

RATIONALE: This proposes new wording on limits to number of credits/semester. This would replace the first paragraph under "FULL OR PART-TIME STATUS/STUDY LOAD" on p. 40 of the current catalog. The limit of 14 credits is calculated by using the ratio to full-time credit load for the undergraduate limit of 18: 18/12 = 3/2. Multiplying this ratio by the full-time graduate load gives 3/2 X 9 = 27/2 = 13.5, and rounding up gives 14.

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
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The UAF Faculty Senate moves to amend the Graduate Degree Requirements for the Master of Arts with Project and the Master of Science with Project (p. 47 of the 2003-2004 Catalog) as follows:

[[ ]] = Deletions
CAPS = Additions

Master of Arts – with Project

a. Successfully complete at least 30 credits of course work
including at least [[six]] THREE credits of project work (698).

Master of Science – with Project

a. Successfully complete at least 30 credits of course work
including at least [[six]] THREE credits of project work (698).

EFFECTIVE: Fall 2004

RATIONALE: The purpose of the project is to provide students with a "capstone experience" that differs from a standard class in the level of independent work required. At least nine departments or programs (including Physics, Resource and Applied Economics, and the proposed program in Community Psychology) consider three credits sufficient to provide such an experience, especially for projects that are practical in nature. It is the type of work rather than the number of credits that distinguishes the project from a standard class. The current 6-credit requirement reduces the flexibility of the student in taking other recommended or required courses. This amendment will allow the programs that currently list 3-6 credits among their requirements to keep these requirements while not affecting programs wishing to maintain a 6-credit minimum.

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
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The UAF Faculty Senate moves to amend the "Appeals Policy for Academic Decisions Other Than Assignment of Grades" to require that the faculty members who rendered the decision (faculty committee or department chair) review their decision during the informal review process.

EFFECTIVE: Immediately

RATIONALE: The intent of the Informal review process is for the Provost to request that the original committee or department chair review their academic decision (as is done in grade appeals) to make sure that the decision was not made in error. The intent was not that one faculty member (e.g. a department chair) could override the findings of another group of faculty (such as a comprehensive examination committee) without consultation. This amendment calls for the faculty members who rendered the original decision to revisit that decision to determine if it was made in error, or if the decision stands. The student may then proceed with the formal appeals process.

****

CAPS - Additions
[[ ]] - Deletions

APPEALS POLICY FOR ACADEMIC DECISIONS
Other Than Assignment of Grades

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that academic decisions [[(i.e., non-admission to or dismissal from any UAF program)]] are a faculty responsibility. Therefore, the University administration shall not unduly influence or affect the review of academic decisions that are a faculty responsibility.

The following procedures are designed to provide a means for students to seek review of academic decisions alleged to be arbitrary and capricious. THESE ACADEMIC DECISIONS MAY INVOLVE NON-ADMISSION TO OR DISMISSAL FROM ANY UAF PROGRAM THAT WERE MADE BY A DEPARTMENT OR PROGRAM THROUGH THE DEPARTMENT CHAIR, OR INVOLVE PASS/FAIL DECISIONS BY A COMMITTEE OF FACULTY ON NON-COURSE EXAMINATIONS (SUCH AS QUALIFYING, COMPREHENSIVE OR THESIS EXAMINATIONS) OR SATISFACTORY/UNSATISFACTORY EVALUATIONS ON STUDENT REVIEWS (SUCH AS THE ANNUAL REVIEW OF GRADUATE STUDENT PERFORMANCE). Before taking formal action, a student must attempt to resolve the issue informally. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

B. "Department Chair" for the purposes of this policy denotes the administrative head of the academic unit offering the [[course]] PROGRAM (e.g., head, chair or coordinator of an academic department, or division coordinator or program chair if the faculty member is in the College of Rural Alaska).

C. "COMMITTEE OF FACULTY" FOR THE PURPOSES OF THIS POLICY DENOTES THE GROUP OF FACULTY WHO RENDERED THE INITIAL DECISION BEING APPEALED. SUCH GROUPS MAY INCLUDE, BUT ARE NOT LIMITED TO: GRADUATE EXAMINATION COMMITTEES, GRADUATE ADVISORY COMMITTEES, AND THESIS DEFENSE COMMITTEES.

[[C]] D. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

[[D]] E. The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. A student wishing to appeal an academic decision other than a grade assignment must first request an informal review of the decision.

1. Notification must be received by the Provost within 15 days from the first day of instruction of the semester in which the decision takes effect.

2. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the Provost, after review of supporting documentation provided by the student, may adjust the deadlines accordingly. An extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

3. IN CASES WHERE THE DECISION WAS RENDERED BY A COMMITTEE OF FACULTY (SUCH AS THOSE DEALING WITH GRADUATE EXAMINATIONS AND EVALUATIONS), THE PROVOST WILL REQUEST THE APPROPRIATE COMMITTEE TO CONDUCT AN INFORMAL REVIEW OF ITS DECISION. THE COMMITTEE OF FACULTY WILL DETERMINE WHETHER ITS ORIGINAL DECISION SHOULD BE OVERTURNED OR CHANGED IN ANY WAY. THE COMMITTEE OF FACULTY WILL SUBMIT ITS

RECOMMENDATION TO THE PROVOST THROUGH THE DEPARTMENT CHAIR AND DEAN/DIRECTOR WITHIN 10 DAYS.

[[3]] 4. IN ALL OTHER MATTERS, The Provost will request the appropriate department chair to conduct an informal review of the decision. The Department chair will determine whether the original decision should be overturned or changed in any way. The department chair will submit his/her recommendation to the provost through the dean/director within 10 days. In the event that the department chair is directly involved, the provost can ask the dean/director to conduct an informal review and submit his/her recommendations directly to him.

[[4]] 5. The Provost will consult with the student on the COMMITTEE OF FACULTY'S OR department chair's recommendation. If the student does not find that recommendation acceptable, he/she may request the Provost to conduct a formal review.

B. The formal review will be conducted as follows.

1. This formal review is initiated by the student through a signed, written request to the Provost.

a. The student's request for formal review may be submitted using university forms specifically designed for this purpose and available from the Office of the Provost.

b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the formal review of the decision, and that the university's administration including the college dean/director can not influence or affect the outcome of the formal review.

c. The request for a formal review must be received no later than 10 days after the student has learned the outcome of the informal review (IIIA4).

d. The request must detail the basis for the allegation that the decision was made on a basis other than sound professional judgment based upon standard academic policies, procedures and practices.

2. The Provost will appoint a 5 member review committee composed of the following:

a. One non-voting tenure-track faculty member from the academic unit in which the decision was made. This individual shall serve in an advisory role. This faculty member shall not be the individual(s) against whom the appeal is directed.

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the decision was made. If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.

c. One tenure-track faculty member from outside the college or school in which the decision was made. If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.

d. The fifth member to be appointed by the Provost will be a non-voting student representative.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

3. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 working days of receipt of the student's formal request.

a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

b. To be considered by the committee, all written materials shall be submitted to the hearing facilitator no later than 48 hours before the start of the scheduled appeals hearing. To give all interested parties a chance to submit written materials, at least three business days shall elapse between the time the meeting is announced and the start of the meeting. New written materials presented after the 48-hour deadline or presented during the meeting will only be considered by agreement of all voting committee members. These procedures related to written materials also apply to all subsequent meetings.

c. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

d. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) The student has not provided sufficient reason in support of the allegation that the academic decision was arbitrary and capricious.

2) This is not the first properly prepared request for appeal.

3) The request was not made within the policy deadlines.

e. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department chair, dean/director and provost within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

4. Acceptance for consideration of the student's request will result in the following:

a. A request for, and receipt of, a formal written response from the program department chair to the student's allegation.

b. A second meeting scheduled to meet within 10 days of the decision to review the request.

1) The student and the department chair or a representative of the program will be invited to attend the meeting.

2) The meeting will be closed to outside participation, and neither the student nor the instructor or department chair may be accompanied by anadvocate or representative. Other matters of format will be announced in advance.

3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor or department chair may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

5. The final decision of the committee will be made in private by a majority vote.

a. Actions which the committee can take if it accepts the student's allegation may include, but are not limited to, the following:

1) direct the program instructor or department chair to reconsider the decision,

2) provide a final alternative decision.

b. The academic decision review committee proceedings will result in the preparation of written findings and conclusions.

c. A formal, written report of the decision must be forwarded to the student, instructor, program/department chair, dean and Provost within five days of the meeting. The Provost shall then be responsible for communicating the decision to other relevant offices (e.g., Admissions, Registrar).

d. The decision of the committee is final.

C. The entire process must be completed by the end of the semester in which the decision first took effect.

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Anthropology.

EFFECTIVE: Immediately, Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Anthropology. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines.

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4/19/04

UNIVERSITY OF ALASKA FAIRBANKS

REGULATIONS FOR THE
APPOINTMENT AND EVALUATION OF FACULTY
AND
DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA
STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT OF ANTHROPOLOGY FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment
Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles
Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank
Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank
Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process
The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment
The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, AND DEPARTMENT OF ANTHROPOLOGY UNIT CRITERIA, STANDARDS AND INDICES, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.
Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT OF ANTHROPOLOGY WILL EVALUATE THE CURATOR'S TEACHING RECORD.

2. Components of Evaluation
Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s),

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. ALL PEER-REVIEWED PUBLICATIONS SHALL BE CONSIDERED SIGNIFICANT. THIS INCLUDES NOT ONLY THE WRITING OF JOURNAL ARTICLES AND BOOK CHAPTERS BUT THE EDITING OF BOOK AND JOURNAL VOLUMES.

o. MULTIPLE-AUTHORED, PEER-REVIEWED PUBLICATIONS SHALL BE EVALUATED IN TERMS OF THE AUTHOR'S CONTRIBUTION, TO BE DELINEATED IN THE NARRATIVE STATEMENT OF THE PROMOTION AND TENURE FILE.

p. RESEARCH CONTRIBUTIONS AS EDITOR OF VOLUMES OF THE APUA (ANTHROPOLOGY PAPERS OF THE UNIVERSITY OF ALASKA) SHALL BE CONSIDERED COMPARABLE TO RESEARCH CONTRIBUTIONS AS EDITOR OF OTHER PEER REVIEWED BOOKS AND JOURNAL VOLUMES.

q. CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR WORKLOAD ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF RESEARCH.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service
Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. APPLIED ANTHROPOLOGICAL WORK WITH COMMUNITIES AND ORGANIZATIONS.

2. University Service
University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

3. Evaluation of Service
Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM WITH A FACULTY APPOINTMENT IN ANTHROPOLOGY TYPICALLY HAVE A PORTION OF THEIR TIME ASSIGNED TO THE DEPARTMENT. THE DEPARTMENT WILL EVALUATE THE CURATOR'S RECORD OF SERVICE TAKING INTO CONSIDERATION THE RECOMMENDATION OF THE UNIVERSITY OF ALASKA MUSEUM COMMITTEE (SEE BELOW).

Curation

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH AND SERVICE.

1. CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:

a. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);

b. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;

c. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;

d. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);

e. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;

f. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;

g. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE; AND

h. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS.

i. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS THAT PERTAIN TO THE COLLECTION.

2. SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

a. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA AND THE CIRCUMPOLAR NORTH AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.

b. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.

c. CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.

d. CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.

e. CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.

f. CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CAUTION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.

g. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENTS OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.

h. CURATORS WILL ACTIVELY PREPARE GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR

THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. THEY MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR THEIR CURATORIAL ACTIVITIES AND COLLECTION-BASED RESEARCH.

3. EVALUATION OF CURATION
A COMMITTEE COMPOSED OF THE TENURED CURATORS AT THE MUSEUM WILL PROVIDE AN EVALUATION TO THE UNIT PEER COMMITTEE. IN FORMULATING CRITERIA, STANDARDS AND INDICES FOR EVALUATION, PROMOTION, AND TENURE, THE MUSEUM SHOULD INCLUDE EXAMPLES OF CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Mathematics.

EFFECTIVE: Immediately, Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Department of Mathematics. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines.

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4/23/04

University of Alaska Fairbanks

Regulations for the
Appointment And Evaluation Of Faculty

AND
DEPARTMENT OF MATHEMATICAL SCIENCES

UNIT CRITERIA STANDARDS AND INDICESTHE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS' CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING DEPARTMENT OF MATHEMATICAL SCIENCES (DMS) FACULTY IN THE COLLEGE OF SCIENCES, ENGINEERING AND MATHEMATICS. ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF DMS FACULTY AS WELL.

CHAPTER I

PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment
Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles
Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank
Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank
Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process
The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment
The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.
This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

PERIODIC EVALUATION OF FACULTY

A. General Criteria
Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, AND DMS UNIT CRITERIA, STANDARDS AND INDICES evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. IN EACH AREA CANDIDATES WILL BE RANKED BY THE DMS PEER REVIEW COMMITTEE (PRC). THE PRC CONSISTS OF ALL TENURED MEMBERS OF THE DMS. MEMBERS OF THE PRC WHO ARE ON SABBATICAL OR OFF CAMPUS FOR EXTENDED PERIODS HAVE THE OPTION OF PARTICIPATING, BUT THIS IS NOT REQUIRED. CANDIDATES WILL BE RANKED IN EACH CATEGORY ACCORDING TO THE FOLLOWING SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

1. TENURE. A CANDIDATE FOR TENURE WILL BE JUDGED ON THE BASIS OF PERFORMANCE AND INDICATIONS OF POTENTIAL IN ALL THREE CATEGORIES, WITH EMPHASIS PLACED ON THE INTERVAL SINCE THE LAST PROMOTION OR HIRE, WHICHEVER IS MOST RECENT. A CANDIDATE NEED NOT DEMONSTRATE EQUAL PERFORMANCE IN ALL THREE AREAS. IN ORDER TO QUALIFY FOR TENURE, A FACULTY MEMBER SHOULD NORMALLY HAVE SERVED FOR AT LEAST FIVE YEARS AT THE RANK OF ASSISTANT PROFESSOR. A CANDIDATE SHOULD NORMALLY ATTAIN AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND SERVICE AND AT LEAST SUPERIOR IN TEACHING OR RESEARCH.

2. ASSISTANT PROFESSOR. A FACULTY MEMBER AT THE ASSISTANT PROFESSOR LEVEL MUST HAVE AN EARNED DOCTO RATE OR DEMONSTRATED EQUIVALENT. DEMONSTRATED EQUIVALENCE WILL BE DECIDED ON AN AD HOC BASIS BY THE PRC. A COMMITMENT TO TEACHING, RESEARCH AND SERVICE MUST BE APPARENT.

3. ASSOCIATE PROFESSOR. AN ASSOCIATE PROFESSOR SHOULD NORMALLY HAVE SERVED AT LEAST FIVE YEARS AT THE RANK OF ASSISTANT PROFESSOR OR HIGHER. A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THE DMS RECOGNIZES THAT AT THIS LEVEL SERVICE IS SECONDARY TO TEACHING AND RESEARCH. YOUNG FACULTY CAN PROFITABLY SPEND THEIR TIME ESTABLISHING A

RESEARCH RECORD AND PERFECTING TEACHING TECHNIQUE. IN ORDER TO QUALIFY FOR THE RANK OF ASSOCIATE PROFESSOR, A FACULTY MEMBER SHOULD, UNDER NORMAL CONDITIONS, HAVE MET THE REQUIREMENTS DESCRIBED FOR TENURE.

4. PROFESSOR. THIS IS THE GREATEST SINGLE HONOR THAT THE UNIVERSITY CAN BESTOW UPON A MEMBER OF ITS FACULTY. THE HONOR MUST THEREFOR BE MADE UPON CAREFUL CONSIDERATION OF THE CANDIDATE'S TOTAL DEMONSTRATED CONTRIBUTION TO THE UNIVERSITY AND THE MATHEMATICAL SCIENCES. THE HONOR IS RESERVED FOR THOSE WHO HAVE DEMONSTRATED OUTSTANDING PERFORMANCE IN THEIR FIELDS. SPECIFICALLY, A CANDIDATE MUST HAVE ATTAINED AN OVERALL AVERAGE RANKING OF SUPERIOR IN TEACHING, RESEARCH AND SERVICE, WITH NO AREA LOWER THAN SATISFACTORY. ADDITIONALLY, IF ONE OF RESEARCH OR TEACHING IS RANKED SATISFACTORY, THE OTHER MUST BE OUTSTANDING.

Bipartite Faculty
Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction
A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching
Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

h. DEMANDS HIGH PEDAGOGIC STANDARDS ESSENTIAL TO THE DEPARTMENT'S MISSION. THIS INCLUDES A DEMAND FOR EXCELLENCE AND AWARENESS OF STUDENTS' NEEDS.

i. DISSEMINATION OF IDEAS INSIDE AND OUTSIDE THE CLASSROOM. THIS INCLUDES, BUT IS NOT RESTRICTED TO, STATISTICAL AND COMPUTING CONSULTING FOR STUDENTS; ASSISTING STUDENTS IN THE DESIGN OF EXPERIMENTS; DIRECTING UNDERGRADUATE AND GRADUATE RESEARCH.

2. Components of Evaluation
Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s). THIS IS REQUIRED FOR UNTENURED FACULTY. THEY WILL BE EVALUATED BY THE PRC (WHICH INCLUDES THE DEPARTMENT HEAD AS A NONVOTING MEMBER). THIS COMMITTEE WILL SEND REPRESENTATIVES TO EVALUATE CLASSROOM PERFORMANCE AS WELL AS SYLLABI AND SAMPLES OF GRADED MATERIAL. REPRESENTATIVES WILL WRITE A REPORT WHICH INCLUDES A NARRATIVE PORTION AS WELL AS AN OVERALL RANKING OF TEACHING WHICH USES THE SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT, UNACCEPTABLE. UNDER NORMAL CIRCUMSTANCES, WHEN A FACULTY MEMBER STANDS FOR TENURE, REPORTS FROM AT LEAST TWO YEARS SHOULD BE INCLUDED IN THE FILE. IN THE CASE OF DISAGREEMENT BETWEEN PEER OPINIONS AND STUDENT OPINIONS, THE FORMER WILL BE CONSIDERED TO BE MORE ACCURATE.

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere. CANDIDATES AT ALL LEVELS MUST DEMONSTRATE ACHIEVEMENT CONDUCTING RESEARCH IN AN INDEPENDENT AND CREATIVE FASHION. WORK WILL BE JUDGED FOR IMPORTANCE, ORIGINALITY AND QUALITY. CONSIDERATION WILL INCLUDE, BUT NOT BE RESTRICTED TO, THE CANDIDATE'S PAPERS PUBLISHED IN REFEREED JOURNALS AND REFEREED CONFERENCE PROCEEDINGS, PAPERS, LECTURES AND PRESENTATIONS DELIVERED, OTHER PAPERS AND TECHNICAL REPORTS, BOOKS, RESEARCH PROPOSALS, SOFTWARE DEVELOPED AND RESEARCH DONE THR OUGH CONSULTING. THE WORK MUST BE PRESENTED IN A PUBLIC FORUM WHERE ITS CONTRIBUTION CAN BE JUDGED BY PEERS EXTERNAL TO UAF. THE RESEARCH CONTRIBUTIONS FOUND IN A BOOK WILL BE BASED ON THE EXPOSITION OF NEW IDEAS. BOOKS WHICH ONLY GATHER

MATERIAL FOUND IN OTHER LOCATIONS WILL BE CONSIDERED TO BE EXPOSITORY AND NOT RESEARCH DOCUMENTS.

THE DEPARTMENT EXPECTS FACULTY WITH A 30% RESEARCH LOAD TO BE PUBLISHING AT A RATE OF APPROXIMATELY ONE PAPER PER YEAR. AT A 50% LEVEL OR ABOVE THERE SHOULD BE APPROXIMATELY TWO. HOWEVER, IT SHOU LD BE EMPHASIZED THAT THIS IS ONLY AN APPROXIMATE GOAL. THE MORE IMPORTANT GOAL IS QUALITY RESEARCH. HIGH QUALITY RESEARCH CAN BE PRODUCED AND DISSEMINATED IN SPECIAL CIRCUMSTANCES AT A LOWER RATE. ACCORDINGLY, CANDIDATES SHOULD NOT TRY TO MEET A RESEARCH TARGET IN TERMS OF NUMBER OF PAPERS PUBLISHED. FURTHER, HEAVY PRODUCTION RATES OF LOW QUALITY PUBLICATIONS IS DISCOURAGED.

A CANDIDATE'S PUBLICATION AND FUNDING RECORD SHOULD BE COMPARED WITH INDIVIDUALS IN THE SAME OR RELATED DISCIPLINES. THE PRACTICE OF LISTING COAUTHORS WHO HAVE CONTRIBUTED LITTLE TO A PUBLICATION IS UNCOMMON IN THE MATHEMATICAL SCIENCES. NORMALLY, EACH COAUTHOR WILL HAVE MADE A SIGNIFICANT CONTRIBUTION. COAUTHORS ARE OFTEN LISTED ALPHABETICALLY.

CERTAIN DISCIPLINES FOUND IN MATHEMATICAL SCIENCES HAVE LITTLE OPPORTUNITY IN THE WAY OF EXTERNAL FUNDING. ACCORDINGLY, THE ABILITY TO FIND FUNDING SPEAKS WELL FOR A CANDIDATE AT ANY LEVEL. HOWEVER, ABSENCE OF FUNDING MAY NOT NECESSARILY SPEAK AGAINST THE CANDIDATE. DMS DOES NOT CONSIDER THE FUNDING OF GRANT PROPOSALS TO BE THE GOAL OF ANY RESEARCH PROJECT. RATHER, WE FOCUS ON WHAT IS ACHIEVED WITH OR WITHOUT RESEARCH FUNDING.

TO SUMMARIZE, THE PRIMARY RESEARCH METRIC IS NOT NUMBER OF PUBLICATIONS NOR GRANT MONEY. IT IS RESEARCH RESULTS AS MEASURED BY QUALITY, DEPTH AND ORIGINALITY.

1. Achievement in Research, Scholarly and Creative Activity
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by PEERS, juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

PROFESSIONAL SERVICE INCLUDES, BUT IS NOT LIMITED TO, CONSULTING ON AND OFF CAMPUS, REFEREEING, JOURNAL WORK, SERVICE TO NATIONAL PROFESSIONAL ORGANIZATIONS, ORGANIZING CONFERENCES, IN-SERVICE TRAINING PROGRAMS, GIVING COLLOQUIUM LECTURES, REVIEWING PROPOSALS AND BOOKS.

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service
University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring OF FACULTY.

j. Prizes and awards for excellence in university service.

K. SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.

L. PREPARATION OF UNIVERSITY REPORTS.

M. PRESENTATION OF EXPOSITORY MATERIAL INCLUDING SOME TEXTBOOKS.

3. Evaluation of Service
Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======

The UAF Faculty Senate moves to amend the UAF "Regulation for the Appointment and Evaluation of Faculty" as follows:

CAPS - Addition
[[ ]] - Deletion

Pg. 6
2. Components of Research, Scholarly and Creative Activity
[[f. Editing or refereeing articles or proposals for professional journals or organizations.]]

Pg. 8.
Insert after category **2. University Service** but before **3. Evaluation of Service**

3. PROFESSIONAL SERVICE

A. EDITING OR REFEREEING ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS;

B. ACTIVE PARTICIPATION IN PROFESSIONAL ORGANIZATIONS;

C. ACTIVE PARTICIPATION IN DISCIPLINE-ORIENTED SERVICE ORGANIZATIONS;

D. COMMITTEE CHAIR OR OFFICER OF PROFESSIONAL ORGANIZATIONS;

E. ORGANIZER, SESSION ORGANIZER, OR MODERATOR FOR PROFESSIONAL MEETINGS;

F. SERVICE ON A NATIONAL OR INTERNATIONAL REVIEW PANEL OR COMMITTEE.

EFFECTIVE: Immediately

RATIONALE: The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

The UAF Faculty Senate Ad Hoc Committee on Unit Criteria has found aspects of the UAF document "Faculty Appointment and Evaluation Policies" unclear, inconsistent with current University practice, and of less than optimal utility.

There is currently inconsistency in how the Blue Book breaks down the category of Service and how it is treated in our annual reporting for the University. In the "Blue Book", Service consists of two parts: Public Service and University Service. In our annual reports, we must also indicate activities that constitute Professional Service. We believe it is appropriate to modify the "Blue Book" to reflect the way we are required to report our activities under the heading of Service so that all three types of service are included. Doing so will streamline the process of preparing a tenure or promotion file and allow faculty to more precisely categorize our activities in the evaluation process.

Under the current guidelines, activities such as reviewing grant proposals for funding agencies, serving as a referee for peer-reviewed journals, and serving as editor of a journal are categorized as research and creative activity. Discussions with faculty members at UAF and other institutions clearly indicate that these activities are more appropriately categorized under Professional Service. We propose to change such activities from being counted as Research and Creative Activities to examples of Professional Service. Activities such as authoring an edited book will continue to be counted as research and creative activities.

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
=======

The UAF Faculty Senate moves to endorse the 2004-2005 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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2004 -2005

UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs

Nancy Ayagarak, Kuskokwim, CRA (06)
Carol Barnhardt, SOEd. (05)
Steve Cysewski, CRA (05)
Katrin Iken, SFOS (06)
Pete Pinney, CRA (06)
Rainer Newberry, CMS (06)--convener
Yuri Shur, CEM (05)
Jeannette Smith, CLA (05)
Joseph Thompson, CLA (05)
Ex-Officio: ^Tim Stickel, University Registrar
Wanda Martin, Advising Center
Nancy Dix, Admissions
Undergraduate Student

Faculty Affairs

Sine Anahita, CLA (06)
Scott Bailey, CMS (06)
Karen Erickson, CLA (05)
Jon Genetti, CMS (06)

Michele He'bert, CRA/CES (06)
Joan Leguard, CLA (05)
Shirish Patil, CEM (06)--convener
Anupma Prakash (06)
Craig Wisen, SOM (05)
Mingchu Zhang, SNRAS (06)

Unit Criteria

Brenda Konar, SFOS (06)
Debasmita Misra, CEM (06)
Gary Holton, CLA (06)--convener
CMS (05)
CRA/CES(05)
SNRAS/SOEd/SOM (05)

PERMANENT COMMITTEES

Committee on the Status of Women (elected)

Charlotte Basham, CLA (06)
Uma Bhatt, CMS (06)
Carol Gold, CLA (05)
Cindy Hardy, CRA (05)
Judith Kleinfeld, CLA (05)
David Koester, CLA (05)
Denise Thorsen, CEM (06)
Jane Weber (06), Senate rep. --convener

Core Review (Elected)

Jin Brown, Communication, CLA (06)--convener
Derick Burleson, English, CLA (05)
Alexei Rybkin, CMS, Math (06)
Paul McCarthy, Library
Doug Schamel, CMS, Sciences (06)
Jonathan Rosenberg, Social Sciences, CLA (05)
Humanities, CLA (06)
Other (06)
Undergraduate Student

Developmental Studies Committee (Elected)

Jane Allen, Kuskokwim, CRA (05)
Patty Baldwin, RSS
John Bruder, Bristol Bay, CRA (05)
Richard Carr, English, CLA (05)
John Creed, Chukchi, CRA (06)--convener
Pat Doak, Sciences, CMS (05)
George Guthridge, Bristol Bay, CRA (05)
Greg Owens, Math, CMS (06)
Wanda Martin, Advising Center
Joe Mason, Northwest, CRA (06)
Mary Matthews, SSSP
Cindy Hardy, Developmental Education (06)
Interior-Aleutians, CRA (06)

Tanana Valley Campus (06)
Rural campus Student Services

Faculty Appeals & Oversight Committee (Elected)

Steve Cysewski, CRA (06)
Larry Duffy, CMS (06)
Rajive Ganguli, CEM (06)
Robert Gorman, CES (05)
Terry Johnson, SFOS (06)
Paul Layer, CMS (05)--convener
Molly Lee, CLA (05)
Victoria Joan Moessner, CLA (06)
Allen Morotti, SOEd. (05)
Brenda Norcross, SFOS (05)
Michael Pippenger, SOM (05)
Lufti Raad, CEM (05)
Maria Reyes, SOEd (06)

SNRAS (05)
SNRAS (06)
SOM (06)

Faculty Development, Assessment & Improvement

Rich Boone, CMS (06)
Clifton Corkern, CRA/KCC (06)
Mike Davis, CRA (05)
Lee Haugen, SOEd. (06)--convener
Marjorie Illingworth, TVC
John Kawula, CLA, Library (06)
Joy Morrison, Faculty Development Office
Mike Nakoneczny, CLA (05)
Channon Price, CMS
Larry Roberts, CRA (05)
Tom Robinson, SOM

Graduate Academic & Advisory Committee

Ron Barry, CMS (06)
Cathy Cahill, CMS (05)
Mary Erhlander, CLA (05)
Patty Gray, CLA (06)
Catherine Koverola, CLA (05)
Christa Mulder, CMS (05)--convener
Doug Reynolds, SOM (05)
Jennifer Reynolds, SFOS (05)
Richard Wies, CEM (06)
Joan Parker-Webster, SOEd (06)
Ex-Officio: Susan Henrichs, Graduate Dean
Paul McCarthy, Library Director
Tim Stickel, University Registrar
Graduate Student
Graduate Student

OTHER:

UAF Governance Coordinating Committee

Abel Bult-Ito, President
Michael Hannigan, President-Elect

UAF Faculty Alliance Representatives

Abel Bult-Ito, President
Michael Hannigan, President-Elect
Pete Pinney, Past-President

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
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The UAF Faculty Senate moves to adopt the following calendar for its 2004-2005 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center Carol Brown Ballroom reserved well in advance.

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UAF FACULTY SENATE
2004-2005
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
124	9/20/04	Monday	1:00 p.m.	audioconference
125	11/1/04	Monday	1:00 p.m.	face-to-face
126	12/13/04	Monday	1:00 p.m.	audioconference
127	2/7/05	Monday	1:00 p.m.	audioconference
128	3/7/05	Monday	1:00 p.m.	face-to-face
129	4/4/05	Monday	1:00 p.m.	audioconference
130	5/1/05	Monday	1:00 p.m.	face-to-face

Location: Wood Center Carol Brown Ballroom

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The UAF Faculty Senate passed the following at its Meeting #123 on May 3, 2004:

MOTION:
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The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 2004. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 3, 2004

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

The UAF Faculty Senate passed the following at its Meeting #122 on April 5, 2004:

Preamble:
Statement of Faculty Senate representatives of the Classified Policy Reconciliation Committee

The Faculty Senate is "The primary mechanism for the formulation and oversight of academic policy is the Faculty Senate. Among concerns addressed by the Faculty Senate are: course and program development and change; policies related to academic procedures; academic freedom and faculty rights and responsibilities; and, quality of teaching, research and service" (http://www.uaf.edu/uafgov/faculty). Underlying the following revision of the senate's proposal are these concerns.

1. The institutional officer charged with security oversight (the Facility Securities Officer or equivalent) must be funded fully so that she or he can conduct a complete and thorough review of proposals and assess all the impacts of the proposed activity. Full funding of this office is the most important guarantee for the safety of the community, the protection of the academic environment, and compliance with federal requirements for security.

2. The UAF Faculty Research Oversight Committee must not only be independent but also seen to be so. The review panel members will not require a security clearance as they will review an unclassified report of the proposal that is prepared by the Facility Securities Officer. The review committee will give a finding of advice to the chancellor. It is critical that the chancellor is not seen to be shaping the advice coming to her or him.

3. The senate must be able to meet its responsibilities so that the academic integrity of the university is maintained in teaching, research, and service. A faculty review panel elected from the senate will enable the senate to meet these responsibilities.

The purpose of academic research in the university is the education of students, at all levels, and the generation of new knowledge. It is important that the university undertake research of high quality and originality. Ongoing research strengthens the university in a variety of ways.

- through the stimulation of creative and intellectual investigation by faculty and students,
- through the discovery and dissemination of new knowledge that benefits society,
- through participation in a learning process that is unique to research and creative investigation,
- through transmission of new knowledge to students in the classroom.

UAF Policy Concerning Classified and Proprietary Research

RATIONALE: This policy is offered pursuant to Regents' policy 10.07.02, which says that the university may engage in classified or proprietarily research, subject to approval of the chancellor, "in accordance with Regents' Policy, University Regulation, applicable laws and regulations, and MAU rules and procedures."

Towards ensuring that classified and proprietary research will be conducted in a responsible and ethical manner consistent with mission of the University of Alaska Fairbanks, this policy will provide the chancellor with findings on research proposals reached after a review by a duly constituted committee of faculty.

The Faculty Senate seeks a policy, in principle, of complete disclosure of research activities and sources of funds. The conduct of classified research inherently restricts participation of students and faculty who work on such research.

At times, freedom of discourse and dissemination conflicts with the greater, immediate needs of society. Research funded by industrial organizations may involve patent applications that require a short delay of publication of a

thesis resulting from that research. Faculty members may also wish to act as consultants on classified research projects not involving the use of University facilities.

For reasons such as the above, proposals to conduct classified and proprietary research will be reviewed on a case-by-case basis by the university campus chancellor. With disclosure to the Faculty Senate, an Faculty Research Oversight Committee will advise the chancellor by means of a finding arrived at by a review following the guidelines set forth below.

Basic Principles

The UAF mission statement proclaims that the University of Alaska Fairbanks is "the nation's northern most Land, Sea and Space Grant university and international research center, [which] advances and disseminates knowledge through creative teaching, research and public service with an emphasis on Alaska, the North and their diverse peoples" (BOR policy 10.01.03). Through exercising the fulfillment of that mission, the university has made possible relationships with government and industry presenting intellectual and professional opportunities to faculty and students that they would not otherwise have. Concomitant with the open and full pursuit of that mission comes our understanding that the pursuit of knowledge must be tempered by ethical obligations to society; hence our concern with an ethical approach to permitting classified and proprietary research on campus.

Definitions

Classified Research: Research that has a security classification established by a federal agency. Various agencies of the federal government may designate some federally sponsored research project, either all or a portion of a particular project, as Top Secret, Secret, or Confidential. Under the terms of this policy, research projects so designated are considered classified.

Proprietary Research: Industrially sponsored proprietary research for which the sponsor requires a delay in publication of the results after submission of the final report.

Faculty Research Oversight Committee

The Faculty Senate shall establish a Faculty Research Oversight Committee as a standing committee of the senate to review all classified and proprietary proposals, grants, and contracts according to the guidelines listed below and to advise the chancellor of their compliance or lack thereof with university policy. Membership on the committee shall be limited to 9 senators, with no more than 2 members being from the same unit. A Facilities Security Officer shall be an ex-officio member of the committee. The committee will also include someone from the Office of Sponsored Research and a designee of the chancellor as ex-officio members. Committee membership must broadly represent the university community.

Guidelines for the Faculty Research Oversight Committee for Reviewing Classified or Proprietary Research Proposals

Proposal review requires that each principal investigator prepare a short non-classified or non-proprietary description and title for the project that can be publicly reviewed. The following will apply to such statements. The Facilities Security Officer must participate in the review process to clarify questions pertaining to classified material.

1. The university will undertake only those contracts and activities that do not compromise the safety and/or well being of Alaskans and that honor existing agreements with the diverse peoples of Alaska.

2. The university will under no circumstances enter into any agreement or contract for which the direct primary purpose of the research or application of the results is the destruction of human life or harm to humans.

3. The university will make every reasonable effort to keep classified information and activities separate from the normal academic functions of the university.

4. No thesis or project that may not be published because it contains federally classified or proprietary information will be accepted toward fulfillment of the requirements for an advanced degree.

5. For proprietary research the university will not enter into or renew any contract or accept any grant that prohibits the open publication or dissemination of research results within a reasonable period, typically (and expected to be) no more than 60 days or a period negotiated at the time of contract initiation.

6. No university courses given for degree credit shall be classified in any part.

7. The university will not accept any contract that cannot be publicly acknowledged. The university will maintain an open record of all classified and proprietary research contracts.

8. The university will permit the participation of faculty members in classified research of their choice by means of normal consulting arrangements or leaves of absence without pay. Faculty shall not use classified research work in consideration for tenure, promotion, or post-tenure review.

9. Any unique security costs associated with classified or proprietary research will be borne by the unit within which the contract is sponsored.

10. The university will establish and maintain Facilities Security Officers to the degree necessary to ensure the legal compliance of all classified agreements.

11. The Faculty Research Oversight Committee will offer changes to this policy as needed through periodic reviews occurring no less than once every 5 years.

Review Process for Classified and Proprietary Research Proposals

The following procedures shall apply to all proposals submitted to the Office of Sponsored Programs.

1. The Office of Sponsored Programs will use a checklist to determine if a project requires formal review by the Faculty Research Oversight Committee.

2. The Faculty Research Oversight Committee will review proposals identified as classified or proprietary according to the guidelines given above and offer recommendations to the chancellor in an expedited fashion.

3. The committee will publish an annual report on the status of classified and proprietary contracts, grants and proposals at UAF to the Faculty Senate.

Obligation

The university guarantees each member of the academic community the freedom to inquire and affirms the right of each member to access all available information in his or her field. A basic function of the university is to carry out research in an open and unrestricted manner with complete freedom to publish or otherwise disseminate the results of its search for knowledge. The requirements of secrecy and restrictions on freedom to publish, which are inherent in security classification, or the restrictions on dissemination, which derive from proprietary rights of privately sponsored research, are in direct opposition to this function.

Exercising this function does not, however, prohibit self-imposed restrictions based on the professional ethics of a particular discipline. It also does not prohibit the existence of classified information to reside on campus such as

sometimes arises, for instance, in connection with consulting work. This policy is directed towards maintaining a separation between classified information and the teaching and research functions of the university.

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The UAF Faculty Senate passed the following at its Meeting #122 on April 5, 2004:

Resolution:
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Whereas current University practice does not allow a person to register for a class if there is an outstanding parking ticket even if the ticket is being contested, and

Whereas such a practice constitutes an undeclared qualification for course registration that is not stated in the catalog, and

Whereas students are being denied access to the University because of this practice, now

Therefore be it resolved that the Faculty Senate requests that the Business Office, Registrar, and Parking Services end this practice and sever all connections between parking violations and student registration.

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The UAF Faculty Senate passed the following at its Meeting #122 on April 5, 2004:

MOTION:
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The UAF Faculty Senate moves to amend Section 3 (Article V, Committees, E. Standing) of the bylaws to establish a standing "Unit Criteria Committee."

CAPS = Additions
[[ ]] = Deletions

3. THE UNIT CRITERIA COMMITTEE WILL REVIEW PROPOSED UNIT CRITERIA FOR EVALUATION OF FACULTY SUBMITTED BY THE VARIOUS PEER-REVIEW UNITS OF UAF, AND TO WORK WITH THE HEADS OF THOSE UNITS (OR THEIR DESIGNEES) TO ENSURE THAT THEIR CRITERIA ARE CONSISTENT WITH CRITERIA DEFINED IN THE UAF FACULTY APPOINTMENT & EVALUATION POLICIES & REGULATIONS "BLUE BOOK". THE COMMITTEE WILL ALSO REVIEW PROPOSED CHANGES TO THE "BLUE BOOK."

TO ENSURE THAT PERSPECTIVES FROM ACROSS UAF ARE REPRESENTED, MEMBERSHIP WILL CONSIST OF FACULTY SENATORS, WITH ONE MEMBER DRAWN FROM EACH OF THE FOLLOWING SCHOOLS/COLLEGES: CLA; CRA/CES; CSEM; SFOS; ENGINEERING; AND ONE FROM SNRAS, SOED, OR SOM.

EFFECTIVE: Immediately

RATIONALE: Currently the Senate has an Ad Hoc committee that fulfills this responsibility. That committee is composed of members drawn from the Senate's other standing committees, with the result that members of the Unit Criteria committee are effectively pulling double duty. It is apparent that the work done by this committee will be ongoing, as each unit develops criteria and is required to renew them via the Faculty Senate every five years.

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The UAF Faculty Senate passed the following at its Meeting #122 on April 5, 2004:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the Science and Engineering units of CSEM. These criteria shall remain in effect in the event that there is a dissolution of CSEM until such time as the units develop criteria of their own.

EFFECTIVE: Immediately, Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the College of Science, Engineering, and
Mathematics (CSEM). With some changes, agreed upon by the school representative, the unit criteria were found
to be consistent with UAF guidelines.

There is a proposal to move Engineering into a new College of Engineering and Mining. These criteria will continue to
be in effect until each of the separate units develop criteria of their own.

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March 8 2004
UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
ANNUAL REVIEW, PRE-AND POST-TENURE,
PROMOTION, TENURE REVIEW
AND
COLLEGE OF SCIENCE, ENGINEERING AND MATHEMATICS
UNIT CRITERIA

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN CSEM. ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CSEM FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. The CSEM Mathematical, Statistics and Computer Science Disciplines Criteria are submitted as a separate document.

I. Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

II. Initial Appointment of Faculty

A. Criteria for Initial Appointment. Minimum degree, experience and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles. Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline. Units wishing to appoint academic rank faculty within schools and colleges to titles must have the concurrence of the specific discipline in which the title resides.

C. Process for Appointment of Faculty with Academic Rank. Deans of schools and Colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's affirmative action policies and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank. Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's stated affirmative action policies, and shall provide for participation in hiring by faculty and administrators in the unit. These procedures shall be on file in the Chancellor's Office.

E. Following the selection process, the dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the Chancellor or his/her designee.

F. Letter of Appointment. The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, and any special conditions relating to the appointment. This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution, the part(s) defining the position may not. Subsequent letters of appointment may vary the workload distribution and nature of the assignment.

III. PERIODIC EVALUATION OF FACULTY

A. General Criteria and Definitions
Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV AND CSEM UNIT CRITERIA, STANDARDS, AND INDICES, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty members' professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service. As used in these procedures, unless otherwise specified, the following terms shall mean:

1. "Faculty." Those persons who have accepted and hold appointment to academic rank or special academic rank.

2. "Academic Ranks." Ranks held by persons having the title of professor, associate professor, and assistant professor. These titles denote academic rank exclusively. The title of instructor may also be a title of academic rank at the discretion of the policies and procedures approved for each university; or when included in the description of membership in the relevant Article of a collective bargaining agreement. Faculty holding academic rank are eligible for promotion and tenure.

3. "Special academic ranks." Ranks held by persons having the following title and the qualification specified:

Lecturer: employed to teach full- or part-time; or titles of academic rank preceded by:

Adjunct: employed to teach on or more courses up t o15 credit hours per year, or other academic assignment at less than 50 percent of a full-time appointment;

Visiting: employed to perform the faculty functions expected of academic rank for a specific period;

Clinical: special category reserved for practitioners in the health care delivery professions.

These titles denote special academic rank exclusively. The title of instructor may also be a title for special academic rank at the discretion of the policies and procedures approved for each university; or when included in the description of membership in the relevant Article of a collective bargaining agreement.

4. "Tenure." The status of holding a faculty appointment on a continuing basis following evaluation and award according to the terms of Chapter IV and BOR Policy 04.04.04.B.

5. "Tenure track position." A tenure track position is one which may lead to consideration for appointment to tenure as described in the policies and procedures for each university. A tenure track position requires the performance of faculty function at least 50% of full-time. For exceptional case, and when in the judgment of the Chancellor the best interests of the university will be served, a faculty member may be appointed to a tenure track position at less than 100% but more than 50% of a full-time appointment.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
g. may receive prizes and awards for excellence in teaching;

Specific Engineering criteria for teaching performance before appointment or promotion to:

Assistant Professor: Evidence of teaching ability and a commitment to a quality teaching program in the department

Associate Professor: The record must show that the material taught is contemporary and relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include (but is not limited to) course and/or curriculum development, novel approaches to instruction, versatility in instructional assignments, effective guiding and mentoring of individual students, and effective classroom teaching performance.

Professor: Significant contributions to the instructional program are expected. These may include contributions to major improvements in course and/or curriculum offerings, ability to motivate and/or inspire students, and exemplary training of graduate students. Both faculty and students must consider the teaching performance to be high quality.

Specific Sciences criteria for teaching performance:

Assistant Professor: Evidence of teaching ability and a commitment to a quality and current teaching program in the department.

Associate Professor: The record must show that the teaching material is contemporary and relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include (but not is limited to) course and/or curriculum development, novel approaches to instruction, versatility in instructional assignments, effective guiding and mentoring of individual students, and high quality classroom teaching performance.

Professor: Significant contributions to the instructional program are expected. These may include contributions to major improvements in course and curriculum offerings, ability to motivate or inspire students, and exemplary training of graduate students including success in graduating students. Both faculty and students must consider the teaching performance to be of high quality.

2. Components of Evaluation
Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms, and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observations,

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska, Fairbanks, and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity
Whatever the contribution, research, scholarly or creative activities must have one or more the following characteristics:

a. They must occur in a public forum,

b. They must be evaluated by appropriate peers,

c. They must be evaluated by peers external to this institution so as to allow an objective judgment,

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval;

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers;

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics;

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges;

f. Editing or refereeing articles or proposals for professional journals or organizations;

g. Scholarly reviews of publications, art works and performance of the candidate;

h. Citations of research in scholarly publications;

i. Published abstracts of research papers;

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline;

k. Prizes and awards for excellence of scholarship;

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study;

m. Development of processes or instruments useful in solving problems, such as computer programs, SOPHISTICATED COMPUTER MODELS THAT HELP IN THE UNDERSTANDING OF COMPLEX SYSTEMS, and systems for the processing of data, genetic plant and animal material, and where appropriate, obtaining patents and/or copyrights for said development.

Specific criteria for Engineering research performance before promotion or appointment to:

Assistant Professor: Evidence of the ability to establish a viable research program in the area of specialization, normally a sub discipline of engineering (with the option of research in engineering education in certain circumstances).

Associate Professor: Must have established an appropriate research program which produces significant publication in refereed professional journals and presentation of research results at professional meetings. The submission of research proposals, and acquisition of external research funding, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the research program is of high quality. The faculty member may show independence and leadership by the creation of research ideas that translate into projects which involve students.

Professor: The research program should have produced several publications in the refereed professional literature, and there should be a record of student involvement. The publications should be of sufficient quality and quantity to demonstrate the existence of an on-going, professional independent research program. A national or international reputation (as demonstrated by professional activities or presentations at meetings but especially by citations of publications and/or documented opinions of other engineers and scientists in the field) is expected. There should be a record of successful completion of graduate work by his or her students.

Specific Criteria for Science research performance:

Assistant Professor: Evidence of the ability to establish a viable research program in the area of specialization, normally a sub-discipline of the natural sciences (with the option of research in science education).

Associate Professor: Must have established an appropriate research program that produces significant publications in refereed professional journals. Presentation of research results at professional meetings, the submission of research proposals, and the acquisition of external research funding constitute supplementary evidence that the research is of high quality. The faculty member should show independence and leadership by the creation of research ideas that translate into projects that involve both graduate and undergraduate students.

Professor: The research program should have produced a sufficient number of publications in the refereed professional literature, and there should be a record of student involvement including successful mentoring of Ph.D. students. The publications should be of sufficient quality and quantity to demonstrate the existence of an on-going, professional, independent research program. An international reputation (as demonstrated by professional activities or presentations at meetings and by citations of publications or documented opinions of other scientists in the field) is expected.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service".

1. Public Service

Public service is the application of teaching, research, and other scholarly activity and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

Examples include, but are not limited to:

a. Providing information services to adults and youth;

b. Service on or to government or public committees;

c. Service on accrediting bodies;

d. Active participation in professional organizations;

e. Active participation in discipline-oriented service organizations;

f. UNPAID CONSULTING.

g. Prizes and awards for excellence in public service;

h. Leadership of or presentations at workshops, conferences, or public meetings;

i. Training and facilitating

j. Radio and TV programs AND INTERVIEWS, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media;

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions;

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activities include, but are not limited to;

a. Service on university, college, school, institute, or departmental committees or governing bodies;

b. Consultative work in support of university functions, such as expert assistance for specific projects;

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school;

d. Participation in accrediting reviews;

e. Service on collective bargaining unit committees or elected office;

f. Service in support of student organizations and activities;

g. Academic support services such as library and museum programs;

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer;

i. Mentoring new faculty;

j. Prizes and awards for excellence in university service.

3. PROFESSIONAL SERVICE

A. EDITING OR REFEREEING ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS; (IF NOT COUNTED AS RESEARCH; SEE C.2.F.)

B. ACTIVE PARTICIPATION IN PROFESSIONAL ORGANIZATIONS;

C. ACTIVE PARTICIPATION IN DISCIPLINE-ORIENTED SERVICE ORGANIZATIONS;

D. COMMITTEE CHAIR OR OFFICER OF PROFESSIONAL ORGANIZATIONS;

E. SESSION ORGANIZER OR MODERATOR FOR PROFESSIONAL MEETINGS.

4. Evaluation of Service

Each faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public, university, and PROFESSIONAL service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

Specific Engineering criteria for service performance before appointment or promotion to:

Assistant Professor: None in addition to UAF criteria

Associate Professor: Positive contributions to departmental and/or university matters, effective professional contributions to the public, and/or effective services to the profession are expected.

Professor: Evidence of leadership in the service area is mandatory. Significant contributions to the development of departmental and/or university programs including committee leadership or UAF Faculty Senate service and associated committees are expected. Effective application of service is professional expertise provided to professional or public organizations as in engineering society leadership including reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications.

Examples of service activities appropriate for faculty in engineering include (but are not limited to):

- K-12 and/or informal engineering education;
- Presentation of engineering to the public.
- Measures of effectiveness of performance include (but are not limited to):
- Accomplishments of the effort for organization to which service was provided;
- Opinions of clients served and/or colleagues involved in delivery of service.

Specific Sciences criteria for science service performance:

Assistant Professor: None in addition to UAF criteria.

Associate Professor: Positive contribution to departmental and/or university matters, effective professional contributions to the public, and/or effective service to the profession are expected.

Professor: Evidence of leadership in the service area is mandatory. Significant contributions to the development of departmental and/or university programs are expected, including service to the general public and Alaska teachers.

Measures of effectiveness of performance include (but are not limited to):

- Accomplishments of the effort of organization to which service was provided.
- Official recognition of quality of service (e.g., awards, letters of recommendation).
- Opinions of clients served and/or colleagues involved in delivery of service.

E. Curation

Curators at the University of Alaska Museum (UAM) can hold a tenure-track faculty position. Rank and tenure are held within departments at UAF, and Curators are thus treated as joint appointments between a department and UAM. As is the case for all tenure-track faculty at CSEM, Curator's performances are evaluated on the basis of their activities in teaching, research and service.

1. Curation involves the management and development of a formally recognized University collection that exists to serve as a research resource for students and researchers at university, state, national, and international levels. Examples of curatorial activities include, but are not limited to:

a. maintaining, enhancing, and enlarging the collection (includes computerization and database development, archival upgrades, specimen conservation and identification, and adding specimens or objects to existing collection);

b. interacting with state and federal agencies and with the public on collections-related issues;

c. facilitating collections use through loans, exchanges, and visiting researchers;

d. maintaining appropriate permits (as needed for the collections);

e. supervising collections managers, student employees, and volunteers;

f. working with public program staff to create exhibits and educational activities appropriate to the collection;

g. pursuing funding for collections growth and maintenance;

h. producing curatorial or collections-related publications, reports, and/or manuals;

i. ensuring university compliance with state and federal laws that pertain to the collection.

2. Specific criteria for curatorial performance:

Assistant Professor and Curator
Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:

a. Curators will develop the collections as a permanent record of the natural and/or cultural diversity of Alaska and the Circumpolar North and as a research resource for studies of biological and/or cultural diversity.

b. Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.

1. Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professionally accepted within their respective disciplines.

2. Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.

3. Curators will maintain current accession files, deaccession files, and catalogues of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAM.

4. Curators will develop, maintain, and revise written policies and procedures for caution of objects or specimens in their collections.

c. Curators will take part in interpretive activities of the Museum in order to fulfill the Museum's mission to interpret the natural and cultural history of Alaska. In this regard, preparation of small exhibit is approximately the equivalents of publication of a professional article; project direction of a large complex exhibit that includes preparation of a serious catalogue is approximately the equivalent of publication of a scholarly book.

d. Curators will actively prepare grant applications for external support for their curatorial activities and collection-based research.

Associate Professor and Curator
Consistent contributions to interpretive (education and exhibition) activities of the Museum, response to collection-related inquiries (from other professionals, the public and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident. Active solicitation for external funds to support curatorial activities and collection-based research must be evident.

Professor and Curator
Significant development of the collections under the Curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the Museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and or cultural history of Alaska and the Circumpolar North. Significance of collections will be measured in terms of research significance, value to University of Alaska research and instructional programs, and value to national and international research programs. The Curator should be a recognized authority in his/her field, locally and nationally. They must have a record of success in acquiring external funds for their curatorial activities and collection-based research.

3. Evaluation of Curation
A committee composed of the tenured curators at the museum will provide an evaluation to the unit peer committee. In formulating criteria, standards and indices for evaluation, promotion, and tenure, the Museum should include examples of curatorial activities and measures for evaluation appropriate for that unit. Excellence in curation may be demonstrated through, e.g., appropriate letter of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

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The UAF Faculty Senate passed the following at its Meeting #122 on April 5, 2004:

RESOLUTION OF RECOGNITION

WHEREAS, The UAF rifle team won its sixth consecutive NCAA Rifle Championship title in March,

WHEREAS, freshman Matt Rawlings was named a Co-Shooter of the NCAA Championship, and

WHEREAS, Matt Rawlings captured the individual smallbore championship and finished second in air rifle; Joe Hein was second in smallbore and fifth in individual air rifle; Jamie Beyerle took third in both smallbore and air rifle; and Karl Olsson posted a sixth place finish in smallbore, and

WHEREAS, four members of the Nanook rifle team earned National Rifle Association All-American status--Matt Rawlings and Joe Hein were named first-team All-American by the National Rifle Association in both smallbore and air rifle; Karl Olson was named first-team All-American in the smallbore division and second-team honoree in air rifle; and Matthew Wallace was named first-team All-American in smallbore, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate congratulates the 2003-2004 UAF rifle team as NCAA champion and commends the team's superior performance.

The UAF Faculty Senate passed the following at its Meeting #121 on March 1, 2004:

MOTION:
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The UAF Faculty Senate moves to approve a BA in Child Development & Family Studies.

EFFECTIVE: Fall 2004 and/or Upon Board of Regents' Approval.

RATIONALE: See new course requests #64-71 and full program proposal #72 from the Fall 2003 review cycle on file in the Governance Office, 312 Signers' Hall. ECE major requirement of 33 credits and three specialized concentrations of 15 credits in Administration, Curriculum and Teaching, and Family Support for a total of 126 credits; requires seven new courses.

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Brief Statement of the Proposed Program
Bachelor of Arts in Child Development & Family Studies

Mission: The mission of the CDFS program is to provide necessary preparation for early childhood educators who wish to advance their professional knowledge and career opportunities with specialized study in curriculum, administration or family support.

Delivery Method: The program will be offered through flexible course delivery methods to early childhood educators, living in both rural and urban Alaska outside of Anchorage bowl.

Intent: The intent of this degree is to qualify persons interested in upper level, higher paying employment in the early childhood career field.

Background: In the Headstart Reauthorization Act, 50% of Headstart Teachers are required to have a Bachelors degree by 2008, with the intent that eventually all Headstart teachers will be so qualified. In addition, qualifications beyond an Associate degree are required or recommended for all preschool teachers and many other positions in the field including: family advocates, home visitors, curriculum coordinators and administrators. Employers for all of these positions regularly seek applicants with baccalaureate degrees. Recently employers have been hiring candidates from out of state in order to find qualified applicants.

Furthermore, many of the current graduates of the ECE AAS degree want greater knowledge in this field, even if it is not required for their jobs. Since there is no relevant degree available here, they go out of state, seek a less satisfying degree through the complex interdisciplinary process, change careers completely, or leave the university with unfulfilled career aspirations, unprepared for the more challenging positions in the early childhood profession.

According to multiple sources there are approximately 5000 early childhood jobs in Alaska. The new BA in ECE at the UA campus is trying to prepare people for approximately 50% of those jobs, plus K-3 teachers in the Anchorage bowl. The UAF program is intended to serve the rest of the state, focusing on Child Development and Family Studies, rather than Education. Most early childhood professionals are mature women, with growing families and strong family values. Many work in small villages and cannot leave their families and communities to move to the city and obtain the UAA degree. The BA CDFS, with distance delivery, is designed for them.

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The UAF Faculty Senate passed the following at its Meeting #121 on March 1, 2004:

MOTION:
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The UAF Faculty Senate moves to amend Section 3, (Article V, Committees, Permanent) of the Bylaws to establish a permanent "Committee on the Status of Women."

CAPS - Addition
[[ ]] - Deletion

PERMANENT

7. THE COMMITTEE ON THE STATUS OF WOMEN. MEMBERSHIP WILL CONSIST OF EIGHT PEOPLE, ONE OF WHOM WILL BE A SENATOR, THE OTHERS TO BE ELECTED AT LARGE FROM AMONG UAF FACULTY.

THE PURPOSE OF THIS COMMITTEE IS TO MONITOR THE STATUS OF WOMEN FACULTY AT UAF AND TO WORK PROACTIVELY FOR GENDER EQUITY.

SUCH ACTIONS WILL INCLUDE, BUT ARE NOT LIMITED TO:

MAINTAINING LISTS OF WOMEN FACULTY WITH HIRE, TENURE AND PROMOTION DATES.

ORGANIZING AND SUPERVISING SURVEYS ON THE STATUS OF WOMEN AND ASSESSING THE CULTURAL CLIMATE OF THE UNIVERSITY AS IT PERTAINS TO WOMEN.

RECOMMENDING POLICY TO ADDRESS THE NEEDS OF WOMEN FACULTY.

SUPPORTING MENTORING OF WOMEN, BOTH NEW AND MID-CAREER FACULTY, INCLUDING RUNNING WORKSHOPS ON MENTORING, PROMOTION & TENURE, NEGOTIATING TECHNIQUES AND OTHER FORMS OF FACULTY DEVELOPMENT IDENTIFIED AS NECESSARY.

ADDRESSING FAMILY-WORK ISSUES, SUCH AS CHILD CARE, PARENTAL LEAVE, SPOUSAL/PARTNER HIRE.
COORDINATING WITH OTHER CAMPUS AND UNIVERSITY GROUPS WHICH DEAL WITH WOMEN'S AND GENDER ISSUES.

AND ANY OTHER ISSUES WHICH WOULD HELP WOMEN TO ACHIEVE EQUITY AT UAF.

EFFECTIVE: Immediately

RATIONALE: Women faculty at UAF have not achieved a level of equity congruent with their numbers either at the University or in the academic profession. This is apparent through several miscellaneous data, any one of which might be explained away, but which together make up a picture of inequity. For example:

- The Faculty Opinion Survey prepared for Statewide Human Resources, July 2003, found that only 55% of faculty (male and female) agreed or strongly agreed with the statement, "Women faculty are treated fairly here." This compares with a nationwide response rate of 85% agreement. When men's and women's responses are separated, women's disagreement rate goes up (http://www.alaska.edu/hr/hractivities/surveys/FacultyReport2003.pdf), p. 37.
- Since the formation of the UAF Faculty Senate in 1988, there has been only one woman president.
- In the 12 years of Usibelli Awards, only five awards have gone to women—3 women received awards for service and one each for teaching and research. Out of a total of 36 awards, women have received only 14% (http://www.uaf.edu/univrel/awards/faculty/index.html).
- According to the United Academics website (www.unitedacademics.net), there were 11 recipients of retention raises in the past year and a half. None went to women.
- Of the 26 members of the UAF Chancellor Search Committee, only 9 (36%) are women. Of the 8 UAF faculty members, only 2 (25%) are women. CLA, which has the largest number of women faculty, is

represented on the committee by two men (http://www.uaf.edu/chancellor/search/committee.html).

- There are 158 full professors at UAF; of these, 20 (13%) are women. Of these, only 10 are in the liberal arts, the disciplines which have the highest concentration of women faculty.
  Put another way, out of 200 women faculty at UAF, only 20 (10%) are full professors. Out of 407 men faculty, 138 (34%) are full professors.
  Or, out of a total of 607 faculty members, 33% are women, mostly concentrated at the lower levels of the academic hierarchy (http://www.uaf.edu/pair/2003/D4spr03.html).
- 58% of the students at UAF are women (http://www.uaf.edu/pair/2003/C3bsp03.html). It is not unreasonable to expect that women would make up a greater percentage of the total faculty at UAF and be more equitably represented in various faculty venues.
  These inequities may be due to any number of individual reasons, to conscious or unconscious discrimination, or the unwillingness or inexperience of women to take advantage of opportunities. In any case, we need to find out why and then take action to address the problem. A Committee on the Status of Women would be the focal point for remediative action.

The UAF Faculty Senate passed the following at its Meeting #120 on February 2, 2004:

MOTION:
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The UAF Faculty Senate moves to approve a Certificate in Yup'ik Language Proficiency.

EFFECTIVE: Fall 2004 and/or Upon Board of Regents' Approval.

RATIONALE: See full program proposal #128 from the Fall 2003 review cycle on file in the Governance Office, 312 Signers' Hall.

Requires 30 credits of ESK courses; offered at Kuskokwim Campus

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Brief Statement of the Proposed Program
Certificate, Yup'ik Language Proficiency

A one-year Certificate program in Yup'ik Language Proficiency will be made available to students who complete 30 credits in Yup'ik Language through the Kuskokwim Campus of the College of Rural Alaska (KUC). The program is designed for students who may not wish to pursue an A.A.S. or B.A. degree but would like recognition that they have completed a structured curriculum designed to develop basic proficiency in Yup'ik. Many students are already enrolled in Yup'ik language classes through the Kuskokwim Campus, but due to the lack of a structured degree program are forced to take these classes as general electives and are structurally discouraged from pursuing the continuous, structured language study necessary to become proficient in the language.

Courses will be offered through the Kuskokwim Campus only and will include traditional on campus classes as well as summer intensive and distance delivery options. Most on campus students will be traditional students directly out of high school pursuing entry level courses and course work toward an A.A.S. Upon completion of their degree programs many of these students will be encouraged to pursue B.A. programs through a variety of colleges and universities throughout Alaska and the lower-48. As the only institution in the world offering opportunities to pursue more advanced study in Yup'ik, it is hoped that many of these students will choose to pursue B.A. programs in Fairbanks.

Many distance delivery students will be currently employed as teacher's aides within local school districts within the Kuskokwim Campus service area. Most of these students will be non-traditional students in the sense that they are older and often with family and job responsibilities.
These students will be unable to attend courses full-time on campus. Courses targeted explicitly at these students will be offered in summer and via distance delivery and will necessarily involve local language experts from within the student's own village. This academically sound program will increase both the quality and quantity of Yup'ik language programming available through the schools and villages from which the students are drawn by providing them with a basic working knowledge of Yup'ik that they can immediately put to use within their own classrooms.

Closely linked to the Certificate is another program proposed degree program, a two-year integrated course of studies leading to an Associate of Applied Science degree in Yup'ik Language Proficiency, available to students who complete the Certificate-level courses and an additional 30 credits in related subjects including core undergraduate courses for all students pursuing the A.A.S. degree.

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The UAF Faculty Senate passed the following at its Meeting #120 on February 2, 2004:

MOTION:
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The UAF Faculty Senate moves to approve an A.A.S. in Yup'ik Language Proficiency.

EFFECTIVE: Fall 2004 and/orUpon Board of Regents' Approval.

RATIONALE: See full program proposal #129 from the Fall 2003 review cycle on file in the Governance Office, 312 Signers' Hall.

Requires the 30 credits of ESK coursework from the certificate and the 15 credits of required related instruction for the AAS for a total of 60 credits; offered at Kuskokwim Campus

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Brief Statement of the Proposed Program
A.A.S., Yup'ik Language Proficiency

A two-year Associate of Applied Science (A.A.S.) program in Yup'ik Language Proficiency designed for students who have completed, or intend to complete, the 30-credit Certificate program and would like to proceed on to a higher level. Students will complete 30 credits in Yup'ik Language through the Kuskokwim Campus of the College of Rural Alaska (KUC), followed by an additional 30 credits of University requirements for the A.A.S.

Many students are already enrolled in Yup'ik language classes through the Kuskokwim Campus, but due to the lack of a structured degree program are forced to take these classes as general electives and are structurally discouraged from pursuing the continuous, structured language study necessary to become proficient in the language.

Core courses will be offered through the Kuskokwim Campus only and will include traditional on campus classes as well as summer intensive and distance delivery options. Most on campus students will be traditional students directly out of high school pursuing entry level courses and course work toward an A.A.S. Upon completion of their degree programs many of these students will be encouraged to pursue B.A. programs through a variety of colleges and universities throughout Alaska and the lower-48. As the only institution in the world offering opportunities to pursue more advanced study in Yup'ik, it is hoped that many of these students will choose to pursue B.A. programs in Fairbanks.

Many distance delivery students will be currently employed as teacher's aides within local school districts within the Kuskokwim Campus service area. Most of these students will be non-traditional students in the sense that they are older and often with family and job responsibilities. These students will be unable to attend courses full-time on campus. Courses targeted explicitly at these students will be offered in summer and via distance delivery and will necessarily involve local language experts from within the student's own village. This academically sound program will increase both the quality and quantity of Yup'ik language programming available through the schools and villages from which the students are drawn by providing them with a basic working knowledge of Yup'ik that they can immediately put to use within their own classrooms.

The proposed A.A.S. will allow students to progress beyond the 30-credit Certificate and earn a two-year degree in Yup'ik Language Proficiency, attesting to a higher degree of academic preparation. The A.A.S. is again designed for both traditional and non-traditional students. For traditional students the A.A.S. will provide a structured stepping stone to advanced study of Yup'ik at UAF as well as a variety of B.A. degree options, including (but not limited to) Alaska Native and Rural Development, Linguistics, Alaska Native Studies. For non-traditional students the A.A.S. will provide courses to enhance local school and community programming for Yup'ik language and culture.

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The UAF Faculty Senate passed the following at its Meeting #120 on February 2, 2004:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the School of Education (SOEd).

EFFECTIVE: Immediately Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the School of Education (SOEd). With some changes, agreed upon by the school representative, Delena Norris-Tull, the unit criteria were found to be consistent with UAF guidelines.

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Approved by the Unit 12/3/03

UNIVERSITY OF ALASKA FAIRBANKS
REGULATIONS FOR THE EVALUATION OF FACULTY
AND
SCHOOL OF EDUCATION UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE SCHOOL OF EDUCATION. ITEMS IN CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE SCHOOL'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

PERIODIC EVALUATION OF FACULTY

A. General Criteria
As outlined in UAF Faculty Policies, Chapter IV. evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty.
Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.
Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction
A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom,

correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

IN ADDITION TO THE UNIVERSITY COMMUNITY, SCHOOL OF EDUCATION FACULTY SERVE ALASKA'S SCHOOL DISTRICTS. MUCH OF OUR TEACHING, RESEARCH, AND SERVICE ARE CONDUCTED IN AND FOR SCHOOLS. WE THEREFORE SERVE THREE CONSTITUENCIES – UNDERGRADUATE AND GRADUATE STUDENTS; OUR PROFESSIONAL RESEARCH COMMUNITY; AND K-12 SCHOOLS, INCLUDING DISTRICTS, TEACHERS, K-12 STUDENTS, AND THEIR FAMILIES AND COMMUNITIES.

SCHOOL OF EDUCATION PROGRAMS AND COURSES ARE RESPONSIVE TO STATE LICENSURE REQUIREMENTS, NATIONAL ACCREDITATION REQUIREMENTS, AND STATE BOARD OF EDUCATION AND UA BOARD OF REGENTS' MANDATES FOR THE PREPARATION OF K-12 TEACHERS, COUNSELORS, AND ADMINISTRATORS. THESE REQUIREMENTS CHANGE PERIODICALLY, WHICH REQUIRES REGULAR REVISION TO OUR CURRICULA. THUS CURRICULAR REVISION IS A REGULAR ASPECT OF THE INSTRUCTIONAL ROLE OF FACULTY.

FOR SOME FACULTY, ADVISING AND RECRUITING STUDENTS IS A REGULAR INSTRUCTIONAL ACTIVITY. FACULTY RESPONSIBLE FOR ADVISING REMOTELY-LOCATED STUDENTS TYPICALLY PROVIDE NUMEROUS SUPPLEMENTAL SERVICES TO STUDENTS, WHICH MAY INCLUDE PROVIDING INFORMATION ON FINANCIAL AID, PLACEMENT TESTS, REGISTRATION, TUTORING, AND UNIVERSITY ADMISSIONS. THESE ACTIVITIES MAKE ADVISING OF REMOTELY-LOCATED STUDENTS A TIME-CONSUMING ACTIVITY, WHICH SHOULD BE TAKEN INTO CONSIDERATION IN THE TENURE AND PROMOTION PROCESS.

1. Effectiveness in Teaching
Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics which define effective teachers. Effective teachers:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students.

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject.

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity.

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level.

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.

g. DEVELOP EFFECTIVE CURRICULAR MATERIALS AND MODES OF INSTRUCTION.

h. may receive prizes and awards for excellence in teaching.

i. MAY ENGAGE IN DIVERSE INSTRUCTIONAL ACTIVITIES SUCH AS TEACHING AT RURAL OR BRANCH CAMPUSES, TEACHING DISTANCE DELIVERED COURSES, TEACHING IN SUMMER

SCHOOL, AND DEVELOPMENT OF CURRICULUM MATERIALS FOR COURSES, SUCH AS THOSE UNIQUELY SUITED TO ALASKAN SCHOOLS.

j. MAY PROVIDE SUPERVISION OF STUDENTS DURING FORMAL CLINICAL PRACTICE, STUDENT TEACHING, OR INTERNSHIPS.

k. MAY INVOLVE STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN RESEARCH ACTIVITIES.

l. ARE EFFECTIVE IN ADVISING, MENTORING, AND RECRUITING STUDENTS.

2. Components of Evaluation
Effectiveness in teaching AND OTHER INSTRUCTIONAL ACTIVITIES will be evaluated through information on formal and informal teaching, course and curriculum materials, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings (i.e. student opinion of instruction summary forms),
and at least two of the following:
b. narrative self-evaluation.
c. peer/department chair classroom OR ALTERNATIVE SETTING observation(s) of teaching.
d. peer/department chair evaluation of course materials.

ADDITIONAL SOURCES OF EVIDENCE OF EFFECTIVENESS IN TEACHING MAY CONSIST OF BUT ARE NOT LIMITED TO:

e. A CLASS PRE TEST AT THE BEGINNING OF THE SEMESTER FOLLOWED BY A POST TEST OF SIMILAR FORMAT AT THE END OF THE SEMESTER OR YEAR TO ASSESS STUDENT PROGRESS.

f. EXAMPLES OF STUDENT PROGRESS OR SKILLS, REPRESENTED BY IMPROVEMENTS IN EARLY AND LATE SEMESTER SKILLS OR PRODUCTS, OR OTHER MECHANISMS THAT CAN DOCUMENT IMPROVEMENT.

g. INSTRUCTOR- OR STUDENT-DESIGNED STUDENT OPINION OF INSTRUCTION SUMMARY.

h. LETTERS OF SUPPORT FROM STUDENTS OR PEERS.

SPECIFIC SOE CRITERIA FOR INSTRUCTIONAL PERFORMANCE BEFORE APPOINTMENT OR PROMOTION TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO QUALITY TEACHING AND EVIDENCE OF CONTINUED IMPROVEMENT.

B. ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE ADVISING AND MENTORING OF STUDENTS, EFFECTIVE CLASSROOM TEACHING PERFORMANCE, AND/OR EVIDENCE OF SUPERVISION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR COSUPERVISOR) LEADING TO SUCCESSFUL COMPLETION OF THE DEGREE PROGRAM.

C. PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE MAY INCLUDE, BUT ARE NOT LIMITED TO: CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, RECEIPT OF AWARD FOR EXCELLENCE IN TEACHING, LEADERSHIP IN

DIRECTING GRADUATE STUDENTS' RESEARCH, SIGNIFICANT EXPERIENCE AS GRADUATE COMMITTEE CHAIR LEADING TO SUCCESSFUL COMPLETION OF GRADUATE DEGREE PROGRAM(S), AND/OR EFFECTIVE RECRUITMENT OR RETENTION OF STUDENTS, AS EVIDENCED BY LETTERS OF SUPPORT FROM ADVISEES OR OTHER ADVISORS.

C. Criteria for Research, Scholarly, and Creative Activity
Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

IN ADDITION TO THE UNIVERSITY COMMUNITY, SCHOOL OF EDUCATION FACULTY SERVE ALASKA'S SCHOOL DISTRICTS. MUCH OF OUR TEACHING, RESEARCH, AND SERVICE ARE CONDUCTED IN AND FOR SCHOOLS. WE THEREFORE SERVE THREE CONSTITUENCIES – UNDERGRADUATE AND GRADUATE STUDENTS; OUR PROFESSIONAL RESEARCH COMMUNITY; AND K-12 SCHOOLS, INCLUDING DISTRICTS, TEACHERS, K-12 STUDENTS, AND THEIR FAMILIES AND COMMUNITIES.

1. Achievement in Research, Scholarly and Creative Activity
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.
b. They must be evaluated by appropriate peers.
c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but ARE not limited to AN ASSORTMENT OF THE FOLLOWING ITEMS THAT THE UNIT CONSIDERS TO BE MOST VALUABLE FOR CONSIDERATION FOR PROMOTION AND TENURE:

a. Books, BOOK CHAPTERS, EDITED BOOKS, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, INCLUDING ELECTRONIC JOURNALS AND PRESSES, that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers OR INVITED PAPERS before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions RELATED TO THE FIELD OF EDUCATION; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Development of processes or instruments useful in solving problems, such as EDUCATIONAL MODELS, computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

g. BOOKS, BOOK CHAPTERS, EDITED BOOKS, REVIEWS, MONOGRAPHS, BULLETINS, ARTICLES, PROCEEDINGS AND OTHER SCHOLARLY WORKS PUBLISHED BY REPUTABLE JOURNALS, SCHOLARLY PRESSES, AND PUBLISHING HOUSES, INCLUDING ELECTRONIC JOURNALS AND PRESSES, THAT ACCEPT WORKS ONLY AFTER RIGOROUS REVIEW AND APPROVAL BY EDITORIAL BOARDS.

h. REFERREED RESEARCH ARTICLES AND REPORTS OF PRACTICE IN EDUCATION APPEARING IN PUBLICATIONS DESIGNED FOR EDUCATION PRACTITIONERS (SUCH AS JOURNALS DESIGNED FOR K-12 TEACHERS, ADMINISTRATORS OR SCHOOL COUNSELORS).

i. TEXTBOOKS, CURRICULA, OR CURRICULA MATERIALS FOR K-12 SCHOOLS OR COLLEGES THAT RESULT IN PUBLICATIONS THAT ARE PEER REVIEWED OR EDITORIAL BOARD REVIEWED.

j. NATIONAL AND STATE EDUCATIONAL POLICY AND PLANNING THAT RESULTS IN PEER REVIEWED OR EDITORIAL BOARD REVIEWED PUBLICATION.

k. PRODUCTION OF VIDEOTAPES OR MULTIMEDIA DIGITAL WORKS REVIEWED BY PEERS IN THE DISCIPLINE.

ADDITIONAL PIECES OF EVIDENCE CONSIST OF BUT ARE NOT LIMITED TO:

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Scholarly reviews of publications, art works and performance of the candidate.

c. Citations of research in scholarly publications.

d. Published abstracts of research papers.

e. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

f. Prizes and awards for excellence of scholarship.

g. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

h. PRESENTATION OF INVITED PAPERS, RESEARCH, OR REPORTS OF BEST PRACTICE IN EDUCATION BEFORE LEARNED SOCIETIES.

i. INVITED EDITORIALS PUBLISHED IN SCHOLARLY WORKS.

j. PRODUCTION OF EDUCATIONAL VIDEOTAPES OR MULTIMEDIA DIGITAL WORKS REVIEWED AND UTILIZED BY SCHOOL PERSONNEL, COLLEGES, OR COMMUNITY ORGANIZATIONS.

k. INVITED PERFORMANCES AND PRODUCTIONS RELATED TO EDUCATIONAL RESEARCH OR PRACTICE IN EDUCATION REQUESTED BY SCHOOLS, COLLEGES, OR COMMUNITIES.

l. DEVELOPMENT OF CURRICULA OR CURRICULA MATERIALS WHICH ARE REVIEWED AND UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.

m. PUBLICATIONS, PRODUCTS, AND POLICY IMPLEMENTED FOLLOWING REVIEW BY NATIONAL, STATE AND LOCAL AGENCIES OR COMMITTEES, SCHOOL DISTRICTS AND COMMUNITY BOARDS OR AGENCIES.

n. PROFESSIONAL REPORTS REVIEWED BY PEERS IN STATE AND NATIONAL EDUCATION ORGANIZATIONS, REQUIRED FOR ACCREDITATION PURPOSES.

SPECIFIC SOE CRITERIA FOR SCHOLARLY PERFORMANCE BEFORE APPOINTMENT OR PROMOTION TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH, SCHOLARLY, OR CREATIVE PROGRAM IN THE AREA OF SPECIALIZATION.

B. ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH, SCHOLARLY, OR CREATIVE PROGRAM AS EVIDENCED BY ANY OF THE FOLLOWING: REFEREED PROFESSIONAL JOURNALS, BOOKS, BOOK CHAPTERS, AND/OR EDITED BOOKS PEER REVIEWED OR REVIEWED BY AN EDITORIAL BOARD, PROFESSIONAL REPORTS OR SCHOLARLY PRODUCTS, CURRICULAR MATERIALS, OR OTHER APPROPRIATE CREATIVE PRODUCTS IN THE FIELD OF SPECIALIZATION.

THE SUBMISSION OF RESEARCH PROPOSALS, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE SCHOLARLY PROGRAM IS OF HIGH QUALITY. MUST SHOW EVIDENCE OF SUSTAINED SCHOLARLY PRODUCTIVITY. THE FACULTY MEMBER SHOWS INDEPENDENCE AND LEADERSHIP BY THE CREATION OF SCHOLARLY IDEAS THAT INVOLVE COLLABORATIONS WITH PEERS IN THEIR FIELD OF SPECIALIZATION, STUDENTS, SCHOOL PERSONNEL OR PERSONNEL IN STATE OR NATIONAL ORGANIZATIONS.

RESEARCH AND SCHOLARLY ACTIVITY IN EDUCATION IS NOTABLY COLLABORATIVE IN NATURE. THUS IT IS CONSIDERED COMMON PRACTICE IN THE FIELD TO PRODUCE PUBLICATIONS OR OTHER PRODUCTS COLLABORATIVELY. TO DEMONSTRATE A CONSISTENT FLOW OF RESEARCH, A FACULTY MEMBER WHO HAS COMPLETED WORK BEFORE APPOINTMENT CAN COUNT UP TO THREE PUBLICATIONS OR OTHER PRODUCTS TOWARD PROMOTION.

C. PROFESSOR: THE SCHOLARLY PROGRAM SHOULD HAVE PRODUCED CLEAR EVIDENCE THAT CANDIDATE IS A LEADER IN THEIR FIELD. PUBLICATIONS AND OTHER PRODUCTS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL SCHOLARLY PROGRAM. A NATIONAL OR INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS, THE RECEIPT OF AWARDS, AND DOCUMENTED OPINIONS OF OTHERS IN THE FIELD) IS EXPECTED. THERE SHOULD BE A RECORD OF SUCCESSFUL COMPLETION OF GRADUATE WORK BY HIS OR HER STUDENTS. THERE SHOULD BE DEMONSTRATED EVIDENCE OF EXTERNAL RESEARCH FUNDING.

D. Criteria for Public and University Service
Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service
Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units; such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and othereducational media, NON-REVIEWED CURRICULAR MATERIALS, INFORMATIONAL BULLETINS, JOURNALS AND NEWSLETTERS UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

l. PROVIDING PROFESSIONAL DEVELOPMENT FOR K-12 TEACHERS AND OTHER K-12 SCHOOL PERSONNEL AND COMMUNITY MEMBERS.

2 . University Service
University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department head or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring faculty.

j. Prizes and awards for excellence in university service.

3. Evaluation of Service
Each individual faculty member’s proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units

should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

SOE FACULTY TYPICALLY DEVOTE A SIGNIFICANT PERCENTAGE OF THEIR ACTIVITIES TO SERVICE. DUE TO UA BOARD OF REGENTS' AND OTHER UA ADMINISTRATIVE MANDATES, ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT LICENSURE REQUIREMENTS, AND THE REQUIREMENTS OF NATIONAL ACCREDITATION, FACULTY HAVE RESPONSIBILITIES TO NUMEROUS COLLABORATIVE RELATIONSHIPS WITH ENTITIES EXTERNAL AND INTERNAL TO THE UNIT. SOME COLLABORATIONS RESULT IN FREQUENT TRAVEL AND SERVICE ON NUMEROUS COMMITTEES. THESE ACTIVITIES ARE OF GREAT IMPORTANCE TO THE UNIT AND SHOULD BE EVALUATED AS SUCH.
SPECIFIC SOE CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION OR APPOINTMENT TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF UNIVERSITY/PUBLIC SERVICE

B. ASSOCIATE PROFESSOR: CONTRIBUTIONS TO DEPARTMENT/SCHOOL/ COLLEGE/UNIVERSITY MATTERS.
CONTRIBUTIONS TO THE PUBLIC, INDUSTRY, GOVERNMENT AGENCIES AND SERVICE TO THE PROFESSION.

C. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. CONTRIBUTIONS TO DEPARTMENTAL/SCHOOL/COLLEGE/ UNIVERSITY MATTERS ARE EXPECTED AS WELL AS EFFECTIVE APPLICATION OF EXPERTISE TO PROFESSIONAL AND PUBLIC ORGANIZATIONS.

THE FOLLOWING ARE EXAMPLES OF EXCELLENCE IN SERVICE :

a. INVITATIONAL SERVICE ON STATE, NATIONAL OR INTERNATIONAL BOARDS, REVIEW COMMITTEES, AWARD COMMISSIONS OR SCHOLARSHIP COMMISSIONS.

b. NATIONAL OR STATE LEADERSHIP IN A PROFESSIONAL ORGANIZATION.

c. RECOGNITION THROUGH INVITATIONAL SPEAKING ENGAGEMENTS.

d. OUTSTANDING UNIVERSITY SERVICE, SUCH AS SERVING AS A FACULTY SENATE OFFICER, FACULTY SENATE COMMITTEE CHAIR OR MEMBER OF A MAJOR ADMINISTRATIVE SEARCH COMMITTEE.

e. RECOGNITION THROUGH RECEIPT OF PUBLIC SERVICE AWARDS OR AWARDS FOR SERVICE TO THE UNIVERSITY.

f. RECEIPT OF A NATIONAL ASSOCIATION OR PROFESSIONAL SOCIETY SERVICE AWARD.

E. Unit Criteria, Standards and Indices
Unit criteria, standards and indices are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in B, C, D, above, and in "UAF Faculty Appointment and Evaluation Policies," Chapter IV for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review.

Unit criteria, standards and indices may be developed by those units wishing to do so. Units that choose not to develop discipline-specific unit criteria, standards and indices must file a statement stating so with the Office of the Provost, which shall serve as the official repository for approved unit criteria, standards and indices.

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed

and approved by the cognizant dean who will forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

Unit criteria, standards and indices will be reviewed at least every five (5) years by the faculty of the unit. When reorganization results in a unit's placement in another college/school structure, the cognizant dean, in consultation with the unit faculty shall review unit criteria, standards and indices and revise if warranted. Unit criteria, standards and indices approved by the Faculty Senate prior to a unit's reorganization shall remain in effect until reviewed and revised. Revision of unit criteria, standards and indices must follow the review process established by the Faculty Senate. If the unit criteria, standards and indices are not revised, a statement of reaffirmation of the current unit criteria, standards and indices must be filed with the Office of the Provost, following the review.

Unit criteria, standards and indices, when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

12/03

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The UAF Faculty Senate passed the following at its Meeting #120 on February 2, 2004:

MOTION:
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The UAF Faculty Senate strongly recommends that the UA Statewide Administration maintain and fully fund the Faculty Liaison position at the UA Statewide office. Furthermore, the Faculty Liaison must be a fully involved participant in UA Statewide deliberations.

EFFECTIVE: Immediately

RATIONALE: The mission of the University of Alaska Fairbanks (UAF) states that UAF "as the nation's northernmost Land, Sea, and Space Grant university and international research center, advances and disseminates knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North and their diverse peoples." Faculty are the heart of the university and the driving force for accomplishing UAF and UA's mission because the faculty teach the students, perform the research, and engage in community and university service. Faculty input in Statewide matters is crucial for accomplishing our mission and ensuring a balanced and successful future for the university. Furthermore, the Faculty Liaison is a crucial link between the UAF Faculty and the Statewide Administration by being present during UA Statewide deliberations, by providing a largely non-academic Statewide Administration with an academic and faculty point of view, and by reporting Statewide issues to the faculty.

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The UAF Faculty Senate passed the following at its Meeting #120 on February 2, 2004:

RESOLUTION:
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WHEREAS, The Faculty Senate Budget Liaison Report dated 24 April 2003 was presented to the UAF Faculty Senate on 5 May 2003; and

WHEREAS, The major conclusions of this report indicate that on average funds for the executive administrative purposes increased 3.5-fold compared to funds allocated for academic purposes during a 5-year period from fiscal year 1998 (FY98) through FY02; and

WHEREAS, In this report, the Budget Liaison strongly encouraged the UAF Administration, i.e., Provost Reichardt and Chancellor Lind, to give a rationale for the disproportionate growth of executive administration at UAF in Fairbanks; and

WHEREAS, The UAF Faculty Senate president-elect requested a written justification for the disproportionate growth of executive administration at UAF from the UAF Administration during the 27 October 2003 Faculty Senate meeting, to be presented during the 8 December 2003 Faculty Senate meeting; and

WHEREAS, The UAF Administration has not provided such a written justification to date;

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate will assume that the UAF Administration agrees with the recommendations expressed in the 24 April 2003 Budget Liaison Report if a detailed written justification is not received by 5 April 2004; and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate subsequently expects the UAF Administration to act upon these recommendations and cut executive administration budgets by twice the amount (as specified in the report) compared to academic budgets in the next budget year.

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The UAF Faculty Senate passed the following at its Meeting #120 on February 2, 2004:

MOTION:
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The UAF Faculty Senate moves to amend Section 3, (Article V, Committees, Permanent) of the Bylaws pertaining to the Developmental Studies Committee and Curriculum Review Committee membership.

[[ ]] - Deletion
CAPS - Addition

[[2. The Developmental Studies Committee will include one representative from each of the following units: Northwest Campus; Chukchi Campus; Kuskokwim Campus; Bristol Bay Campus; Interior-Aleutians Campus; College of Science, Engineering and Mathematics: Science Department (Biology, Chemistry, Geology, or Physics), and Mathematics Department; the College of Liberal Arts: English Department, and Cross-Cultural Communications Department; the College of Rural Alaska Developmental Studies Division; Rural Student Services; Advising Center; Student Support Services Program; and two representatives from the Tanana Valley Campus.]]

2. THE DEVELOPMENTAL STUDIES COMMITTEE WILL INCLUDE ONE REPRESENTATIVE FROM EACH OF THE FOLLOWING UNITS: ACADEMIC ADVISING CENTER, BRISTOL BAY CAMPUS, CHUKCHI CAMPUS, THE COLLEGE OF LIBERAL ARTS ENGLISH DEPARTMENT, INTERIOR-ALEUTIANS CAMPUS, KUSKOKWIM CAMPUS, NORTHWEST CAMPUS, STUDENT SUPPORT SERVICES PROGRAM, AND TANANA VALLEY CAMPUS; TWO REPRESENTATIVES FROM THE COLLEGE OF SCIENCE, ENGINEERING AND MATHEMATICS: ONE FROM THE SCIENCES (BIOLOGY, CHEMISTRY, GEOLOGY, OR PHYSICS) AND ONE FROM MATH; AND THREE REPRESENTATIVES FROM THE COLLEGE OF RURAL ALASKA: ONE FROM THE DEPARTMENT OF DEVELOPMENTAL EDUCATION, ONE FROM RURAL STUDENT SERVICES, AND ONE FROM RURAL CAMPUS STUDENT SERVICES.

The Developmental Studies Committee shall consider policies concerning developmental education: programs, courses, instructional development, evaluation, and assessment. This committee will function as a curriculum council/review committee for all developmental [[studies]] EDUCATION courses. [[Discipline based]] Developmental EDUCATION courses will be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination.

5. The Curriculum Review Committee evaluates proposed substantive undergraduate course and program additions, changes, and deletions submitted by the appropriate school/college curriculum committees.

Among the topics of its review are number and duplication of courses, credit assignment, establishment of need for new programs, and resource impacts of curricular changes. Decisions of the Curriculum Review Committee may be appealed to the Curricular Affairs by the department submitting the proposal.

The Committee shall be composed of the chairs of the college/school curriculum councils, [[the chair of the Developmental Studies Committee,]] the University Registrar or the Registrar's designee, and shall be chaired by a member of the Curricular Affairs Committee.

EFFECTIVE: Immediately

RATIONALE: Restructuring the College of Rural Alaska has led to the formation of the Department of Developmental Education and rural Student Support Services. It also includes Rural Student Services. The Developmental Studies Committee needs to be restructured to reflect these changes and keep a balanced composition of all interested units.

The chair of the Developmental Studies Committee no longer needs to be a member of the Curriculum Review Committee.

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The UAF Faculty Senate passed the following at its Meeting #120 on February 2, 2004:

MOTION:
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The UAF Faculty Senate moves to endorse the Faculty Alliance report on the targets for the established outcomes based budgeting measures.

The UAF Faculty Senate passed the following at its Meeting #119 on December 8, 2003:

MOTION:
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The UAF Faculty Senate moves to approve a minor in Leadership and Civic Engagement.

EFFECTIVE: Fall 2004

RATIONALE: See full program proposal #43 on file in the Governance Office, 312 Signers' Hall. Requires two new courses, NORS 205 and 492, plus three electives from select PS, HIST, or RD courses for a total of 15 credits.

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Brief Description of the Proposed Program
Minor in Leadership and Civic Engagement

The minor in leadership and civic engagement will be administered by the Northern Studies Program,an interdisciplinary program housed within the College of Liberal Arts on the University of Alaska Fairbanks campus. Its purpose is tostrengthen the abilities of UAF graduates to lead and contribute effectively in both the public and private spheres, especially in the Alaska public policy context.

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The UAF Faculty Senate passed the following at its Meeting #119 on December 8, 2003:

MOTION:
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The UAF Faculty Senate moves to approve a BA in Social Studies.

EFFECTIVE: Fall 2004 and/or
Upon Board of Regents' Approval.

RATIONALE: See full program proposal #26 from the Spring 2003 review cycle on file in the Governance Office, 312 Signers' Hall.

The Interdisciplinary degree requires 3 of the Core "Perspective" courses, 14 major requirement courses, one elective from five social studies categories, a concentration in a social studies area, and a capstone experience of 6 credits for a total of 120 credits.

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Brief Statement of the Proposed Program
Bachelor of Arts in Social Studies

Bachelor of Arts in Social Studies. The social studies interdisciplinary degree provides students with a broad background in various disciplines of social studies, including Anthropology, Alaska Native Studies, Economics, Geography, History, Political Science, Psychology, and Sociology, while providing depth in at least one of the

social studies disciplines. The degree, combined with the one-year UAF School of Education post-baccalaureate teacher licensure program, is designed to prepare students to become effective social studies teachers.

The National Council for Accreditation of Teacher Education (NCATE) requires teachers who are certified in any of the social studies disciplines (for example, Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology) to have a background in a significant number of courses outside of their specific discipline. Those students would find that a double major, combining a field such as history with the social studies major, would provide them with the broad background required by NCATE, and with the academic background required by the No Child Left Behind legislation, to enable them to teach in more than one subject area.

The objectives of the creation of the new degree are two-fold: (1) to provide a broad background in a variety of disciplines, so as to better prepare secondary teachers to teach a variety of social studies subjects than would a major in a single field alone; (2) to prepare students with the broad background in the social studies required by the National Council for Accreditation of Teacher Education (NCATE) and the National Council of Social Studies.

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The UAF Faculty Senate passed the following at its Meeting #119 on December 8, 2003:

MOTION:
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The UAF Faculty Senate moves to amend the Bachelor of Technology degree to eliminate the business option (4a).

EFFECTIVE: Fall 2004

RATIONALE: The School of Management does not recognize the B.T. as a business option. Removing the business option from the BT will avoid conflict with AACSB accreditation issues where SOM reviews all business management courses. The Interdisciplinary degree can incorporated these courses with SOM approval.

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[[ ]] = Deletions
CAPS = AdditionTechnology

Interdisciplinary Program
(907) 474-7464
Degree: B.T.
Minimum Requirements for Degree: 120 credits

This program offers qualified applicants the opportunity to expand upon their vocational/technical education. [[The B.T. degree allows students to choose business or interdisciplinary studies.]]

[[Business enhances managerial/entrepreneurial skills.]] THE Interdisciplinary studies B.T. DEGREE allows the exceptional student to tailor a baccalaureate program to their unique needs. Information and advising for this degree is through the VICE PROVOST FOR INSTRUCTIONAL AFFAIRS.

Undergraduate Program
Major
Technology -- B.T. Degree

1. Complete the general university requirements. [[As part of the core curriculum requirements, complete MATH 161X.]]

2. Complete the following B.T. degree requirements.

3. Complete the following:

ENGL 314W,O/2 -- Technical Writing (3 credits)
MATH/CS/STAT elective at the 100-level (3 credits)
TTCH 301 -- Technology and Society (3 credits)
Computer competency (3 credits)
Specialty Electives (6 credits)
(Advisor approved upper division internship or advanced technical experience.)

4. Complete [[1 of the following specialization options:*]] 30 CREDITS OF INTERDISCIPLINARY STUDIES APPROVED BY A FACULTY COMMITTEE.* 30 CREDITS

[[a. Complete the following:*

ACCT 261 -- Accounting Concepts and Uses I (3 credits)
ACCT 262 -- Accounting Concepts and Uses II (3 credits)
BA 151 -- Introduction to Business (3 credits)
ECON 200 -- Principles of Economics (4 credits)
STAT 200 -- Elementary Probability and Statistics (3 credits)
Complete 5 courses from the following:
BA 307 -- Personnel Management (3 credits)
BA 317W -- Employment Law (3 credits)
BA 325 -- Financial Management (3 credits)
BA 330 -- The Legal Environment of Business (4 credits)
BA 343 -- Principles of Marketing (3 credits)
BA 390 -- Organizational Theory and Behavior (3 credits)
BA 447W,O -- Compensation Management (3 credits)
BA 457 -- Training and Management Development (3 credits)
BA 475 -- Transportation and Logistics (3 credits)

b. Interdisciplinary***]]

5. Complete 30 credits at UAF in the area of specialization (either completed in residence or accepted by transfer as equivalent to specific UAF courses).

Complete 1 of the following to demonstrate competence in the area of specialization:

a. An associate of applied science degree from an accredited institution of higher education. In general, the name of the degree shall be bachelor of technology. [[The following concentration areas are available to students who complete a UAF A.A.S. degree.
* Apprenticeship Technology
* Community Health
* Culinary Arts
* Dental Assistant
* Early Childhood Education
* Emergency Services
* Human Services
* Information Technology Specialist
* Interdisciplinary
* Maintenance Technology
* Medical Assistant
* Office Management and Technology
* Paralegal Studies

* Process Technology
* Professional Piloting
* Renewable Resources
* Tribal Management]]

b. Substitute 1 of the following [[as a demonstration of competency]] QUALIFICATIONS in an applied or technical field with the approval of the Curricular Affairs Committee of the Faculty Senate:

* A.A.S. or similar degree earned at a non-accredited institution, deemed appropriate by the faculty.
* State or federal certification deemed appropriate by the faculty.
* Journeyman status in trades and industry, deemed appropriate by the faculty.

6. Minimum credits required (120 credits)

* Student must earn a C grade or better in each course.
[[** No more than 25% of total coursework may be taken in the School of Management.]]
[[***]]See "Interdisciplinary Studies" in the Degrees and Programs section.
Note: At least 39 credits must be 300-level or above.

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The UAF Faculty Senate passed the following at its Meeting #119 on December 8, 2003:

MOTION:
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The UAF Faculty Senate moves to accept the recommendation of the CORE Review Committee to amend the Natural Science requirement of the CORE Curriculum to allow "Student may complete any two Core science courses to fulfill the Core science requirement."

EFFECTIVE: Spring 2004

RATIONALE: The intent of the UAF Core science requirement is to provide students with: (1) a basic understanding of main concepts in science, (2) a solid grounding in the process of science as a way of knowing, (3) understanding of the interaction of science and society, and (4) an interest in learning more about science.

The original vision for UAF Core science courses was that students would either delve deeply into a single discipline ("depth") or they would explore two separate disciplines, each in less detail ("breadth").

The change in policy would allow maximum flexibility in course selection in the sciences by UAF students. It would not punish those students who enroll in an exploratory course (a "breadth" course), get excited about that discipline, then enroll in that discipline. It encourages faculty teaching "breadth" courses to teach exciting courses that might attract students to that discipline. Equally important, it does not "punish" students for attending UAF. We allow transfer students to bring in ANY 2 SCIENCE COURSES WITH LABS, regardless of discipline, or "breadth" vs. "depth" designation.

There is obviously some overlap of material between introductory-level courses within a discipline, but not enough to be of major concern. In addition, the area of overlap will, hopefully, cover important concepts that might well warrant repetition.

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The UAF Faculty Senate passed the following at its Meeting #119 on December 8, 2003:

MOTION:
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The UAF Faculty Senate moves to amend the UAF Graduate Academic Standards, as published in the 2003-2004 UAF Catalog, as follows:Delete the following from p. 40 of the UAF Catalog, in the section on Academic Regulations for graduate students:

[[**Academic Standards**

Good Standing

To remain in good standing, you must maintain a cumulative GPA of 3.0 in courses identified on your Advancement to Candidacy. Before advancing to candidacy, however, a cumulative GPA of 3.0 is required on all courses taken since admission to graduate study. You will be placed on probation if your GPA falls below 3.0 and will remain on probation until grades are brought up to 3.0.

Academic Disqualification

Upon the recommendation of either the dean of your college or school or your advisory committee (and with the concurrence of the dean), you may be disqualified from graduate study when your performance is deemed unsatisfactory.]]Add the following section to the UAF Catalog:

START ADDITION

Academic Standards

Good Standing in UAF Graduate Degree Programs

To maintain good academic standing in UAF graduate programs, students:

a. Must maintain a cumulative GPA of 3.0 in courses taken since admission to graduate school. Before advancing to candidacy, however, a cumulative GPA of 3.0 is required based on all courses identified on your Advancement to Candidacy. The student must earn at least a B grade in 400 level courses.

b. Must be registered at UAF with a minimum 6 credits per year unless on approved leave of absence.

c. Must not violate any part of the Student Code of Conduct.

d. Have a current graduate study plan or an advancement to candidacy submitted and approved, unless the student is within the first year of graduate study.

e. Have in the student's file by May 15 of each year an annual report from the graduate advisory committee, certifying satisfactory progress. This is the responsibility of the student. Students starting in January need not submit an annual report until April of the next academic year. If a satisfactory annual report is not filed as specified, the student may be placed on probation.

f. Pass any required qualifying exams or comprehensive exams. Departments may set the number of times an exam may be repeated.

Probation in UAF Graduate Degree Programs

Probationary status indicates that the student is not in good standing. When a student is placed on probation, the dean of the school or program, and the advisory committee will notify the student of requirements to be met before

the student may be returned to good standing. If a student does not return to good standing by the end of two semesters, the student may be dismissed from the degree program.

Dismissal from UAF Graduate Degree Programs

If recommended by the department chair, the graduate advisory committee, and the dean of the college or school, and approved by the Dean of the Graduate School, a student will be dismissed because of unsatisfactory performance. Unsatisfactory performance is deemed as one or more of the following:

a. Exceeding maximum time limit for degree.

b. Not being registered at UAF for a minimum 6 credits per year unless on approved leave of absence.

c. Having less than 3.0 cumulative GPA on courses taken since admission to graduate school.

d. Being on probationary status for more than two consecutive semesters.

e. Violating the Student Code of Conduct.

f. Lacking progress as judged by the advisory committee and documented on the student's annual report.

g. Having substantive inaccuracies in the student's application for admission.

If the student does not have a graduate advisory committee, dismissal can occur upon the recommendation of the department chair and the dean of the college or school, with approval by the Dean of the Graduate School.

END ADDITION

EFFECTIVE: Spring 2004

RATIONALE: This motion addresses the need for a clear and consistent, university-wide policy for graduate student "good standing." This need arises because of (1) current problems with removing students from programs even when they are clearly not progressing, due to the absence of a written policy defining the conditions and procedures under which this may be done; and (2) the federal government's requirement that the University report whether or not each foreign student is in "good standing." The policy proposed here is adapted from the current (brief) UAF policy as stated in the UAF Catalog, and from the CSEM draft policy addressing student status in CSEM graduate degree programs.

The description of "Good Standing" restates and clarifies existing requirements for graduate students, and applies them to students' formal standing in graduate degree programs. It will replace the section on Good Standing for graduate students in the UAF Catalog.
The definition of "Probationary Status" is new, as there was previously no definition. The use or application of probation was unclear and therefore legally indefensible.

The description of conditions for "Dismissal" explicitly states the grounds under which a student may be dismissed, upon recommendation of the department chair, the dean of the school or program, and the Dean of the Graduate School. This will replace the section on Academic Disqualification for graduate students in the UAF Catalog. The term "Dismissal" replaces "Disqualification." The inclusion of a two-semester maximum period on probation has been added; all other grounds for dismissal are restatements of existing formal or informal policy.

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The UAF Faculty Senate passed the following at its Meeting #119 on December 8, 2003:

RESOLUTION:
==========

WHEREAS, The mission of the University of Alaska Fairbanks (UAF) states that UAF "as the nation's northernmost Land, Sea, and Space Grant university and international research center, advances and disseminates knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North and their diverse peoples"; and

WHEREAS, UAF Faculty are the heart of the university and the driving force for accomplishing UAF's mission because the faculty teach the students, perform the research, and engage in community and university service; and

WHEREAS, UAF Faculty to date have not been involved in any meaningful way in the development of the University of Alaska (UA) Outcomes Based Budgeting process; and

WHEREAS, The currently proposed goals and measures/metrics of the UA Outcomes Based Budgeting process are based almost exclusively on economic indicators instead of on academic excellence and a sound long-term academic vision; and

WHEREAS, Infrastructure needs to make the UA Outcomes Based Budgeting process feasible have not been proposed; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate rejects the current Outcomes Based Budgeting process as directed by the UA Statewide Administration; and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate demands that the UA Statewide Administration include UAF Faculty in the decision making process of the development, review, and implementation of the Outcomes Based Budgeting process at the UA Statewide as well as UAF levels; and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate demands that the Outcomes Based Budgeting process be integrated with the outcomes assessment and accreditation processes already in place in every unit at UAF.

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The UAF Faculty Senate passed the following at its Meeting #119 on December 8, 2003:

MOTION:
======

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Natural Resources and Agricultural Sciences (SNRAS).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the School of Natural Resources and Agricultural Sciences (SNRAS). With some minor changes, agreed upon by the school representative, Steve Sparrow, the unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
ANNUAL REVIEW, PRE-AND POST-TENURE,
PROMOTION, TENURE REVIEW
AND
SCHOOL OF NATURAL RESOURCES AND AGRICULTURAL SCIENCES
UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE SCHOOL OF NATURAL RESOURCES AND AGRICULTURAL SCIENCES (SNRAS). ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO SNRAS FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS.

I. Purview.

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

II. EVALUATION OF FACULTY

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV AND SNRAS UNIT CRITERIA, STANDARDS, AND INDICES, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty members' professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods,

laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching;

h. EFFECTIVELY ADVISE AND MENTOR INDIVIDUAL STUDENTS DURING THE TERM OF THEIR DEGREE PROGRAM;

i. EFFECTIVELY SERVE AS MAJOR ADVISOR OR MEMBER OF SENIOR THESIS AND GRADUATE COMMITTEES;

j. PROMOTE UNDERGRADUATE STUDENT INVOLVEMENT IN FACULTY SCHOLARLY PROJECTS;

k. DEVELOP INNOVATIVE AND INTERACTIVE INSTRUCTIONAL METHODS AND MEDIA, INCLUDING WEB-BASED MATERIALS AND DISTANCE-DELIVERY TEACHING;

l. CREATE AN ATMOSPHERE OF OPENNESS IN THE CLASSROOM THAT ENCOURAGES STUDENTS TO FREELY EXPRESS THEIR OWN IDEAS AND VIEWPOINTS.SPECIFIC

SNRAS CRITERIA FOR TEACHING PERFORMANCE:

ASSISTANT PROFESSOR: EVIDENCE OF EXCELLENCE IN TEACHING AND A COMMITMENT TO A QUALITY TEACHING

PROGRAM IN THE DEPARTMENT.

ASSOCIATE PROFESSOR: EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT IS NOT LIMITED TO) EXCELLENCE IN CLASSROOM TEACHING, COURSE AND/OR CURRICULUM DEVELOPMENT INCLUDING CONTEMPORARY AND RELEVANT MATERIAL THAT STIMULATES THE LEARNING PROCESS, NOVEL APPROACHES TO INSTRUCTION AND USE OF ASSIGNMENTS, AND EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS.

PROFESSOR: MAJOR CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE (BUT ARE NOT LIMITED TO) MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL FACILITIES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS. MUST PROVIDE EVIDENCE OF EXCELLENCE IN TRAINING AND MENTORING OF GRADUATE STUDENTS FOR FACULTY IN PROGRAMS THAT GRANT GRADUATE DEGREES.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observations,

d. peer/department chair evaluation of course materials.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

RESEARCHERS WHO RECEIVE FEDERAL AND STATE FORMULA FUNDS (SUCH AS HATCH AND MACINTIRE-STENNIS FUNDS) THROUGH THE AGRICULTURAL AND FORESTRY EXPERIMENT STATION (AFES) HAVE A SPECIAL MISSION TO CONDUCT RESEARCH WITH DIRECT APPLICATION TO GOVERNMENT AGENCIES, PRIVATE BUSINESSES, AGRICULTURAL AND FORESTRY PRODUCERS, NATURAL RESOURCE MANAGERS, EDUCATORS, AND OTHER RESEARCHERS IN ALASKA. THIS IS A FUNDAMENTAL OBLIGATION OF THE AFES TO THE PEOPLE OF ALASKA. EACH

FACULTY MEMBER SO FUNDED IS EXPECTED TO DISSEMINATE THE RESULTS OF THEIR RESEARCH IN ACTIVITIES SUCH AS AFES PEER REVIEWED PUBLICATIONS, WORKSHOPS, SEMINARS, CONFERENCES, NEWSLETTERS, AND FORUMS DIRECTED SPECIFICALLY AT END USERS, AS WELL AS IN APPROPRIATE SCIENTIFIC JOURNALS, CONFERENCES, AND REPORTS TO THE FUNDING AGENCIES.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more the following characteristics:

a. They must occur in a public forum,

b. They must be evaluated by appropriate peers,

c. They must be evaluated by peers external to this institution so as to allow an objective judgment,

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings, PEER REVIEWED ELECTRONIC JOURNALS, INTERACTIVE ELECTRONIC PUBLICATIONS, MAPS, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. THIS ACTIVITY IS OF FOREMOST IMPORTANCE AND CAN NOT BE SUBSTITUTED FOR BY ITEMS BELOW;

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval;

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers;

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics;

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges;

f. Editing or refereeing articles or proposals for professional journals or organizations;

g. Scholarly reviews of publications, art works and performance of the candidate;

h. Citations of research in scholarly publications;

i. Published abstracts of research papers;

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline;

k. Prizes and awards for excellence of scholarship;

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study;

m. Development of processes or instruments useful in solving problems, such as computer programs, SOPHISTICATED COMPUTER MODELS THAT HELP IN THE UNDERSTANDING OF COMPLEX SYSTEMS, and systems for the processing of data, genetic plant and animal material, and where appropriate, obtaining patents and/or copyrights for said development;

n. AUTHORSHIP OF A MAJOR BOOK OR OTHER MAJOR REFERENCE IN THE FACULTY MEMBER'S AREA OF SCHOLARLY RESEARCH;

o. PUBLISHED PHOTOGRAPHS AND MAPS THAT RESULT FROM RESEARCH ACTIVITY AND WHICH ARE INDEPENDENT OF PUBLISHED ARTICLES;

p. PEER-REVIEWED PUBLICATIONS, PUBLISHED BY AFES OR CES, INCLUDING CIRCULARS, BULLETINS, RESEARCH PROGRESS REPORTS, AND MISCELLANEOUS PUBLICATIONS.

SPECIFIC SNRAS CRITERIA FOR RESEARCH PERFORMANCE:

ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION AND SHOW CREATIVITY AND PRODUCTIVITY IN RESEARCH.

ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM THAT PRODUCES IMPORTANT SENIOR AUTHORED PUBLICATIONS IN THE PEER-REVIEWED, PRIMARY LITERATURE; DEMONSTRATED RECORD OF PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS, SUBMISSION OF RESEARCH PROPOSALS, AND ACQUISITION OF EXTERNAL RESEARCH FUNDING. THE FACULTY MEMBER MUST SHOW INDEPENDENCE AND LEADERSHIP THROUGH CREATIVITY AND PRODUCTIVITY IN ORIGINAL RESEARCH.

PROFESSOR: A FULL PROFESSOR IN SNRAS SHOULD BE A RECOGNIZED LEADER IN AN APPROPRIATE DISCIPLINE AT NATIONAL AND INTERNATIONAL LEVELS AS EVIDENCED BY HIS/HER RESEARCH QUALITY AND PRODUCTIVITY; MUST HAVE ESTABLISHED AN INDEPENDENT, CREATIVE RESEARCH PROGRAM THAT HAS PRODUCED IMPORTANT, SENIOR AUTHORED PUBLICATIONS IN THE REFEREED PROFESSIONAL LITERATURE, HAS DEMONSTRATED A RECORD OF PRESENTATION OF RESEARCH RESULTS AT IMPORTANT PROFESSIONAL MEETINGS, SUBMISSION OF RESEARCH PROPOSALS, AND ACQUISITION OF EXTERNAL RESEARCH

FUNDING. THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM THAT CONTRIBUTES IMPORTANT, ORIGINAL KNOWLEDGE.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service." SERVICE AND CONTRIBUTION TO THE FUNCTIONING OF ONE'S PROFESSIONAL DISCIPLINE IS IDENTIFIED AS "PROFESSIONAL SERVICE."

1. Public Service

Public service is the application of teaching, research, and other scholarly activity and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. PUBLIC SERVICE IN ALASKA IS CONSIDERED ESSENTIAL FOR SNRAS FACULTY AND IS EMPHASIZED IN SNRAS BECAUSE ALASKA HAS AN ABUNDANCE OF IMPORTANT ISSUES IN NATURAL RESOURCES, FORESTRY, AND AGRICULTURE. PUBLIC SERVICE INCLUDES COOPERATION WITH AGENCIES ADMINISTERING NATURAL RESOURCE POLICIES, PUBLIC EDUCATION, AND RESPONSE TO THE PROBLEMS OF LOCAL INDUSTRY, AGRICULTURAL AND FORESTRY PRODUCERS, AND THE ALASKAN PUBLIC.

Examples include, but are not limited to:

a. Providing information services to adults and youth;

b. Service on or to government or public committees;

c. Service on accrediting bodies;

d. Active participation in professional organizations;

e. Active participation in discipline-oriented service organizations;

f. UNPAID Consulting;

g. Prizes and awards for excellence in public service;

h. Leadership of or presentations at CLIENTELE-ORIENTED workshops, conferences, or public meetings;

i. Training and facilitating IN ONE'S DISCIPLINE IN WAYS TO BENEFIT CLIENTELE OR THE GENERAL PUBLIC;

j. Radio and TV programs AND INTERVIEWS, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media;

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions;

l. ONE ON ONE CONSULTATION WITH CLIENTELE;

m. ACTIVE PARTICIPATION IN CONSTITUENCY ORGANIZATIONS;

n. USER ORIENTED PRESENTATIONS AT WORKSHOPS, FIELD DAYS, CONFERENCES, AND TOURS;

o. EXTENSION OF EDUCATIONAL MATERIAL TO CONSTITUENTS OUTSIDE THE UNIVERSITY;

p. SITE VISITATIONS TO AGENCIES, FARMS, AND PRODUCTION FACILITIES FOR PROBLEM-SOLVING CONSULTATION;

q. PRODUCTION OF FACT SHEETS AND USER-ORIENTED PUBLICATIONS FOR GENERAL INFORMATION;

r. PARTICIPATION IN K-12 EDUCATIONAL PROGRAMS AND SCIENCE FAIRS;

s. PRESENTATIONS OUTSIDE ONE'S SPECIALTY BUT OF A PROFESSIONAL NATURE IN PUBLIC FORUMS SUCH AS COMMUNITY GROUPS, PROFESSIONAL GROUPS, GOVERNMENT BODIES, AND RELATED FORUMS, SUCH AS MEETINGS OF CIVIC ORGANIZATIONS;

t. PRESENTATION OF RESEARCH RESULTS TO USER GROUPS SUCH AS PUBLIC AGENCIES, GOVERNMENT BODIES, PRIVATE BUSINESSES, CONSTITUENT GROUPS, AND THE LAY PUBLIC, BOTH IN PUBLISHED AND ORAL FORM;

u. OTHER SERVICE THAT SATISFIES UA AND UAF MISSION STATEMENTS FOR BENEFIT TO ALASKA, ALASKA'S ECONOMY AND THE CIRCUMPOLAR NORTH

.2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activities include, but are not limited to;

a. Service on university, college, school, institute, or departmental committees or governing bodies;

b. Consultative work in support of university functions, such as expert assistance for specific projects;

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school;

d. Participation in accrediting reviews;

e. Service on collective bargaining unit committees or elected office;

f. Service in support of student organizations and activities;

g. Academic support services such as library and museum programs;

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer;

i. Mentoring NEW FACULTY;

j. Prizes and awards for excellence in university service.

3. Professional Service

a. EDITING OR REFEREEING ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS;

b. ACTIVE PARTICIPATION IN PROFESSIONAL ORGANIZATIONS;

c ACTIVE PARTICIPATION IN DISCIPLINE-ORIENTED SERVICE ORGANIZATIONS;

d. COMMITTEE CHAIR OR OFFICER OF PROFESSIONAL ORGANIZATIONS;

e. SESSION ORGANIZER OR MODERATOR FOR PROFESSIONAL MEETINGS.

4. Evaluation of Service

Each faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public, university, and PROFESSIONAL service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, INVITATIONS TO SPEAK AT CLIENTELE MEETINGS/ CONFERENCES, and other public means of recognition for services rendered.

ASSISTANT PROFESSOR: SHOULD EMPHASIZE PUBLIC SERVICE, LIMITED UNIVERSITY SERVICE, AND PROFESSIONAL SERVICE IN ACCORDANCE WITH DISCIPLINE STANDARDS AND INDIVIDUAL WORKLOAD.

ASSOCIATE PROFESSOR: IMPORTANT CONTRIBUTIONS TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.

PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED AND MAY INCLUDE, BUT IS NOT LIMITED TO, SERVICE AS COMMITTEE CHAIR, SESSION ORGANIZER, OFFICER OF PROFESSIONAL

ORGANIZATIONS. EVIDENCE OF IMPORTANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS. EVIDENCE OF EFFECTIVE APPLICATION OF PROFESSIONAL EXPERTISE TO PROFESSIONAL OR PUBLIC PROCESSES AND ORGANIZATIONS.

ss/np 11/03

The UAF Faculty Senate passed the following at its Meeting #118 on October 27, 2003:

MOTION:
=======

The UAF Faculty Senate moves to amend the UAF Academic Honors policy (Pg. 22, 2003-04 Catalog) as follows:

CAPS = additions
[[ ]] = deletions

ACADEMIC HONORS

To be eligible for academic honors at the end of a semester, you must be a full-time undergraduate degree or certificate student who has completed at least 12 [[UAF]] UA INSTITUTIONAL credits graded with the letter grades A, B, C, D, or F. If you have received an incomplete or deferred grade, your academic honors cannot be determined until those grades have been changed to permanent grades. Academic honors are recorded on your permanent record. You will make the Chancellor's List with a semester GPA of 4.0. A GPA of 3.5 or higher earns you a place on the Dean's List.

> EFFECTIVE: Fall 2004 or When change is made to the Banner Student system semester credits calculation.
>
> RATIONALE: This change will allow for all semester credits from any MAU for honors calculations and is a small step towards making the UA system more uniform and seamless.

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The UAF Faculty Senate passed the following at its Meeting #118 on October 27, 2003:

MOTION REFERRED BACK TO COMMITTEE:
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MOTION:
=======

The UAF Faculty Senate moves to amend the Graduate Degree Requirements for the Master of Arts with Project and the Master of Science with Project (p. 47 of the 2003-2004 Catalog) as follows:

[[ ]] = Deletions
CAPS = Additions

Master of Arts – with Project

> a. Successfully complete at least 30 credits of course work including at least [[six]] THREE credits of project work (698).

Master of Science – with Project

a. Successfully complete at least 30 credits of course work including at least [[six]] THREE credits of project work (698).

EFFECTIVE: Spring 2004

RATIONALE: The purpose of the project is to provide students with a "capstone experience" that differs from a standard class in the level of independent work required. At least nine departments or programs (including Physics, Resource and Applied Economics, and the proposed program in Community Psychology) consider three credits sufficient to provide such an experience, especially for projects that are practical in nature. It is the type of work rather than the number of credits that distinguishes the project from a standard class. The current 6-credit requirement reduces the flexibility of the student in taking other recommended or required courses. This amendment will allow the programs that currently list 3-6 credits among their requirements to keep these requirements while not affecting programs wishing to maintain a 6-credit minimum.

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The UAF Faculty Senate passed the following at its Meeting #118 on October 27, 2003:

MOTION FAILED:
==========

The UAF Faculty Senate moves to amend the Graduate Academic Regulations as follows:

[[ ]] = Deletions
CAPS = Additions

Course Restrictions (page 44, 2003-2004 catalog)

You may not use credit by examination, audited courses, 500-level courses, or courses taken under the credit/no credit option to fulfill the basic course requirements of any degree program. IF A COURSE IS OFFERED AT BOTH THE 400-LEVEL AND THE 600-LEVEL ("STACKED"), YOU MUST ENROLL AT THE 600-LEVEL. No more than 12 credits of special topics courses (693 or 695) or individual study (697) may be used toward a graduate degree. Requests for exceptions to the limit must be approved by the dean of the Graduate School.

Stacked and Cross-listed Courses (p. 181 in the 2003-2004 catalog—an addition to the second paragraph)

Courses are also sometimes offered simultaneously at different levels (for example: 100/200 or 400/600) with a higher level credit requiring additional effort and possibly higher order of prerequisites from the student. Such courses are referred to as "stacked" courses and are designated in the class listing by "stacked with ____". In the case of 400/600 level stacked courses, graduate

enrollment and a higher level of effort and performance is required on the part of students earning graduate credit. GRADUATE STUDENTS MUST ENROLL AT THE 600-LEVEL FOR STACKED COURSES.

EFFECTIVE: Spring 2004

RATIONALE: The purpose of "stacking" courses at the 400 and 600 levels is to allow specialized courses to be offered that would otherwise not have sufficient enrollment. These courses must clearly distinguish between undergraduate and graduate level work; usually a higher level of effort and performance is required for graduate students. 400-level courses can be used to fulfill a portion of the graduate degree requirements where no appropriate 600-level courses exist. Some graduate students enroll at the 400-level because the workload is lower or because it is cheaper. This runs counter to the purpose of graduate level education and the intent of stacking courses.

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The UAF Faculty Senate passed the following at its Meeting #118 on October 27, 2003:

MOTION:
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The UAF Faculty Senate moves to amend the "Attendance" policy under "Academic Regulations" (Pg. 22, 2003-04 Catalog) as follows:

CAPS = additions
[[ ]] = deletions

Attendance

You are expected to regularly attend classes; unexcused absences may result in a failing grade. You are responsible for conferring with your instructor concerning absences and the possibility of arranging to make up missed work.

[[If you choose to be absent from class to participate in university-sponsored or other activities, you may be permitted to make up any work you have missed, but you must make arrangements with your instructor before the absence. You and your instructor should make a good faith effort to assure that you are not unduly penalized for each absence. University sponsored activities should be scheduled so that they do not conflict with final exams.]]

IF YOU ARE REQUIRED TO PARTICIPATE IN EITHER (A) MILITARY OR (B) UAF-SPONSORED ACTIVITIES THAT WILL CAUSE YOU TO MISS CLASS, YOU MUST NOTIFY YOUR INSTRUCTOR AS SOON AS POSSIBLE OF YOUR ABSENCE. YOU MUST NOTIFY YOUR INSTRUCTOR(S) OF ALL SCHEDULED UAF-REQUIRED ABSENCES FOR THE SEMESTER (E.G., TRAVEL TO ATHLETIC EVENTS) DURING THE FIRST WEEK OF CLASSES. YOU AND YOUR INSTRUCTOR WILL MAKE A GOOD FAITH EFFORT TO MAKE SUITABLE ARRANGEMENTS TO ASSURE THAT YOU CAN MAKE UP CLASSES AND WORK YOU MISS AND ARE NOT PENALIZED FOR YOUR

EXCUSED ABSENCE. IF SUITABLE ARRANGEMENTS CANNOT BE MADE, YOU WILL BE ALLOWED TO WITHDRAW FROM THE COURSE WITHOUT PENALTY. HOWEVER, YOUR INSTRUCTOR IS UNDER NO OBLIGATION TO ALLOW YOU TO MAKE UP MISSED WORK FOR UNEXCUSED ABSENCES OR IF NOTIFICATION AND ARRANGEMENTS ARE NOT MADE IN ADVANCE OF THE ABSENCE.

EFFECTIVE: Fall 2004

RATIONALE: This change is intended to clarify vague wording in the catalog regarding "required" absences for military service or for participation in intercollegiate athletics.

****

The UAF Faculty Senate passed the following at its Meeting #118 on October 27, 2003:

MOTION:
======

The UAF Faculty Senate recommends to the Governance Coordinating Committee that All-Campus Day be eliminated.

EFFECTIVE: Immediately

RATIONALE: All Campus Day was instituted in the 1950s as a day of service to the campus and the community. It is now simply a day when students don't have class. It no longer serves its intended purpose.

****

The UAF Faculty Senate passed the following at its Meeting #118 on October 27, 2003:

RESOLUTION REFERRED BACK TO COMMITTEE:
==========

RESOLUTION:
=========

WHEREAS current University practice does not allow a person to register for a class if there is an outstanding parking ticket even if the ticket is being contested, and

WHEREAS such a practice constitutes an undeclared qualification for course registration that is not stated in the catalog, and

WHEREAS students are being denied access to the University because of this practice, now

THEREFORE BE IT RESOLVED, That the Faculty Senate requests that the University end this practice and sever all connections between parking violations and student registration.

The UAF Faculty Senate passed the following at its Meeting #117 on September 22, 2003:

MOTION PASSED AS AMENDED:
==========

The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member (AND ALTERNATE) from each of the following committees: Curricular Affairs; Faculty Affairs; Faculty Development, Assessment, and Improvement; and Faculty Appeals & Oversight Committee.

EFFECTIVE: Immediately

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AD HOC COMMITTEE ON UNIT CRITERIA

Curricular Affairs - Jeannette Smith
Faculty Affairs - Dan Odess
Faculty Development, Assessment & Improvement - Shunpu Zhang
Faculty Appeals & Oversight - Julie Riley

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MOTION:
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The UAF Faculty Senate moves to amend the "Academic Bankruptcy for Returning Students' policy (Pg. 13-14, 2003-04 Catalog) as follows:

CAPS = additions
[[ ]] = deletions

[[**Academic Bankruptcy**]] **FRESH START for Returning Students**

If you performed at an academic level that made you ineligible to continue your studies at UAF and dropped out or were dismissed from school, [[academic bankruptcy]] FRESH START can offer you a new undergraduate [[start]] BEGINNING. You may apply for readmission on the basis that your prior academic record be disregarded. You begin your college study again with no credits attempted, no credits earned and no quality points reflected in subsequent grade point average calculations. You may use [[academic bankruptcy]] FRESH START only once.

To declare [[academic bankruptcy]] FRESH START, you must submit an Application for [[Academic Bankruptcy]] FRESH START form. Before applying for admission on this basis, at least two years must have elapsed since the end of the last full-time semester you attended. [[Academic bankruptcy]] FRESH START application forms are available at the Admissions [[or Registrar's]] office. DISCUSSING THIS OPTION WITH AN ACADEMIC ADVISOR IS RECOMMENDED SHOULD OTHER COURSES OF ACTION BE APPROPRIATE.

Your prior academic record remains a part of your overall academic record and appears on your transcript, but none of the credits you earned previously can be used in your new program. The only time these credits will be included in

GPA calculations is for graduation with honors (See Graduation with Honors). [[You may be allowed advanced standing or a waiver of requirements just as any non-bankrupt student, but you won't be allowed credit by examination for courses lost in bankruptcy]].

EFFECTIVE: Fall 2004

RATIONALE: The faculty committee who participated and developed the Early Warning Program made several recommendations for improving or simplifying terms and procedures for UAF students. The intent with this motion is to provide a more positive framework for a process that is currently in place and support the "paradigm shift from a punitive approach to customer service modality that incorporates a commitment to developing a personal connection to the student."

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MOTION PASSED AS AMENDED:
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The UAF Faculty Senate, upon recommendation of the Faculty Development, Assessment, and Improvement Committee, moves to establish a Faculty Travel Committee AS A SUBCOMMITTEE OF THE FACULTY DEVELOPMENT, ASSESSMENT & IMPROVEMENT COMMITTEE. This committee will assist the Office of Faculty Development in the evaluation of faculty development travel funding requests, and will be charged with setting the procedures for submitting requests and the criteria for evaluating requests.

EFFECTIVE: Immediately

RATIONALE: Currently, faculty development travel requests are submitted to the Office of Faculty Development on an ad hoc basis and reviewed on a case-by-case basis. This is a very cumbersome process for the Office of Faculty Development Director and also does not allow for careful planning of the budget. This motion establishes a Faculty Travel Committee as a subcommittee of the Faculty Development, Assessment & Improvement Committee, which will set rules for submissions of travel funding requests, set guidelines by which those requests will be reviewed, and assist the Office of Faculty Development in the review of those requests.

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MOTION:
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The UAF Faculty Senate moves to refer to a Reconciliation Committee for further review the veto by the Chancellor of the Classified Research Policy passed at

its May 5, 2003 meeting.

EFFECTIVE: Immediately

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Management.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The School of Management (SOM) has developed Unit Criteria which set very specific standards for promotion and tenure. The proposed criteria were submitted by the SOM Dean with approval of a majority of SOM faculty. The Unit Criteria proposal incorporates minor changes in format and wording requested by the committee. The resulting criteria have been found to be consistent with UAF guidelines.

****

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate, upon recommendation of the Faculty Affairs Committee and the Ad Hoc Committee on Classified Research, moves to approve a UAF Policy on Classified and Proprietary Research as follows.

EFFECTIVE: Immediately

RATIONALE: BOR Policy P10.07.02 specifies that the university may engage in classified research, subject to approval of the Chancellor, but no procedures or guidelines are in place for faculty review and advice on such contracts. The suggested guidelines provide for oversight and faculty review of classified and proprietary research contracts while honoring ongoing agreements with university constituents.

****

UAF Policy Concerning Classified and Proprietary Research

This statement of policy and procedures addresses the issues of whether and, if so, under what conditions, classified and proprietary research should be conducted at the University. The goal of this policy is to establish a rigorous procedure guaranteeing that any classified or proprietary research be conducted in a responsible and ethical manner consistent with the mission of the University of Alaska Fairbanks.

The conduct of classified research restricts participation of students and limits faculty who work on such research. The results of classified research may not be contained in theses nor used for faculty review or advancement. The University seeks a policy, in principle, of complete disclosure of research activities and sources of funds.

At times, freedom of discourse and dissemination conflicts with the greater, immediate needs of society. Research funded by industrial organizations may involve patent applications that require a short delay of publication of a thesis resulting from that research. Faculty members may also wish to act as consultants on classified research projects not involving the use of University facilities.

For reasons such as the above, proposals to conduct classified and proprietary research will be reviewed on a case-by-case basis by the University campus chancellor and the UAF Faculty Research Oversight Committee, with disclosure to the Faculty Senate, following the guidelines set forth below.

Definitions

Classified Research: Research that has a security classification established by a federal agency.

Various agencies of the federal government may designate some federally sponsored research project, either all or a portion of a particular project, as Top Secret, Secret, or Confidential. Under the terms of this policy, research projects so designated are considered classified.

Proprietary Research: Industrially sponsored proprietary research for which the sponsor requires a delay in publication of the results after submission of the final report.

GUIDELINES ON NEGOTIATING CLASSIFIED RESEARCH CONTRACTS OR ACTIVITIES

1. The University will under no circumstances enter into any agreement or contract for which the direct primary purpose of the research or application of the results is the destruction of human life or harm to humans. The University will undertake only those contracts and activities that do not compromise the safety and/or well-being of Alaskans and that honor existing agreements with the diverse peoples of Alaska.

2. The University will make every reasonable effort to keep classified information and activities separate from the normal academic functions of the University.

3. No thesis that may not be published because it contains federally classified or proprietary information will be accepted toward fulfillment of the requirements for an advanced degree.

4. For proprietary research the University will not enter into or renew any contract or accept any grant that prohibits the open publication or dissemination of research results within a reasonable period, typically (and expected to be) no more than 60 days or a period negotiated at the time of contract initiation.

5. No University courses given for credit shall be classified in any part.

6. The University will not accept any contract that cannot be publicly acknowledged. The University will maintain an open record of all classified and proprietary research contracts.

7. The University will permit the participation of faculty members in classified research of their choice by means of normal consulting arrangements or leaves of absence without pay. Faculty shall not use classified research work in consideration for tenure, promotion or post-tenure review

8. Any unique security costs associated with classified or proprietary research will be borne by the unit within which the contract is sponsored.

9. The University will establish and maintain Facilities Security Officers to the degree necessary to ensure the legal compliance of all classified agreements.

10. A Faculty Research Oversight Committee will be established as a Standing Committee of the Faculty Senate to review all classified and proprietary proposals, grants and contracts to advise the chancellor of their compliance or lack thereof with University policy. Membership on the committee shall be limited to 9 senators, with no more than 2 members being from the same unit. The Facilities Security Officer shall be an ex-officio member of the committee. Committee membership must broadly represent the university community.

11. The committee will offer changes to this policy as needed through periodic reviews occurring no less than once every 5 years.

Basic Principles

The UAF mission statement proclaims that the University of Alaska Fairbanks is "the nation’s northern most Land, Sea and Space Grant university and international research center, [which] advances and disseminates knowledge through creative teaching, research and public service with an emphasis on Alaska, the North and their diverse peoples" (BOR Policy 10.01.03). Through exercising the fulfillment of that mission, the University has enabled relationships with government and industry

presenting intellectual and professional opportunities to faculty and students that they would not otherwise have. Concomitant with the open and full pursuit of that mission comes our understanding that the pursuit of knowledge must be tempered by ethical obligations to society; hence our concern with an ethical approach to permitting classified and proprietary research on campus.

The purpose of academic research in the University is the education of students, at all levels, and the generation of new knowledge. It is important that the University undertake research of high quality and originality. Ongoing research strengthens the University in a variety of ways;

* through the stimulation of creative and intellectual investigation by faculty and students,
* through the discovery and dissemination of new knowledge that benefits society,
* through participation in a learning process that is unique to research and creative investigation,
* through transmission of new knowledge to students in the classroom.

Obligation

The university guarantees each member of the academic community the freedom to inquire and affirms the right of each member to access all available information in his or her field. A basic function of the University is to carry out research in an open and unrestricted manner with complete freedom to publish or otherwise disseminate the results of its search for knowledge. The requirements of secrecy and restrictions on freedom to publish, which are inherent in security classification, or the restrictions on dissemination, which derive from proprietary rights of privately sponsored research, are in direct opposition to this function.

Exercising this function does not, however, prohibit self-imposed restrictions based on the professional ethics of a particular discipline. It also does not prohibit the existence of classified information to reside on campus such as sometimes arises, for instance, in connection with consulting work. This policy is directed towards maintaining a separation between classified information and the teaching and research functions of the University.

The review process for classified and proprietary research proposals shall be as follows:

* The Faculty Research Oversight Committee shall use a checklist to determine if a project requires formal review.
* The Faculty Research Oversight Committee shall review classified or proprietary proposals and offer recommendations to the chancellor in an expedited fashion.
* The Faculty Research Oversight Committee will publish an annual report on the status of classified and proprietary contracts, grants and proposals to the UAF Faculty Senate on an annual basis.
* The Faculty Research Oversight Committee (see above) shall also include a person from the Office of Sponsored Research and a designee of the chancellor as ex-officio members.

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

RESOLUTION OF RECOGNITION

WHEREAS, The UAF rifle team won its fifth consecutive NCAA title in March, setting NCAA records in smallbore and aggregate scoring, and

WHEREAS, Matt Emmons captured the smallbore title for the third straight year, breaking his own NCAA record and becoming the first person to win four individual titles in a career, and

WHEREAS, Per Sandberg led UAF's air rifle team to a new NCAA composite score, and

WHEREAS, Jamie Beyerle was crowned the champion in air rifle, the first freshman in school history to win a national title, and

WHEREAS, Matt Wallace earned a silver medal in smallbore at the Junior Olympics, and

WHEREAS, Seven members of the Nanook rifle team earned National Rifle Association All-American status based on their performance throughout the 2002-2003 season with an emphasis on the NCAA sectionals and their grade point averages, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate congratulates the 2002-2003 UAF rifle team as NCAA champion and commends the team's superior performance.

Godwin A. Chukwu
President, UAF Faculty Senate
May 6, 2003

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
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The UAF Faculty Senate moves to amend the Reserving Courses for Graduate Programs policy (page 26 of the 2003-04 UAF catalog) as follows:

[[ ]] = Deletion

_____ = Addition

CAPS = Addition

RESERVING COURSES FOR GRADUATE PROGRAMS

If [[you're]] YOU ARE a senior with only a few remaining requirements for your bachelor's degree, you may take courses at the 400-LEVEL [[upper division]] or graduate level and have them reserved for an advanced degree. To do this, you must be in your final year of an undergraduate program and must submit a written petition during the first four weeks of the semester identifying which courses being taken that semester are to be reserved for graduate study and not counted toward your bachelor's degree. (Reserving courses does not, however, assure they will be accepted by a graduate advisory committee as part of your eventual graduate program.)

EFFECTIVE: Immediately

RATIONALE: This motion specifies the upper division level requirement that is allowed in graduate programs. Current policy is out of compliance with graduate program requirements.

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate moves to delete the Emergency Services (formerly Fire Science) Certificates.

EFFECTIVE: Fall 2003 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #28 on file in the Governance Office, 312 Signers' Hall.

The demand for Emergency Services (formerly Fire Science) Certificates with concentrations in Emergency Medical Services, Hazardous Materials Control, Municipal Fire Control, Public Safety, and Wildlands Fire Control have always been low.

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Executive Summary
Certificate, Emergency Services

The UAF-TVC Emergency Services (formerly Fire Science) Program requests the deletion of Certificates in Municipal Fire Control, Wildlands Fire Control, Hazardous Materials Control, Public Safety, and Emergency Medical Services. Since 1979 only 25 certificates have been issued compared to 283 A.A.S. degrees and 6 B.T. degrees. Most fire departments place little value on certificates compared to A.A.S. degrees for hiring and promotions. This was confirmed by outcomes assessment questionnaires from both employers and graduates that indicate a new trend within the fire service. Employers are now seeking emergency personnel that are proficient in areas of written and oral communication, computation and human relations rather than graduates with only the FIRE and EMS courses. Graduates without general education skills are unable to pass highly competitive written entrance exams administered by larger fire departments for placement on hiring rosters. The certificate has outlived it usefulness for highly competitive careers in fire departments and emergency services. Graduates seeking leadership roles in the fire services are recognizing the benefit of completing the B.T. degree which combines the technical knowledge of the A.A.S. degree with business administration to become Fire Chiefs of the future.

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

RESOLUTION OF APPRECIATION FOR GODWIN A. CHUKWU

WHEREAS, Godwin Chukwu has professionally and ethically served the Faculty Senate since 1999; and,

WHEREAS, Godwin Chukwu has served as a member of the Faculty Appeals and Oversight Committee from 1999 to 2001, and as Chair from 2000 to 2001; and,

WHEREAS, Godwin Chukwu initiated the Faculty Senate newsletter to better inform the faculty on pertinent university information that would assist faculty in their jobs; and,

WHEREAS, Godwin Chukwu included rural sites prominently in faculty discussions by virtue of conducting meetings from extended campuses throughout the year; and,

WHEREAS, Godwin Chukwu has served as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate for 2001-2002; and,

WHEREAS, Godwin Chukwu has served as a member of the UAF Governance Coordinating Committee from 2001-2003; and

WHEREAS, Godwin Chukwu has served as a member of the Faculty Alliance and UA Systemwide Governance Council from 2001-2003; and,

WHEREAS, Godwin Chukwu has served as President of the UAF Faculty Senate from 2002-2003; and,

WHEREAS, the UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the university by Godwin Chukwu, as he concludes his term as President; now,

THEREFORE BE IT RESOLVED, that the UAF Faculty Senate acknowledges the many contributions of Godwin Chukwu and expresses its appreciation for his exemplary service.

Pete Pinney
President, UAF Faculty Senate

May 6, 2003

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate, upon recommendation of the Developmental Studies Committee and the Curricular Affairs Committee, moves to approve the following Mandatory Placement Policy:

Placement Policy

Students who do not meet basic skills standards in reading, writing, and mathematics must complete appropriate Developmental Education course instruction. Such students should not enroll in 100-level or above courses that depend on these skills until they have satisfactorily met the exit criteria of the appropriate Developmental Education course(s).

EFFECTIVE: Fall 2003 to be phased in gradually over the next two years.

RATIONALE: Current policies in place at UAF require assessment and advising, but not placement. First-term students entering certificate or degree programs, transfer students with less than 30 acceptable credits, and non-degree seeking students planning on taking 100-level written communication or mathematics courses, or courses with these as a prerequisite, will be assessed in reading, writing, and mathematics. The UAF Developmental Studies program underwent an external review during AY 2002. One of the recommendations of that external review was to establish a mandatory placement policy. Because implementation of this policy is likely to require the establishment of additional sections of existing courses and additional assessment opportunities, the recommendation included a phase-in approach over a 2 year period.

The professional associations for the Developmental Studies area, the National Association of Developmental Education (NADE), the College Reading and Learning Association (CRLA), American Mathematical Association of Two Year Colleges (AMATYC) all recommend mandatory assessment and mandatory placement. These recommendations are based on the results of extensive national research projects. These two elements,

mandatory assessment and mandatory placement, have been identified as two elements which have a strong correlation with increased student success in college-level coursework.

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate, upon recommendation of the Faculty Development Assessment, and Improvement Committee, moves to approve the following addition to the IAS student evaluation package:

PLEASE READ THE FOLLOWING STATEMENT TO THE CLASS. (If possible have your department chair visit your class and read this statement, and take questions.)

Since 1980 UAF students have been filling out teaching evaluations at the end of each class each semester. There are several important reasons for this exercise:

1. To aid future students by curriculum improvement;
2. To aid future students by improvement of teaching by individual faculty members;
3. To aid future students in course selection;
4. For input in faculty tenure and/or promotion reviews.

The evaluation consists of TWO different forms. The first is computer-scored. Each question on this form needs to be carefully read and answered. Questions 1-4 are the most important and relevant, so pay special attention to them. The average of these four questions is the primary measure of the instructor's performance in the class. The statistical results from this form are returned, well after grades are submitted, to the instructor and their dean. They also go into the instructor's permanent file.

The yellow comment forms are returned, well after grades are submitted, to the instructor ONLY. Use this form to give your faculty member helpful suggestions about improving the class.

Your careful input on both forms is very important.

EFFECTIVE: Immediately

RATIONALE: During extensive discussions in the Faculty Development Assessment, and Improvement Committee, areas were identified, which could improve the IAS student evaluation process. One of those included the improvement of students' understanding of the importance of the IAS and “yellow sheet” evaluations and what they are used for. This motion will establish such an improvement.

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate moves to endorse the 2003-2004 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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2003 -2004 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs
- Carol Barnhardt, SOEd. (05)
- Steve Cysewski, CRA (05)
- Michael Hannigan, CRA (04)
- Susan Herman, SOM (04)
- Mario Kupries, CSEM (05)
- Rainer Newberry, CSEM (04)
- William Schneider, CLA (04)
- Yuri Shur, CSEM (05)
- Jeannette Smith, CLA (05)
- Eduard Zilberkant, CLA (04)

Faculty Affairs
- Mark Box, CLA (04)
- Karen Erickson, CLA (05)
- Joan Leguard, CLA (05)
- Bret Luick, CRA/CES (04)
- Jenifer McBeath, SALRM (04)
- Peter McRoy, SFOS (04)
- Dan Odess, CLA (04)
- Shirish Patil, SME (04)
- Craig Wisen, SOM (05)

PERMANENT COMMITTEES

Core Review (Elected)
- Jin Brown, Communication, CLA (04)
- Derick Burleson, English, CLA (05)
- Jill Faudree, Math, CSEM (04)
- Mary Goodwin, Humanities, CLA (04)
- Paul McCarthy, Library
- Rainer Newberry, CSEM, Sciences (04)
- Jonathan Rosenberg, Social Sciences, CLA (05)
- Doug Schamel, Education (04)

Developmental Studies Committee (Elected)
- Judy Atkinson, Interior-Aleutians, CRA (04)
- Jane Allen, Kuskokwim, CRA (05)
- Patty Baldwin, RSS
- John Bruder, Bristol Bay, CRA (05)
- George Guthridge, Bristol Bay, CRA (05)
- Richard Carr, English, CLA (05)
- John Creed, Chukchi, CRA (04)
- Pat Doak, Sciences (05)
- Kathleen Gustafson, Math, CSEM (04)
- Cindy Hardy, TVC (04)
- Ron Illingworth, Devel. Studies, CRA (04)
- Wanda Martin, Advising Center
- Joe Mason, Northwest, CRA (04)
- Jane Weber, TVC (04)

Faculty Appeals & Oversight Committee (Elected)
- Gang Chen, SME (04)
- Claudette Engblom-Bradley, SOEd. (04)
- Carol Gold, CLA (04)
- Robert Gorman, CES (05)
- Brian Himelbloom, SFOS (04)
- Allen Morotti, SOEd. (05)
- Paul Layer, CSEM (04)
- Brenda Norcross, SFOS (05)
- Michael Pippenger, SOM (05)
- Julie Riley, CRA/CES (04)
- Hank Wickmann, SOM (04)
- CLA (05)
- CSEM (05)
- SME (05)
- SNRAS (04)
- SNRAS (05)

Faculty Development, Assessment & Improvement
- Gerald Berman, CLA (04)
- Mike Davis, CRA (05)

Lee Haugen, SOEd. (04),
John Kawula, Library
Paul McCarthy, CSEM (04)
Joy Morrison, Faculty Development Office
Mike Nakoneczny, CLA (05)
Channon Price, CSEM
Larry Roberts, CRA (05)
Tom Robinson, SOM
Shunpu Zhang, CSEM (04)

Graduate Academic & Advisory Committee
Abhijit Dandekar, SME (04)
Mary Erhlander, CLA (04)
Rolf Gradinger, SFOS (04)
Maureen Hogan, SOEd (05)
Zhongo (John) Ma, CSEM (04)
Christa Mulder, CSEM (04)
Maribeth Murray, CLA (04)
Doug Reynolds, SOM (04)
Jennifer Reynolds, SFOS (05)
CLA (05)

OTHER:

UAF Governance Coordinating Committee
Abel Bult-Ito, President-Elect
Pete Pinney, President

UAF Faculty Alliance Representatives
Abel Bult-Ito, President-Elect
Pete Pinney, President
Gary Holton

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate moves to adopt the following calendar for its 2003-2004 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center Carol Brown Ballroom reserved well in advance.

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UAF FACULTY SENATE
2003-2004
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
117	9/22/03	Monday	1:00 p.m.	audioconference
118	10/27/03	Monday	1:00 p.m.	face-to-face
119	12/8/03	Monday	1:00 p.m.	audioconference
120	2/2/04	Monday	1:00 p.m.	audioconference
121	3/1/04	Monday	1:00 p.m.	face-to-face
122	4/5/04	Monday	1:00 p.m.	audioconference
123	5/3/04	Monday	1:00 p.m.	face-to-face

Location: Wood Center Carol Brown Ballroom

The UAF Faculty Senate passed the following at its Meeting #116 on May 5, 2003

MOTION:
======

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 2003. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 5, 2003

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

The UAF Faculty Senate passed the following at its Meeting #115 on April 7, 2003:

RESOLUTION:
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Abel Bult-Ito as President-Elect of the UAF Faculty Senate for 2003-2004 by affirmation.

The UAF Faculty Senate passed the following at its Meeting #115 on April 7, 2003:

RESOLUTION:
=========

WHEREAS, Ron Illingworth has served the UAF Faculty Senate in numerous capacities, often in leadership roles, since 1988, and

WHEREAS, Ron Illingworth, in service to the Faculty Senate, has made truly outstanding contributions to improving the academic quality of the university, and

WHEREAS, Ron Illingworth has worked tirelessly for ALL UAF students, both urban and rural, through his Faculty Senate representation, and

WHEREAS, Ron Illingworth has helped to make the UAF Faculty Senate a critical element in the retention of students throughout UAF, and

WHEREAS, Ron Illingworth has made major contributions to students' welfare, to faculty's ability to carry out their duties and responsibilities, and to the betterment of UAF as an institution of higher education,

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate recognize Ron Illingworth as Outstanding Senator of the Year for Academic Year 2002-2003.

The UAF Faculty Senate passed the following at its Meeting #115 on April 7, 2003:

MOTION:
======

The UAF Faculty Senate, upon recommendation of the Faculty Development Assessment, and Improvement Committee, moves to approve the following Faculty Mentoring Program Policy:

FACULTY MENTORING PROGRAM POLICY:

The Provost, in consultation with the Director of the Office of Faculty Development, and the Faculty Development Assessment, and Improvement Committee, will establish and implement a comprehensive and effective Faculty Mentoring Program for new/untenured faculty members no later than by the fall 2003 semester.

EFFECTIVE: Immediately

RATIONALE: This Faculty Mentoring Program Policy will provide a framework for effective mentoring of new/untenured tenure-track faculty members. Currently, the mentoring of new/untenured faculty members is variable, from non-existent to effective. Too many new/untenured faculty members appear to receive inadequate mentoring, because guidelines and expectations for mentoring are not well developed. This policy remedies this situation.

****

SUGGESTED GUIDELINES FOR THE IMPLEMENTATION OF THE FACULTY MENTORING PROGRAM POLICY:

These guidelines are to be evaluated periodically for effectiveness by the Provost, the Director of the Office of Faculty Development, and the Faculty Development Assessment, and Improvement Committee, and adjusted whenever necessary:

1. New/untenured faculty members will be assigned (a) mentor(s) by their dean/director during their first semester or as soon as possible thereafter.
2. The Office of Faculty Development hosts a luncheon or other type of gathering for new/untenured faculty and their assigned mentors each fall semester. Deans/directors are to strongly encourage attendance at this meeting. Guidelines and expectations for mentoring are discussed then. A Handbook on Mentoring is given to each new/untenured faculty member.
3. In addition to the fall semester activities, deans/directors seek out senior faculty volunteer mentors who will be given Service credit on their Workloads to meet at regular intervals with a small group of new/untenured faculty in the spring semester. Small groups of new/untenured faculty will be assigned to each of these mentors depending on their discipline. Faculty members are encouraged to seek out their mentor(s) of choice.
4. A template of the Annual Activities Report is added to the Orientation Kit for new/untenured faculty members so they know what to expect at the end of the year.
5. The senior mentors have examples of Annual Activities Reports and Fourth Year Reviews to show to their groups of new/untenured faculty members.
6. Both mentors and mentees report on their meetings in their Annual Activities Report. A section is added to the online Annual Activities Report template for this information. Also a section be included in the Narrative about mentoring meetings.
7. A training workshop is offered in fall for all mentors.
8. The individual and/or group mentor(s) assist(s) the new/untenured faculty members with preparation of the Annual Activities Report up to the fourth year review.
9. At the dean/director level, a list of new/untenured faculty members and their mentors is maintained.
10. Untenured faculty members are encouraged to maintain an effective mentoring relationship through their tenure and promotion review.

The UAF Faculty Senate passed the following at its Meeting #115 on April 7, 2003:

MOTION:
======

The UAF Faculty Senate moves to amend the administrator review guidelines (passed at Meeting #99, February 5, 2001) to establish a timeline and process for Group "B" administrators and to add Director of the Museum to the Group "B" list.

EFFECTIVE: Immediately

RATIONALE: The current administrator evaluation process defined two groups of administrators, Group "A" and Group "B". Group "A" administrators are being reviewed by the established process. However the Group "B" review process was not well defined in the original motion. Under this motion, the process for Group "B" administrators is less involved than for Group "A", and relies on the Faculty Appeals and Oversight committee to run the process. The Director of the Museum is at the same administrative level as other Group "B" administrators but was not included on the original list and should be included in the review process.

****

Process for Evaluation of Group "B" Administrators

Campus/Program Directors in Group "B" (as listed below) are to be reviewed annually by their immediate Supervisor. On July 1st, Group "B" Directors shall submit a report/evaluation form to their Supervisor on the previous year's activities/accomplishments and include goals for the upcoming year. The performance of the Director under review shall be ranked 'Satisfactory' or 'Unsatisfactory'.

On a 4-year cycle the evaluation shall be more extensive. By October 15 the Campus/Program Director being reviewed will submit a vita, position description, brief self-evaluation and past annual evaluations to the Faculty Appeals and Oversight Committee (FAOC), who will conduct the review. The FAOC may form a subcommittee or subcommittees of 3 or more faculty from FAOC to conduct the review and report back to the committee as a whole. If appropriate, a staff member from the Campus/Program Director's unit may be added to the subcommittee.

The FAOC shall set procedures for soliciting input from all relevant constituencies on- and off- campus including faculty, staff and students based on the Director's performance during the previous three years. This will be accomplished through a standard questionnaire completed anonymously and returned to the Ad Hoc Director Review Committee chair and through interviews with a select sample of faculty, staff, students and relevant others, if appropriate, and may include an interview with the administrator being reviewed.

The FAOC will prepare an evaluative summary, and submit its report to the Director's Supervisor by March 1.

At a date to be determined by the Supervisor of the Director under review, the Supervisor shall meet in joint conference with the Faculty Appeals & Oversight Committee to share his/her preliminary evaluation of the Director under review. The Supervisor will then complete the review process.

Supervisory Administrators may add additional administrators to this review list (for review in the 2007-2008 cycle), with approval from the Faculty Senate.

Review Cycle: Every four years beginning with:

2003-2004

Director, Geophysical Institute
Director, Interior-Aleutian Campus
Director, Institute for Northern Engineering
Director, Cooperative Extension Service
Director, University of Alaska Museum

2004-2005

Director, Institute of Arctic Biology
Director, Bristol Bay Campus
Director, Tanana Valley Campus
Director of Fisheries Division, Juneau
Director, International Arctic Research Center

2005-2006

Director, Institute of Marine Science
Director, Chukchi Campus
Director of Library
Director, Northwest Campus
Program Chairman, Marine Advisory Program

2007-2008

Director, Kuskokwim Campus
Director, Fishery Industrial Technology Center, Kodiak
Director, Arctic Region Supercomputer Center
Director, Agricultural and Forestry Experiment Station

The UAF Faculty Senate passed the following at its Meeting #115 on April 7, 2003:

MOTION REFERRED BACK TO COMMITTEE:
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MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the School of Management.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The School of Management (SOM) has developed Unit Criteria which set very specific standards for promotion and tenure. The proposed criteria were submitted by the SOM Dean with approval of a majority of SOM faculty. The Unit Criteria proposal incorporates minor changes in format and wording requested by the committee. The resulting criteria have been found to be consistent with UAF guidelines.

The UAF Faculty Senate passed the following at its Meeting #115 on April 7, 2003:

MOTION REFERRED BACK TO COMMITTEE:
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MOTION:
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The UAF Faculty Senate, upon recommendation of the Faculty Affairs Committee, moves to approve the following Spousal Hiring Policy:

EFFECTIVE: Immediately

RATIONALE: Currently, UAF does not have a policy by which all tenure-track faculty candidates and their academic spouse/partner are treated equally across different departments/academic units. This situation results in ad hoc decisions about hiring decisions of a spouse/partner that vary substantially among units and can be perceived as unfair to the candidate, the spouse/partner, the faculty member seeking a retention offer, or the receiving department/academic unit. This Spousal Hiring Policy will provide guidelines for the hiring of spouses/partners of new tenure-track faculty members, or those who seek a retention offer, that are transparent, include all parties involved, and treat all candidates and their spouses/partners equally. To be able to hire and retain the best faculty, UAF also needs to recognize the importance of accommodating dual-career couples.

The UAF Faculty Senate passed the following at its Meeting #115 on April 7, 2003:

MOTION POSTPONED:
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MOTION:
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The UAF Faculty Senate, upon recommendation of the Faculty Affairs Committee and the Ad Hoc Committee on Classified Research, moves to approve a UAF Policy on Classified and Proprietary Research as follows.

EFFECTIVE: Immediately

RATIONALE: BOR Policy P10.07.02 specifies that the university may engage in classified research, subject to approval of the Chancellor, but no procedures or guidelines are in place for faculty review and advice on such contracts. The suggested guidelines provide for oversight and faculty review of classified and proprietary research contracts while honoring ongoing agreements with university constituents.

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UAF Policy Concerning Classified and Proprietary Research

This statement of policy and procedures addresses the issues of whether and, if so, under what conditions, classified and proprietary research should be conducted at the University. The goal of this policy is to establish a rigorous procedure guaranteeing that any classified or proprietary research be conducted in a responsible and ethical manner consistent with the mission of the University of Alaska Fairbanks.

The conduct of classified research restricts participation of students and limits faculty who work on such research. The results of classified research may not be contained in theses nor used for faculty review or advancement. The University seeks a policy, in principle, of complete disclosure of research activities and sources of funds.

At times, freedom of discourse and dissemination might conflict with the greater, immediate needs of society. Research funded by industrial organizations may involve patent applications that require a short delay of publication of a thesis resulting from that research. Faculty members may also wish to act as consultants on classified research projects not involving the use of university facilities.

For reasons such as the above, proposals to conduct classified and proprietary research will be reviewed on a case-by-case basis by the University campus chancellor and the UAF Faculty Research Oversight Committee, with disclosure to the University Faculty Senate, following the guidelines set forth below.

Definitions

Classified Research: Research that has a security classification established by a federal agency.

Various agencies of the federal government may designate some federally sponsored research project, either all or a portion of a particular project, as Top Secret, Secret, or Confidential. Under the terms of this policy, research projects so designated are considered classified.

Proprietary Research: Industrially sponsored proprietary research for which the sponsor requires a delay in publication of the results after submission of the final report.

GUIDELINES ON NEGOTIATING CLASSIFIED AND PROPRIETARY RESEARCH CONTRACTS OR ACTIVITIES

1. The University will under no circumstances enter into any agreement or contract for which the direct primary purpose of the research or application of the results is the destruction of human life or harm to humans. The University will undertake only those

contracts and activities that do not compromise the safety and/or well-being of Alaskans and that honor existing agreements with the diverse peoples of Alaska.

2. The University will make every reasonable effort to keep classified information and activities separate from the normal academic functions of the University.

3. No thesis that may not be published because it contains federally classified or proprietary information will be accepted toward fulfillment of the requirements for an advanced degree.

4. For proprietary research, the University will not enter into or renew any contract or accept any grant that prohibits the open publication or dissemination of research results within a reasonable period, typically (and expected to be) no more than 60 days or a period negotiated at the time of the contract initiation.

5. No University courses given for credit shall be classified in any part.

6. The University will not accept any contract that cannot be publicly acknowledged. The University will maintain an open record of all classified and proprietary research contracts.

7. The University will permit the participation of faculty members in classified research of their choice by means of normal consulting arrangements or leaves of absence without pay. Faculty shall not use classified research work in consideration for tenure, promotion, or post-tenure review.

8. Any unique security costs associated with classified or proprietary research will be borne by the unit within which the contract is sponsored.

9. The University will supply a Facilities Security Officer to ensure the compliance of all classified agreements with the law.

10. A Faculty Research Oversight Committee, elected from each unit (college, school and institute) for staggered 2 year terms, and confirmed by the Faculty Senate, shall review all classified and proprietary proposals, grants and contracts to advise the chancellor of their compliance or lack thereof with university policy. The committee shall consist of members elected from the pool of faculty who are qualified to be members of the senate. Committee membership must broadly represent the university community with no more than 1 member being from the same unit.

11. The committee will offer changes to this policy as needed through periodic reviews occurring no less than once every 5 years.

Basic Principles

The UAF mission statement proclaims that the University of Alaska Fairbanks is “the nation’s northernmost Land, Sea and Space Grant university and international research center, [which] advances and disseminates knowledge through creative teaching, research and public service with an emphasis on Alaska, the North and their diverse

peoples” (BOR Policy 10.01.03). Through exercising the fulfillment of that mission, the University has enabled relationships with government and industry presenting intellectual and professional opportunities to faculty and students that they would not otherwise have. Concomitant with the open and full pursuit of that mission comes our understanding that the pursuit of knowledge must be tempered by ethical obligations to society; hence our concern with an ethical approach to permitting classified and proprietary research on campus.

The purpose of academic research in the University is the education of students, at all levels, and the generation of new knowledge. It is important that the University undertake research of high quality and originality. Ongoing research strengthens the University in a variety of ways:

* through the stimulation of creative and intellectual investigation by faculty and students,
* through the discovery and dissemination of new knowledge that benefits society,
* through participation in a learning process that is unique to research and creative investigation,
* through transmission of new knowledge to students in the classroom.

Obligation

The university guarantees each member of the academic community the freedom to inquire and affirms the right of each member to access to all available information in his or her field. A basic function of the University is to carry out research in an open and unrestricted manner with complete freedom to publish or otherwise disseminate the results of its search for knowledge. The requirements of secrecy and restrictions on freedom to publish, which are inherent in security classification or the restrictions on dissemination which derive from proprietary rights of privately sponsored research, are in direct opposition to this function.

Exercising this function does not, however, prohibit self-imposed restrictions based on the professional ethics of a particular discipline. It also does not prohibit the existence of classified information to reside on campus such as sometimes arises, for instance, in connection with consulting work. This policy is directed towards maintaining a separation between classified information and the teaching and research functions of the University.

The review process for classified and proprietary research proposals shall be as follows:

* The Faculty Oversight Committee shall use a checklist to determine if a project requires formal review.
* The Faculty Oversight Committee shall review classified or proprietary proposals and offer recommendations to the chancellor in an expedited fashion.
* The Faculty Oversight Committee will publish a report on the status of classified and proprietary contracts, grants and proposals to the UAF Faculty Senate on an annual basis.
* The Faculty Oversight Committee should include faculty representation (see above), a person from the Office of Sponsored Research, the Facilities Safety Officer, and a designee of the Chancellor.

The UAF Faculty Senate passed the following at its Meeting #114 on March 3, 2003:

MOTION:
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The UAF Faculty Senate moves to approve a Certificate and A.A.S. in Educator: Para-Professional which includes 12 new courses.

EFFECTIVE: Fall 2003 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #41-52 and #53-54 on file in the Governance Office, 312 Signers' Hall.

Certificate consists of general requirements of 12 credits, 8 credits of certificate core, 10 credits of program requirements for total of 30 credits.

AAS consists of AAS degree requirements of 12 credits, 18 credits of program requirements, and 12 credits in a concentration area (Alaska Native Languages, Elementary Education, Special Education, Counseling/Social Work, Early Childhood Education, Microcomputer Support Specialist, Rural Development), and 18 elective credits to total 60 credits.

Board of Regents Summary Form

MAU: **University of Alaska Fairbanks**
College of Rural Alaska, Interior-Aleutians Campus

Title and brief description: **Educator: Para-Professional (EDPA)**
Certificate in Educator: Para-Professional
AAS in Educator: Para-Professional

The Educator: Para-Professional Program is designed to prepare students to work in K-12 classrooms assisting the classroom teacher. The EDPA curriculum emphasizes school protocols, classroom methods, management, and assessment. The EDPA program will provide the student the opportunity to develop the skills and qualities required for employment in a variety of educational settings.

The program was developed in consultation with school district personnel from the College of Rural Alaska service area, para-professionals, and state representatives from the Department of Education and Early Development under guidance of the University of Alaska Fairbanks faculty.

Target Admission Date: Fall, 2003

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How does the program relate to the **Education Mission** of the University of Alaska?

The mission of the EDPA program is to provide academic and hands-on, skill-based education to students through flexible course delivery methods to meet the needs of both Alaska's rural and urban based students. To this end this program meets the vocational-technical educational responsibility of the University of Alaska Fairbanks and directly affects the following UAF 2005 Strategic Plan Goals:

- Provide high quality undergraduate education for traditional and non-traditional students
- Form active collaborations with communities, organizations, businesses, and government to meet identified state, national, and global needs
- Serve as a premiere higher educational center for Alaska Natives
- Serve as a model to demonstrate how gender, race, and cultural diversity strengthen a university and society

Describe the **State Needs** being met by this program.

As of fall 2002, there are 2,481 FTE para-professional educators in the state of Alaska. To be in compliance with the Act, each local educational agency receiving assistance under Title I must ensure that all para-professional educators have:

a. completed at least 2 years of study at an institution of higher education; or
b. obtained an associate's (or higher) degree; or
c. met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment: (i) knowledge of, and the ability to assist in instructing, reading,

writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

These requirements must be met by existing para-professional educators by January 2006. As of January 2002, no new para-professional educators may be hired unless they have met these requirements.

The EDPA program was developed to improve educational content and classroom based skills of the para-professional educator, and to meet the requirements for para-professional educators established by the federal No Child Left Behind Act of 2002. Completion of the coursework proposed for the EDPA AAS degree will also meet and exceed the Draft State of Alaska Core Competency Standards for para-professional educators developed in 2002. This program will contribute to an educated Alaskan workforce by providing a cadre of para-professional educators.

What are the **Student** opportunities and outcomes? The enrollment projections?

The EDPA program provides a career ladder opportunity for Alaskans to enter teaching and other related fields. The following concentration area options (in addition to general requirements and program requirements) are available: Native Language, Elementary Education, Special Education, Counseling/Social Work, Early Childhood Education, Microcomputer Support Specialist, Rural Development, or other advisor approved, discipline-based concentration area.

Enrollment Estimates CRA wide:

Year	*Headcount**	*Graduates*
03-04	78	20
04-05	101	66
05-06	131	85
06-07	144	94
07-08	158	103

* Includes both full and part time

Describe the **Research** opportunities, if applicable.

While research is not a primary focus of this program, the delivery modes and utilization of local school district teachers as university instructors make the program a unique model which can be shared throughout the academic community. This program will provide long range research opportunities to compare the improvement of targeted Title I students before and after the required education of para-professional educators, the number of EDPA students transitioning into a four year program, specifically a teacher program and the comparison of rural/urban, Native, non-Native students to program completion.

Identify any additional **Faculty and Staff** requirements as well as any existing expertise and resources that will be applied.

The primary faculty/program manager and administrative support will be hired through the Interior-Aleutians Campus. Other faculty will be secured from the teaching staff of rural extended campuses as well as school district teachers, administrators and other experts and professionals qualified to teach specific courses.

Identify the impacts on existing **Technology & Facilities** as well as projected needs.

The faculty/program manager to be hired to head the EDPA Program may reside anywhere within the region served by the Interior-Aleutians Campus, thus local facilities will not be taxed for office space. In addition, current administrative support will be used.

Most of the resources used in the EDPA classes will be materials provided by school districts that support their curriculum. The impact on library and technology resources are minimal and will be limited to those needed for core classes and Internet based resources.

The College of Rural Alaska community campuses will provide classroom space for EDPA training sessions. In communities without a local university facility, training space can be found in the private sector and reasonably supported by tuition fees through partnership arrangements. In addition, collaboration with school districts will provide space to teach university courses. Therefore, through community and school district partnerships, the impact on existing UAF and CRA technology resources and facilities can be limited to existing resources.

Resource Commitment to Proposed Degree Program

Resources	Existing	New		Total
	College/School	College/School	Others(Specify)	
Regular Faculty (FTE's & dollars)	$51,365		Title III $7,500	$58,865
Adjunct Faculty (FTE's & dollars)			Title III $15,000	$15,000
Teaching Assistants (Headcount)				
Instructional Facilities (in dollars and/or sq. footage)			Partnerships: $30,000	$30,000
Office Space (Sq. footage)				
Lab Space (Sq. Footage)				
Computer & Networking (in dollars)				
Research/instructional/office Equipment (in dollars)				
Support Staff (FTE's & dollars)		Admin. Asst. $20,675	Title III for $9,014	$29,689
Supplies (in dollars)			Title III for $1,000	$1,000
Travel (in dollars)			Title III for $4,500	$4,500
Totals	**$51,365**	**$20,675**	**$67,014**	**$139,054**

Signature_____ _____

Executive Dean of College Proposing the New Degree Program

Date

The UAF Faculty Senate passed the following at its Meeting #114 on March 3, 2003:

MOTION:
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The UAF Faculty Senate moves to add ENGL 211X or ENGL 213X (or permission of instructor) as a prerequisite for all "W" courses.

EFFECTIVE: Fall 2003

Course syllabi for "W" courses will include this prerequisite beginning with Fall 2003. This prerequisite will be added to all catalog course descriptions for "W" courses for the 2004-2005 catalog.

RATIONALE: "W" courses are intended to allow students to hone their writing skills within their chosen discipline AFTER they have successfully completed the required basic composition courses, ENGL 111X and ENGL 211X/ 213X. We are simply suggesting an alignment of the required curriculum in a manner that makes academic sense.

The Core document assumed this alignment in several places. With respect to ENGL 211X/213X, the document states:

"**To prepare students for the research papers**, the course gives students a review of library skills and familiarization with the library's holdings."

With respect to "W" courses, the document states:
"Writing-Intensive and Oral Communication-Intensive Courses:

1. **After completing the two required writing courses** and one required speech course, students will extend their experience by taking two designated Writing-Intensive courses and one Oral Communication-Intensive course."

Faculty may certainly over-ride a prerequisite, such as the one offered here, by issuing special permission.

The UAF Faculty Senate passed the following at its Meeting #114 on March 3, 2003:

MOTION:
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The Faculty Senate moves to amend the UAF catalog "Table of Substitutions: non-University of Alaska institutions" (page 14 of the 2002-03 catalog) as follows:

[[ ]] = Deletion
CAPS = Addition

TABLE OF SUBSTITUTION

CORE CURRICULUM COURSES	**COURSES WHICH TRANSFER AS**
PHIL 322X, Ethics (Values and Choices)	an upper division course in ethics OR A LOWER-DIVISION COURSE IN ETHICS, WITH APPROVAL OF THE PHILOSOPHY DEPARTMENT.

EFFECTIVE: Immediately
Upon approval of the Chancellor.
This will appear in the 2004-05 catalog.

RATIONALE: Many schools outside of the UA system offer and encourage students to take a lower-division ethics course. Some of these courses are more-or-less equivalent, in terms of breadth and depth of coverage, to upper-division courses at UAF that satisfy the ethics core requirement. Some lower-division ethics courses taught outside of the UA system, however, are not equivalent to UAF ethics courses. It is manifestly unfair to transfer students to retake a course already taken outside of UAF. However, there is no simple mechanism to identify which lower-division ethics courses are equivalent. Hence, the Philosophy Chair is the designated gatekeeper.

The Core Review Committee routinely routes all petitions for an ethics course to the Philosophy Chair for review and advice. The Philosophy Chair often defers recommendations to other departments offering ethics courses. This catalog change will primarily formalize our current practice; it will also transfer some authority from the Core Review Committee to the Philosophy Chair. Most importantly, it alerts transfer students to the possibility of using a lower-division ethics course to satisfy the Core ethics requirement. Current wording of the catalog does not encourage students to pursue this option.

The UAF Faculty Senate passed the following at its Meeting #114 on March 3, 2003:

MOTION:
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The UAF Faculty Senate moves to approve the Unit Criteria for the Cooperative Extension Service.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the updated unit criteria submitted by the Cooperative Extension Service. The unit criteria were found be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE

AND
COOPERATIVE EXTENSION SERVICE UNIT CRITERIA STANDARDS AND INDICES

The following is an adaptation of UAF and regents criteria for promotion and tenure, specifically developed for use in evaluating faculty in the Cooperative Extension Service. Items in capitalized and boldface are those specifically added or emphasized because of their relevance to CES faculty, and because they are additions and clarifications to UAF regulations. These unit criteria are for use in the annual evaluation of faculty as well.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The University, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment Minimum degree, experience, and performance requirements are set forth in "UAF Faculty Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.

B. Academic Titles
Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank
Deans or schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

IN ACCORDANCE WITH THE BOARD OF REGENTS POLICY ON PROMOTION AND TENURE, EXTENSION AGENTS ARE EXEMPTED FROM A TRIPARTITE RESPONSIBILITY. SUCH FACULTY HAVE BIPARTITE RESPONSIBILITY. THE BIPARTITE RESPONSIBILITIES ARE TO BE CLEARLY STATED AT THE TIME OF HIRE AND CAN BE ANY COMBINATION OF TWO OF THE THREE TRIPARTITE MISSIONS, I.E., TEACHING, RESEARCH, OR SERVICE IN COMBINATION. EXTENSION SPECIALISTS AND OTHER EXTENSION FACULTY HAVE A TRIPARTITE RESPONSIBILITY.

THE COOPERATIVE EXTENSION SERVICE FACULTY HAS DEVELOPED A POLICY ON MENTORING RELATIONSHIPS FOR FACULTY WHICH PROVIDES GUIDELINES FOR THE MENTORING SYSTEM. FACULTY MEMBERS SHALL BE INFORMED OF THE OPPORTUNITY TO MAINTAIN A VOLUNTARY MENTORING RELATIONSHIP DURING THEIR CAREER DEVELOPMENT PRIOR TO THE AWARD OF TENURE.

D. Process for Appointment of Faculty with Special Academic Rank
Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV**, AND CES UNIT CRITERIA, STANDARDS AND INDICES,** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

STANDARD ACADEMIC TEACHING IS NOT A COMMON FORM OF INFORMATION DELIVERY IN THE COOPERATIVE EXTENSION SERVICE. INSTRUCTION OFTEN INCLUDES CONTACT WITH CLIENTELE THROUGH DISTANCE DELIVERY METHODS, WORKSHOPS, SEMINARS, TRAINING AND PUBLIC INFORMATION EVENTS.

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students **AND CLIENTELE;**

b. express positive regard for students, **BECOME FAMILIAR WITH THEIR PUBLIC,** develop good rapport with students **AND CLIENTELE,** show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student **AND CLIENTELE** participation for student learning and teacher effectiveness, are sensitive to student **AND CLIENTELE** diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

2. **Components of Evaluation**
   Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

   a. systematic student ratings i.e. student opinion of instruction summary forms, and at least two of the following:

   b. narrative self-evaluation,

   c. peer/department chair classroom observation(s),

   d. peer/department chair evaluation of course materials.

EVALUATION OF TEACHING IN AN EXTENSION CONTEXT:

TEACHING IS DEFINED AS A FORMAL PRESENTATION OF RESEARCH BASED SUBJECT MATTER. EFFECTIVE TEACHING IS COMPLEX, BUT MUST PROVIDE A LEARNING EXPERIENCE ENABLING THE LEARNER TO GAIN KNOWLEDGE, SKILLS AND/OR CHANGES IN ATTITUDES/BEHAVIOR. IT SHALL BE EVALUATED WHENEVER POSSIBLE.

EXTENSION EDUCATION DIFFERS FROM RESIDENT EDUCATION IN THAT IT ADDRESSES CLIENTELE AND PUBLIC NEEDS BY DELIVERING INFORMATION RELEVANT TO THOSE NEEDS.

STANDARDS AND INDICES OF TEACHING ACTIVITY IN THE COOPERATIVE EXTENSION SERVICE:

TEACHING AND TRANSFER OF KNOWLEDGE ARE CHARACTERIZED BY:

A. COURSES, WORKSHOPS, SEMINARS, DEMONSTRATIONS AND CURRICULUM OR PROGRAM DEVELOPMENT.

B. EDUCATIONAL VIDEOTAPES AND/OR OTHER MEDIA PRODUCED FOR PUBLIC EDUCATION, THAT REQUIRES RESEARCH AND PREPARATION.

INDICES FOR DOCUMENTING EFFECTIVE TEACHING IN AN EXTENSION CONTEXT INCLUDE:

A. DOCUMENTATION OF TEACHING TO MEET A FACULTY MEMBER'S AGREED UPON WORKLOAD.

B. DOCUMENTATION OF CHANGES IN KNOWLEDGE, SKILLS AND/OR ATTITUDES/BEHAVIOR RESULTING FROM CES INFORMATION TRANSFER.

C. DEMONSTRATING THAT CES TEACHING IS A RESPONSE TO CLIENTELE NEEDS.

D. SYSTEMATIC CLIENTELE EVALUATION OF BOTH THE PROGRAM AND THE INSTRUCTOR.

E. UNSOLICITED TESTIMONIALS.

F. DOCUMENTATION OF CONTACT HOURS WITH CLIENTELE RELATIVE TO POTENTIAL AUDIENCES.

G. EVIDENCE OF CREATIVITY AND SUCCESS IN DISTANCE DELIVERY EDUCATIONAL PROGRAMMING.

EXAMPLES OF EXCELLENCE IN TEACHING PERFORMANCE WHICH QUALIFIES A CES FACULTY MEMBER FOR PROMOTION TO THE RANK OF FULL PROFESSOR MAY INCLUDE:

1. DEVELOPMENT AND/OR ADAPTATION OF NEW METHODS AND APPROACHES IN THE DISCIPLINE, SUCH AS:

A. CREATIVE USE OF MEDIA FOR CLIENTELE EDUCATION WHICH EXTENDS THE BOUNDS OF THE DISCIPLINE AND IMPROVES EDUCATIONAL OUTREACH.

B. CURRICULUM OR PROGRAM DEVELOPMENT, WHICH ENHANCES TEACHING EFFECTIVENESS.

2. RECEIPT OF STATE OR NATIONAL AWARDS IN RECOGNITION OF OUTSTANDING TEACHING.

3. CONTINUED EXCELLENT CLIENTELE/STUDENT REVIEWS AND EVALUATIONS AS A TEACHER.

4. RECOGNITION THROUGH INVITATIONAL TEACHING OPPORTUNITIES.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research

or engage in other scholarly or creative pursuits that are appropriate the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

FACULTY ARE EXPECTED TO CONDUCT APPLIED RESEARCH OR ENGAGE IN OTHER SCHOLARLY OR CREATIVE PURSUITS THAT ARE APPROPRIATE TO THE MISSION OF THE COOPERATIVE EXTENSION SERVICE. CONSISTENT WITH THIS MISSION, EXTENSION FACULTY PROVIDE THE PUBLIC WITH RESEARCH BASED INFORMATION IN AN EASILY UNDERSTOOD FORMAT THAT CAN BE APPLIED TO DAILY LIVING AND IMPROVE THE QUALITY OF LIFE. COOPERATIVE EXTENSION SERVICE BULLETINS, FACT SHEETS AND PUBLICATIONS SHALL BE CONSIDERED A MAJOR PART OF THE DISSEMINATION OF INFORMATION BY EXTENSION FACULTY. COOPERATIVE EXTENSION SERVICE FACULTY HAVE VERY LIMITED OPPORTUNITIES TO CONDUCT TRADITIONAL RESEARCH AND VERY LIMITED ACCESS TO LABORATORIES AND GRADUATE STUDENTS. ADDITIONALLY, BIPARTITE FACULTY MAY OR MAY NOT HAVE A RESEARCH OBLIGATION.

1. **Achievement in Research, Scholarly, and Creative Activity**
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. **Components of Research, Scholarly and Creative Activity**
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by **PEERS,** juries, recognized artists, or critics.

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Editing or refereeing articles or proposals for professional journals or organizations **AND CES PUBLICATIONS**.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

N. AWARDS OF SPECIAL FELLOWSHIPS TO DEVELOP IDEAS.

O. AUTHORSHIP OF ONE OR MANY CES PUBLICATIONS OR ARTICLES WITHIN CES PUBLICATIONS BASED ON ORIGINAL OR APPLIED RESEARCH WHICH MEETS THE CRITERIA SET FORTH IN CHAPTER III C.1. OF THIS DOCUMENT WILL BE DEEMED EQUAL TO ONE WORK PUBLISHED IN A NATIONAL OR INTERNATIONAL JOURNAL (THE NUMBER TO BE DETERMINED AND DESIGNATED BY THE CES PEER REVIEW COMMITTEE ON AN INDIVIDUAL BASIS ACCORDING TO THE LENGTH AND COMPLEXITY OF EACH PUBLICATION OR ARTICLE).

P. **NEW AND UNIQUE ADAPTATIONS OF EXISTING RESEARCH-BASED TECHNOLOGY OR KNOWLEDGE IN ORDER TO SOLVE PROBLEMS RELEVANT TO ALASKA.**

EXCELLENCE IN THE AREA OF RESEARCH OR SCHOLARLY ACTIVITY IN EXTENSION, WHICH QUALIFIES A FACULTY MEMBER FOR PROMOTION TO FULL PROFESSOR MAY INCLUDE:

1. **AUTHORSHIP OF A BOOK OR MAJOR REFERENCE IN THE FACULTY MEMBER'S AREA OF SCHOLARLY ACTIVITY.**

2. **RECEIPT OF A NATIONAL RESEARCH FELLOWSHIP.**

3. **CONTINUOUS PERFORMANCE IN RESEARCH WITH A CORRESPONDING PUBLICATION RECORD.**

4. **INTRODUCTION OF A NEW TECHNOLOGY, PRODUCT, OR IDEA WHICH DEMONSTRABLY IMPROVES THE QUALITY OF LIFE FOR ALASKANS, AND IS A CLEAR RESULT OF A FACULTY MEMBER'S EXTENSION ACTIVITY.**

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting **IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND THE DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.**

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

L. ASSESSING THE RESEARCH NEEDS OF CLIENTELE AND COMMUNICATING THOSE NEEDS TO THE RESEARCH COMMUNITY.

M. MANAGING AN EFFECTIVE VOLUNTEER PROGRAM TO HELP EXTEND CES RESOURCES OR DEVELOP LEADERSHIP SKILLS.

N. REPRESENTING AND ANSWERING QUESTIONS AT CES EDUCATIONAL DISPLAYS, BOOTHS AND EXHIBITS AT PUBLIC EVENTS.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair, **PROGRAM CHAIR, OFFICE COORDINATOR** or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

3. **Evaluation of Service**
   Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

STANDARDS AND INDICES FOR PUBLIC AND UNIVERSITY SERVICE:

IN ADDITION TO UNIVERSITY REGULATIONS ON THE EVALUATION OF PUBLIC SERVICE, THE FOLLOWING ACTIVITIES FURTHER EXEMPLIFY PUBLIC SERVICE STANDARDS IN EXTENSION'S ROLE:

A. INITIATION AND FACILITATION OF PUBLIC EDUCATIONAL EVENTS.

B. PRODUCING AND PUBLISHING POPULAR PRESS ARTICLES AND NEWSLETTERS.

C. MEDIA PRESENTATIONS AND PUBLIC INTERVIEWS, E.G., TV, RADIO, FILM, NEWSPAPERS AND VIDEOTAPES.

D. DEMONSTRATED ABILITY TO RESPOND TO NEW KNOWLEDGE AND DEVELOPMENTS IN THE DISCIPLINE BY RAPIDLY RAISING PUBLIC UNDERSTANDING AND AWARENESS THROUGH AVAILABLE EDUCATIONAL MEDIA AND METHODS.

E. **INDIVIDUAL INSTRUCTION, INCLUDING PERSONAL CONSULTATIONS.**

F. **EXEMPLARY RESPONSE IN EMERGENCY SITUATIONS RENDERED IN AN EXTENSION ROLE, AS AGENT OR STATEWIDE SPECIALIST, TO CLIENTELE WHICH FACED THE EMERGENCY/IES.**

INDICES FOR PUBLIC SERVICE PERFORMANCE BY COOPERATIVE EXTENSION SERVICE FACULTY:

A. **CES PUBLICATIONS WITH A DOCUMENTED RECORD OF INTERNAL PEER REVIEW. ADDITIONAL REVIEW OUTSIDE CES IS ENCOURAGED.**

B. **DOCUMENTATION OF SERVICE ACTIVITIES PLANNED ON A CONTINUING PROGRAMMATIC BASIS.**

C. **UNSOLICITED TESTIMONIALS DEMONSTRATING OUTCOMES AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES.**

D. **AWARDS AND RECOGNITIONS FROM THE PUBLIC SECTOR.**

E. **DOCUMENTING PUBLIC NEEDS AND BRINGING TO BEAR THE RESOURCES OF THE UNIVERSITY AND OTHER ENTITIES IN MEETING THOSE NEEDS.**

F. **DEMONSTRATING THE IMPACTS WHICH RESULT FROM PUBLIC SERVICE THROUGH EXTENSION.**

EXCELLENCE IN SERVICE OR RECOGNITION OF SERVICE WHICH QUALIFIES A CES FACULTY MEMBER FOR PROMOTION TO FULL PROFESSOR MAY INCLUDE:

1. **INVITATIONAL SERVICE ON NATIONAL OR INTERNATIONAL BOARDS, REVIEW COMMITTEES, AWARD COMMISSIONS OR SCHOLARSHIP COMMISSIONS.**

2. **NATIONAL LEADERSHIP IN A PROFESSIONAL ORGANIZATION.**

3. **RECOGNITION THROUGH INVITATIONAL SPEAKING ENGAGEMENTS ON TOPICS WHICH CONSTITUTE PUBLIC SERVICE.**

4. **OUTSTANDING UNIVERSITY SERVICE, SUCH AS SERVICE AS A FACULTY SENATE OFFICER, FACULTY SENATE COMMITTEE CHAIR, OR MEMBER OF A MAJOR ADMINISTRATIVE SEARCH COMMITTEE.**

5. **RECOGNITION THROUGH RECEIPT OF PUBLIC SERVICE AWARDS, OR AWARDS FOR SERVICE TO THE UNIVERSITY.**

6. **RECEIPT OF A NATIONAL ASSOCIATION, USDA, OR PROFESSIONAL SOCIETY SERVICE AWARD.**

7. **PARTICIPATION IN A VOLUNTARY MENTORING RELATIONSHIP WITH JUNIOR FACULTY TO FACILITATE THEIR PROGRESS TOWARD PROMOTION AND TENURE.**

Revised December 2002

The UAF Faculty Senate passed the following at its Meeting #113 on February 3, 2003:

MOTION:
=======

The UAF Faculty Senate moves to change the Low Grade Report system for freshmen students to Freshmen Progress Reports, in which all freshman grades would be reported.

EFFECTIVE: Fall 2003

RATIONALE: The eight faculty and other staff members of the Early Warning Program recommended this change as part of an overall effort to provide personal intervention in a more positive assistance approach rather than what might appear as punitive. Specific issues forwarded by this group include:

* All faculty and instructors teaching classes with freshmen enrolled should submit Freshmen Progress Reports for <u>all</u> freshmen, not just for those who are doing poorly
* This switch from Low Grade Reports to Freshmen Progress Reports will assist all freshmen with the transition into college and provide an additional connection between students and faculty
* To make the process expedient, timely, and user-friendly, Freshmen Progress Reports should be available for faculty and instructors to submit electronically
* Students should be able to access their individual progress report electronically, as well as continued mailings to students at their current local address
* Freshmen Progress Reports need to be formatted in a clear and concise manner to eliminate extraneous information.
* The report will be provided to students at all UAF campuses.

The UAF Faculty Senate passed the following at its Meeting #113 on February 3, 2003:

MOTION:
======

The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum (page 29 of the 2002-03 catalog) as follows:

[[ ]] = Deletion
CAPS = Addition

BACCALAUREATE CORE

[[Courses used to meet core requirements may not be used to meet any other requirements for a degree.]]

COURSES USED TO MEET A SCIENCE OR MATHEMATICS CORE REQUIREMENT MAY ALSO BE USED TO SATISFY OTHER DEGREE REQUIREMENTS. OTHER CORE COURSES MAY NOT BE USED TO MEET ANY OTHER REQUIREMENTS FOR A DEGREE.

EFFECTIVE: Fall 2003

RATIONALE:

(1) This motion is a simplified version of one unanimously approved by the Dean's council of CSEM in December 2002 for consideration by the Faculty Senate. The wording of this simplified version was suggested and approved by Ms. Gayle Gregory, Graduation Manager. This motion has received the unanimous approval of the Faculty Senate's Core Review Committee.

(2) In effect, this policy will simply formalize current degree requirements. For example, the B.S. Chemistry requirements start off:
"1. Complete the general university requirements. (As part of the core curriculum requirements, complete Math 200X; Phys 103X and Phys 104X or Phys 211X and Phys 212X)."

Degree requirements for all other B.S. and B.A. degrees in sciences have similar wording to accomplish the same task.

(3) It was the intention of the science core committee (at

the invention of the current UAF Core) that the science and math core requirements serve as ‘minimum’, not as stand-alone requirements. We simply wish to ensure that all baccalaureate students graduate with at least one college-level math and 2 college-level science courses. It was expected that in many cases these minimum courses were used to satisfy other requirements. The proposed wording simply clarifies the situation.

The UAF Faculty Senate passed the following at its Meeting #113 on February 3, 2003:

MOTION:
======

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Mineral Engineering (SME).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the School of Mineral Engineering (SME). With some minor changes, agreed upon by the department representative, Godwin Chukwu, the unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT, PROMOTION, AND TENURE

AND
SCHOOL OF MINERAL ENGINEERING UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE SCHOOL OF MINERAL ENGINEERING. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE SCHOOL OF MINERAL ENGINEERING FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

CHAPTER I.

PURVIEW

The University of Alaska Fairbanks document, “Faculty Appointment and Evaluation Policies,” supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II.

INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment
Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor’s designee for approval prior to a final selection decision.

B. Academic Titles
Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank
Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank
Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III.

EVALUATION OF FACULTY FOR TENURE/PROMOTION

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, ***AND SME UNIT CRITERIA, STANDARDS AND INDICES***, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

   a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

   b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

   c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

   d. emphasize regular feedback to students and reward student learning success;

   e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

   g. may receive prizes and awards for excellence in teaching.

H. DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER ENGINEERING ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANELS;

I. INVOLVE STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN QUALITY RESEARCH ACTIVITIES.

J. ENGAGE IN ADVISING AND MENTORING STUDENTS.

2. Components of Evaluation
   Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

   a. systematic student ratings, i.e. student opinion of instruction summary forms,

   and at least two of the following:

   b. narrative self-evaluation, ***WHICH DOCUMENTS EFFORTS TO IMPROVE INSTRUCTIONAL PERFORMANCE.***

   c. peer/department chair classroom/***LABORATORY*** observation(s),

   d. peer/department chair evaluation of course materials.

SPECIFIC SME CRITERIA FOR TEACHING PERFORMANCE BEFORE APPOINTMENT OR PROMOTION TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO QUALITY TEACHING AND EVIDENCE OF CONTINUED IMPROVEMENT.

B. ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE GUIDING AND MENTORING OF STUDENTS, AND EFFECTIVE CLASSROOM TEACHING PERFORMANCE. THERE MUST BE EVIDENCE OF SUPERVISION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR CO-SUPERVISOR) LEADING TO SUCCESSFUL COMPLETION OF THE DEGREE PROGRAM.

C. PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE INCLUDE , BUT ARE NOT LIMITED TO CONTRIBUTIONS TO MAJOR IMPROVEMENTS IN COURSE AND/OR CURRICULUM OFFERINGS, UPGRADING OF INSTRUCTIONAL FACILITIES, ABILITY TO MOTIVATE AND/OR INSPIRE STUDENTS, AND TRAINING OF GRADUATE STUDENTS LEADING TO SUCCESSFUL COMPLETION OF THEIR DEGREE PROGRAM(S).

C. Criteria for Research, Scholarly, and Creative Activity
   Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research

or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity
   Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

   a. They must occur in a public forum.

   b. They must be evaluated by appropriate peers.

   c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

   d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity
   Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

   a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

   b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

   f. Editing or refereeing articles or proposals for professional journals or organizations.

   g. Scholarly reviews of publications, art works and performance of the candidate.

   h. Citations of research in scholarly publications.

   i. Published abstracts of research papers.

   j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

   k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CRITERIA FOR RESEARCH PERFORMANCE BEFORE PROMOTION OR APPOINTMENT TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION.

B. ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM WHICH PRODUCES SATISFACTORY PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS AND PRESENTED RESEARCH RESULTS AT PROFESSIONAL MEETINGS. THE SUBMISSION OF RESEARCH PROPOSALS, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. MUST SHOW EVIDENCE OF SUSTAINED RESEARCH PRODUCTIVITY AND PUBLICATION. THE FACULTY MEMBER MUST SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF RESEARCH IDEAS THAT INVOLVE STUDENTS.

C. PROFESSOR: THE RESEARCH PROGRAM SHOULD HAVE PRODUCED SUFFICIENT PUBLICATION IN THE REFEREED PROFESSIONAL LITERATURE, AND THERE SHOULD BE A RECORD OF STUDENT INVOLVEMENT. THE PUBLICATIONS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM. A NATIONAL OR INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS AND DOCUMENTED OPINIONS OF OTHER ENGINEERS AND SCIENTISTS IN THE FIELD) IS EXPECTED. THERE SHOULD BE A RECORD OF SUCCESSFUL COMPLETION OF GRADUATE WORK BY HIS OR HER STUDENTS. THERE SHOULD BE DEMONSTRATED EVIDENCE OF EXTERNAL RESEARCH FUNDING.

D. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial

obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service
   Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

   a. Providing information services to adults or youth.

   b. Service on or to government or public committees.

   c. Service on accrediting bodies.

   d. Active participation in professional organizations.

   e. Active participation in discipline-oriented service organizations.

   f. Consulting.

   g. Prizes and awards for excellence in public service.

   h. Leadership of or presentations at workshops, conferences, or public meetings.

   i. Training and facilitating.

   j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

   k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service
   University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.

b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring.

j. Prizes and awards for excellence in university service.

K. PARTICIPATION IN STUDENT RECRUITING.

3. Evaluation of Service
   Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

SPECIFIC SME CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION OR APPOINTMENT TO:

A. ASSISTANT PROFESSOR: EVIDENCE OF UNIVERSITY/PUBLIC SERVICE

B. ASSOCIATE PROFESSOR: CONTRIBUTIONS TO DEPARTMENT/SCHOOL/COLLEGE/UNIVERSITY MATTERS. CONTRIBUTIONS TO THE PUBLIC, INDUSTRY, GOVERNMENT AGENCIES AND SERVICE TO THE PROFESSION.

C. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. CONTRIBUTIONS TO

DEPARTMENTAL/SCHOOL/COLLEGE/ UNIVERSITY MATTERS ARE EXPECTED AS WELL AS EFFECTIVE APPLICATION OF EXPERTISE TO PROFESSIONAL AND PUBLIC ORGANIZATIONS.

12/12/02

The UAF Faculty Senate passed the following at its Meeting #113 on February 3, 2003:

MOTION TABLED:
==========

The UAF Faculty Senate moves to add ENGL 211X or ENGL 213X as a prerequisite for all "W" courses.

EFFECTIVE: 2003-04 academic year.

Course syllabi for "W" courses will include this course as a prerequisite beginning Fall 2003. This prerequisite will be added to all catalog course descriptions for the 2004-05 catalog.

RATIONALE: "W" courses are intended to allow students to hone their writing skills within their chosen discipline. ENGL 211X/213X provides "instruction in critical reading and argumentative writing". These are foundation courses for Written Intensive courses, and should be treated as such. Successful completion of ENGL 211X/213X should ensure that students are fully prepared meet the writing requirements of the advanced courses.

Past Senate action 1) added ENGL 111X as a prerequisite for "W" courses, AND 2) adopted the position that all Core requirements should be completed before the junior year. This motion is consistent with past Senate actions.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

RESOLUTION OF RECOGNITION

WHEREAS, The UAF men's basketball team made history as the first NCAA Division II team to win an eight-team Division I tournament in the history of college basketball, and

WHEREAS, Several UAF players were formally recognized for their exceptional performances, and

WHEREAS, The UAF men's basketball staff and players exhibited their dedication to teamwork and sportsmanlike conduct, and

WHEREAS, Throughout the tournament the entire team and staff were outstanding representatives of UAF, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate wishes to recognize the outstanding achievement of the UAF Men's Basketball Team.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to amend the UAF Governance Coordinating Committee (GCC) Procedures for the purposes establishing a new standing committee for Diversity and Tolerance. The GCC Procedures shall be amended as indicated below.

EFFECTIVE: Immediately

RATIONALE: The promotion of diversity and tolerance at UAF transcends any single group of constituents, and the activity extends beyond a limited timeframe. The GCC has determined the need to address topics of discrimination, freedom of speech, and a multi-cultural campus environment can be served best by leveraging support from all UAF governance bodies.

****

Deletions = [[ ]]
Additions = CAPS

GOVERNANCE COORDINATING COMMITTEE PROCEDURES

ARTICLE V Committees

Sect. 1 The standing committees of the UAF Governance Coordinating Committee shall include:

Intercollegiate Athletics Committee
Rural Affairs Committee
Health Issues
DIVERSITY AND TOLERANCE

Sect. 2

A. Standing committees shall have at least one representative from each of the governance constituencies, exception will be made when agreed upon by all constituencies.
B. Terms of all committee members will be one year for students and two years for faculty and staff.

C. Committee chairs will be elected from and by the respective committees.

D. Committee chairs shall forward committee business to the UAF Governance Coordinating Committee for disposition, except when limited by University of Alaska regulations.

E. Policy items from the standing committees must be forwarded to the individual governance bodies for action.

F. In addition to the committees' specific charges, the primary responsibility of the committees are formulation and oversight of university-wide policies under the purview of each committee.

G. Committees will meet as needed during the academic year to fulfill their duties.

H. The chairs of the standing committees will report recommendations at the [[monthly]] UAF Governance Coordinating Committee meetings.

Sect. 3 Standing Committees Charges

A. Intercollegiate Athletics Committee

The charge of the Intercollegiate Athletic Committee shall be to:

1. exercise oversight of the direction of the Intercollegiate Athletics Program.
2. investigate compliance with NCAA and conference regulations.
3. participate in the evaluation of intercollegiate programs

B. Rural Affairs

The charge of the Rural Affairs committee shall be to:

1. oversee the general welfare of the UAF community not residing on the Fairbanks campus.
2. monitor all activities affecting compliance with the Rural College mission statement of the University of Alaska Fairbanks.

C. Health Issues Committee

The charge of the Health Issues committee shall be to:

1. address health issues which affect the work environment.

2. coordinate efforts with the Health Center, Fire Department, Risk Management, and Public Safety to find solutions to health issues.

D. DIVERSITY AND TOLERANCE COMMITTEE

THE CHARGE OF THE DIVERSITY AND TOLERANCE COMMITTEE SHALL BE TO:

1. ADDRESS ISSUES REGARDING THE PROMOTION OF DIVERSITY AND TOLERANCE OF THE UAF CAMPUS AND AFFILIATED RURAL SITES.

2. RECOMMEND POLICIES, PROCEDURES, AND ACTIVITIES TO PROMOTE NON-DISCRIMINATION, HARASSMENT PREVENTION, FREEDOM OF SPEECH, AND MULTI-CULTURAL AWARENESS.

3. COORDINATE EFFORTS WITH THE OFFICE OF MULTICULTURAL AFFAIRS, THE ASSISTANT TO THE CHANCELLOR FOR CAMPUS DIVERSITY AND COMPLIANCE, UAF HUMAN RESOURCES, AS WELL AS OTHER OFFICES OR GROUPS NEEDED TO ACCOMPLISH THE COMMITTEE'S MISSION.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Permanent) of the Bylaws pertaining to the Developmental Studies Committee membership.

EFFECTIVE: Immediately

RATIONALE: SSSP is a component area and should be included as a member.

****

CAPS - Addition
[[ ]] - Deletion

PERMANENT

2. The Developmental Studies Committee will include one representative from each of the following units: Northwest Campus; Chukchi Campus; Kuskokwim Campus; Bristol Bay Campus; Interior-Aleutians Campus; College of Science, Engineering and Mathematics: Science Department (Biology, Chemistry, Geology, or Physics), and Mathematics Department; the College of Liberal Arts: English Department, and Cross Cultural Communications Department; the College of Rural Alaska Developmental Studies Division; Rural Student Services; Advising Center; STUDENT SUPPORT SERVICES PROGRAM; and two representatives from the Tanana Valley Campus.

   The Developmental Studies Committee shall consider policies concerning developmental education: programs, courses, instructional development, evaluation, and assessment. This committee will function as a curriculum council review committee for all developmental studies courses. Discipline based developmental courses will be reviewed by the appropriate college

curriculum council before submission to this committee for review and coordination.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to delete the B.A. in Human Service (HMSV).

EFFECTIVE: Fall 2003 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #23 on file in the Governance Office, 312 Signers' Hall.

Students no longer accepted into the program after 1987, last graduate was in 1994; all but two advising courses have been dropped.

****

Executive Summary
B.A., Human Service

The program was initiated in 1986 as an option for those interested in working in the human services. Insofar as human services program is not constrained by accreditation standards, it was seen at the time as a viable option for rural students who had limited course offerings. The social work program is constrained only in maintaining educational standards by its accreditors. The social work program has been successfully delivering its curriculum to rural sites since 1987. It was difficult to explain to students and others the differences between the two programs. There was neither need nor resources to deliver two programs to train social service providers. Therefore it was decided in 1987 that students would no longer be accepted in the Human Services Program. The last graduation from the Human Services program was in 1994.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (w/1 nay)
==========

The UAF Faculty Senate moves to approve a B.S. in Computer Engineering degree program.

EFFECTIVE:	Fall 2003 or Upon Board of Regents' Approval
RATIONALE:	See full program proposal #119 and 120 on file in the Governance Office, 312 Signers' Hall.

****

Executive Summary
Bachelor of Science in Computer Engineering

Computer engineering is a relatively new discipline that merges the fields of electrical engineering and computer science. The discipline of computer engineering (CompE) educates engineers in the theory, design, technology and application of computing devices. This discipline draws on hardware (electrical engineering) and software (computer science) concepts to design and implement computer hardware and software systems to solve problems. The understanding of both software and hardware allows the computer engineer to view the design and development of hardware and software as two intimately linked parts of one activity. A computer engineer might be involved in fundamental research, hardware design and fabrication, software system design, or systems integration. Applications of computer engineering can be found in communication systems, the entertainment industry, mobile robot systems, motor vehicle systems, instrumentation, manufacturing processes, intelligent electronics, and many others.

The graduates of the computer engineering program will fill technological needs in Alaskan industry that are increasing, and that are currently filled by immigrants to the state. The computer engineering program will retain Alaskan students in state. The program will provide a high tech foundation for supporting state government, existing state industry, and high tech or computer start up companies, fostering economic growth.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to approve a minor in Environmental Politics.

EFFECTIVE: Fall 2003 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #22 on file in the Governance Office, 312 Signers' Hall.

Uses existing courses to provide a focused minor requiring 15 credits--requires PS 101, recommends PS 100X as part of the Core, and 12 credits of 400 level courses.

****

Executive Summary
Minor in Environmental Politics

Students taking this minor will explore the local, national and international contexts within which key political decisions about the environment are made. Courses examine philosophical and theoretical perspectives on the environment; the ways in which different countries address issues of resource development and environmental regulation; international environmental laws, treaties and institutions; the relationship between environmental protection and national security; the relationship between politics and environmental science; and the interplay of environmental concerns and the international political economy.

The UAF Faculty Senate took the following action at its Meeting #112 on December 9, 2002:

MOTION REFERRED BACK TO COMMITTEE:
==========

The UAF Faculty Senate moves to amend the Local Advance Placement Credit for Foreign Languages (p. 15, 2002-2003 catalog).

[[ ]] = Deletion
CAPS = Addition

Foreign Language

After completing A FOREIGN LANGUAGE COURSE TAUGHT AT UAF (102-431) [[the course in which you were placed (above 101)]] and earning a "B" grade or higher, you may ask to receive [["bonus]] credit for the two [[immediately]] preceding [[prerequisite]] courses[[, if any]]. However, credit cannot be awarded for such courses if university credit has already been granted for them (for example, through College Board Advanced Placement national tests or credit transfer from another college). [[Bonus]] Credit will not be awarded IF THE COURSE TAKEN IS A CONVERSATION COURSE, [[for]] special topics course[[s]], individual study course[[s]], [[literature or culture courses]] OR FOREIGN LANGUAGE COURSE TAUGHT IN ENGLISH. YOU MUST SUBMIT AN APPLICATION FOR FOREIGN LANGUAGE CREDIT FORM FROM THE DEPARTMENT OF FOREIGN LANGUAGES TO THE OFFICE OF ADMISSIONS AT THE END OF THE SEMESTER IN WHICH YOU COMPLETED YOUR COURSE.

EFFECTIVE: Immediately

RATIONALE: Foreign Language's request to grant credits for prior courses for students who begin at the 400-level (rather than the 300-level, as is the current procedure) is to allow for the increasing number of native speakers, especially in Spanish. These students do not need to take 200- and 300- level language review classes, and should be able to start in the 400-level literature and culture courses. But since the 200- and 300- level courses are required for the major, native speakers of the language currently have to enroll for those courses.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to amend the requirements for the Associate of Applied Science degree as follows:

EFFECTIVE: Fall 2003

RATIONALE: This amendment adds courses to the Related Instructional areas of Computation and Human Relations. Additionally, it brings requirements from various portions of the catalog together that affect the AAS Degree.

****

[[ ]] = deletion
CAPS = addition

ASSOCIATE OF APPLIED SCIENCE

Associate of Applied Science degrees are awarded in specific occupational fields with emphasis on entering the job market. This degree, usually seen as a terminal degree, can serve as the basis for additional education. For specific major requirements, refer to the degrees and programs section of this catalog.

Note: students planning to go on to a baccalaureate degree need to work closely with their advisors and are encouraged to select courses meeting core requirements and courses designated within majors and minors. Only those courses with an "X" designator count towards the baccalaureate core

Requirements ..... **Credits**
All credits for the A.A.S. degree must be at the 100-level or above and be distributed as follows:

Related Instruction
Communication (9 credits)..... .....**9**
(Written Communication)..... 6
ENGL 111X – Introduction to Academic Writing 3
AND
CIOS 260 -- Business Communications (3)

Or
ENGL 211X – Academic Writing about Literature (3)
or
ENGL 212 – Business, Grant, and Report Writing (3)
or
ENGL 213X – Academic Writing about the Social and Natural Sciences (3)
3
(Oral Communication)..... 3
COMM 131X -- Fundamentals of Oral Comm: Group Context (3)
OR
COMM 141X -- Fundamentals of Oral Comm: Public Context (3).....3

Computation (3 credits) **3**
Any course at the 100 level or above in mathematical sciences (math, computer science, statistics) (3)
or ABUS 155 -- Business Math (3)
or CIOS 116 -- Business Math Using Calculators (3)
or HLTH 116 -- Mathematics In Health Care (3)
or TTCH 131 -- Maintenance Mathematics (3)
OR DEVM 105 – INTERMEDIATE ALGEBRA (3)
OR ECE 117 – MATH SKILLS FOR EARLY CHILDHOOD EDUCATION (3)
OR HSV 117 – MATH SKILLS FOR HUMAN SERVICES (3)
Or other program approved discipline-based computation course [[or courses]]
OR DISCIPLINE-BASED COURSES WITH EMBEDDED COMPUTATION CONTENT TO TOTAL 3

HUMAN RELATIONS (3 credits).....**3**
ANTH 100x/Soc 100x – Individual, Society And Culture (3)
Or ABUS 154 – Human Relations (3)
Or ANL 287 – Teaching Methods For Alaska Native Languages (3)
Or ECE 245 – Child Development (3)
Or HSV 120 – Cultural Diversity In Human Services (3)
Or RHS 115 – Issues Of Personal Development (2)
And RHS 110 – Cross-Cultural Bridging Skills [[2]](1)
OR ED/PSY 245 – CHILD DEVELOPMENT (3)
OR HLTH 106 – HUMAN BEHAVIOR IN HEALTH CARE (3)
OR
OTHER PROGRAM APPROVED DISCIPLINE-BASED HUMAN RELATIONS COURSES OR DISCIPLINE-BASED COURSES WITH EMBEDDED HUMAN RELATIONS CONTENT TO TOTAL.....3[[-4]]

Major specialty ..... **at least 30**

Electives to total..... ....**60**

[[*Note: Students planning to go on to the baccalaureate degree need to work closely with their advisors and are encouraged to select courses meeting core requirements and courses designated with majors and minors*.]]

**ENGL 212 does not fulfill the second half of the written communication requirement for the baccalaureate degree.*

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to amend the requirements for the Certificate Programs as follows.

EFFECTIVE: Fall 2003

RATIONALE: The accreditation self-study and the subsequent accreditation visit identified that UAF has no stated certificate requirements in the catalogue for related instruction nor any statement of a standard for the inclusion of related instruction in certificate programs to guide the design of curricula. Consequently, it has not been widely recognized that there is such a requirement. This motion corrects that deficiency. Additionally, it brings requirements from various portions of the catalog together that affect the Certificate Programs.

****

[[ ]] = deletion
CAPS = addition

CERTIFICATE PROGRAMS

Certificate programs vary in length; however, you can usually complete them in one year. CERTIFICATES ARE AWARDED IN SPECIFIC OCCUPATIONAL FIELDS WITH EMPHASIS ON ENTERING THE JOB MARKET. THESE CERTIFICATES CAN SERVE AS THE BASIS FOR ADDITIONAL EDUCATION AND ARE THE FIRST STEP TOWARDS AN ASSOCIATE OF APPLIED SCIENCE DEGREE. FOR SPECIFIC MAJOR REQUIREMENTS, REFER TO THE DEGREES AND PROGRAMS SECTION OF THIS CATALOG.

Only degree requirements in effect within five academic years prior to your graduation date for a certificate may be used. You are considered enrolled in your degree program when you complete the appropriate degree student registration procedure. If you do not enroll for a semester or more, or if you enroll through the non-degree process, you are not considered enrolled as a degree student during that time. IF YOUR DEGREE PROGRAM IS DELIVERED COLLABORATIVELY WITHIN THE UA SYSTEM THEN THE CREDITS YOU EARN FROM EACH UA INSTITUTION WILL BE

COUNTED TOWARD FULFILLMENT OF THE DEGREE REQUIREMENTS AND FULFILLMENT OF THE MINIMUM INSTITUTIONAL RESIDENCY REQUIREMENTS.

YOU MAY ENROLL IN ANY COURSE FOR WHICH YOU ARE ELIGIBLE. TO EARN A CERTIFICATE, YOU MUST FORMALLY BE ADMITTED AND YOU MUST EARN AT LEAST 30 CREDITS, INCLUDING TRANSFER CREDIT. FIFTEEN SEMESTER HOURS MUST BE RESIDENCE CREDITS. YOU MUST HAVE A CUMULATIVE GRADE POINT AVERAGE OF AT LEAST 2.0 IN ALL WORK, AS WELL AS IN YOUR MAJOR. PROGRAMS OF STUDY FOR WHICH CERTIFICATES ARE GRANTED MUST CONTAIN A RECOGNIZABLE BODY OF INSTRUCTION IN THE PROGRAM-RELATED AREAS OF 1) COMMUNICATION, 2) COMPUTATION, AND 3) HUMAN RELATIONS. ADDITIONAL TOPICS WHICH MAY BE COVERED AS APPROPRIATE INCLUDE SAFETY, INDUSTRIAL SAFETY, AND ENVIRONMENTAL AWARENESS. INSTRUCTION IN THE RELATED INSTRUCTIONAL AREAS MAY BE EITHER EMBEDDED WITHIN THE PROGRAM CURRICULUM OR TAUGHT IN BLOCKS OF SPECIALIZED INSTRUCTION. EACH APPROACH, HOWEVER, WILL HAVE CLEARLY IDENTIFIED CONTENT THAT IS PERTINENT TO THE GENERAL PROGRAM OF STUDY.

NOTE: STUDENTS PLANNING TO GO ON TO A BACCALAUREATE DEGREE NEED TO WORK CLOSELY WITH THEIR ADVISORS AND ARE ENCOURAGED TO SELECT COURSES MEETING CORE REQUIREMENTS AND COURSES DESIGNATED WITHIN MAJORS AND MINORS. ONLY THOSE COURSES WITH AN "X" DESIGNATOR COUNT TOWARDS THE BACCALAUREATE CORE

REQUIREMENTS ..... **CREDITS**

[[To enroll in a certificate program, and before receiving a certificate, you must formally be admitted. To earn a certificate, you may enroll in any course for which you are eligible. To earn a certificate, you must earn at least 30 credits, including transfer credit. Fifteen semester hours must be residence credits. You must have a grade point average of 2.0 in all work, as well as in your major.]]

[[Only degree requirements in effect within five academic years prior to your graduation date for a certificate may be used. You are considered enrolled in your degree program when you complete the appropriate degree student registration procedure. If you do not enroll for a semester or more, or if you enroll through the non-degree process, you are not considered enrolled as a degree student during that time.]]

RELATED INSTRUCTION

COMMUNICATION..... .....**2-3**

ENGL 111X – INTRODUCTION TO ACADEMIC WRITING (3)
OR
CIOS 160 – BUSINESS ENGLISH (3)
OR
CIOS 260 -- BUSINESS COMMUNICATIONS (3)
OR
ENGL 211X – ACADEMIC WRITING ABOUT LITERATURE (3)
OR

ENGL 212 – BUSINESS, GRANT, AND REPORT WRITING (3)
OR
ENGL 213X – ACADEMIC WRITING ABOUT THE SOCIAL AND NATURAL SCIENCES (3)
OR
COMM 131X -- FUNDAMENTALS OF ORAL COMM: GROUP CONTEXT (3)
OR
COMM 141X -- FUNDAMENTALS OF ORAL COMM: PUBLIC CONTEXT (3)
OR
DEVS 104 – UNIVERSITY COMMUNICATIONS (1-3)
OR
DEVS 105 – INTENSIVE READING DEVELOPMENT (3)
OR
OTHER PROGRAM APPROVED DISCIPLINE-BASED COMMUNICATION COURSE OR DISCIPLINE-BASED COURSES WITH EMBEDDED COMMUNICATION CONTENT TO TOTAL 2-3

COMPUTATION **2-3**

ANY COURSE AT THE 100 LEVEL OR ABOVE IN MATHEMATICAL SCIENCES (MATH, COMPUTER SCIENCE, STATISTICS) (3)
OR ABUS 155 -- BUSINESS MATH (3)
OR CIOS 116 -- BUSINESS MATH USING CALCULATORS (3)
OR DEVM 105 – INTERMEDIATE ALGEBRA (3)
OR ECE 117 – MATH SKILLS FOR EARLY CHILDHOOD EDUCATION (3)
OR HLTH 116 -- MATHEMATICS IN HEALTH CARE (3)
OR HSV 117 – MATH SKILLS FOR HUMAN SERVICES (3)
OR TTCH 131 -- MAINTENANCE MATHEMATICS (3)
OR
OTHER PROGRAM APPROVED DISCIPLINE-BASED COMPUTATION COURSE OR DISCIPLINE-BASED COURSES WITH EMBEDDED COMPUTATION CONTENT TO TOTAL.....2-3

HUMAN RELATIONS **2-3**

ANTH 100X/SOC 100X – INDIVIDUAL, SOCIETY AND CULTURE
OR
ABUS 154 – HUMAN RELATIONS (3)
OR
ANL 287 – TEACHING METHODS FOR ALASKA NATIVE LANGUAGES (3)
OR
ECE 245 – CHILD DEVELOPMENT (3)
OR
ED/PSY 245 – CHILD DEVELOPMENT (3)
OR
HLTH 106 – HUMAN BEHAVIOR IN HEALTH CARE (3)
OR

HSV 120 – CULTURAL DIVERSITY IN HUMAN SERVICES (3)
OR
RHS 115 – ISSUES OF PERSONAL DEVELOPMENT (2)
AND RHS 110 – CROSS-CULTURAL BRIDGING SKILLS (1)
OR
OTHER PROGRAM APPROVED DISCIPLINE-BASED HUMAN RELATIONS COURSE OR DISCIPLINE-BASED COURSES WITH EMBEDDED HUMAN RELATIONS CONTENT TO TOTAL. 2-3

MAJOR SPECIALTY ..... **AT LEAST 21**

ELECTIVES TO TOTAL **30**

**ENGL 212 DOES NOT FULFILL THE SECOND HALF OF THE WRITTEN COMMUNICATION REQUIREMENT FOR THE BACCALAUREATE DEGREE.*

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to delete the M.A.T., Secondary.

EFFECTIVE: Fall 2003 or
Upon Board of Regents' Approval

RATIONALE: Admission was suspended in 2000; new option in the M.Ed. has replaced this degree. See full program proposal #28 on file in the Governance Office, 312 Signers' Hall.

****

Executive Summary
M.A.T., Secondary

In 1998, in conjunction with the development of new post-baccalaureate teacher education programs for elementary and secondary teachers, the School of Education developed a secondary program that allowed post-baccalaureate teacher education students to earn an MAT degree in conjunction with the coursework and internship required for a teacher education license. After three years, with ongoing review and reflection of the advantages and disadvantages of the MAT option (including the solicitation of a great deal of feedback from mentor teachers and administrators), the School of Education suspended admission to its MAT programs in 2000.

In place of the MAT, the School of Education designed an option for post-baccalaureate teacher education students to pursue the more respected and more rigorous M.Ed. This option allows post-baccalaureate students to use 15 of the required 30 credits from their licensure program to satisfy one-half of the 30 credits required for a M.Ed. degree in Curriculum and Instruction.

This new option has been in place for two years and the response from students, university faculty, and school district personnel has been very positive. In contrast to the MAT degree, the M.Ed. provides the option for students who complete our post-baccalaureate teacher education programs to continue their graduate work with us, and it provides the opportunity for the School of Education to provide professional development and support for beginning teachers. The M.Ed. can also be used as a foundation for a Ph.D. because of its requirement for research and the completion of a research project or a thesis.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

MOTION PASSED: (unanimous)
==========

The UAF Faculty Senate moves to delete the M.A.T., Secondary Licensed Teachers.

EFFECTIVE: Fall 2003 or
Upon Board of Regents' Approval

RATIONALE: New option in the M.Ed. has replaced the need for this degree; no students currently in program. See full program proposal #29 on file in the Governance Office, 312 Signers' Hall.

****

Executive Summary
M.A.T., Secondary Licensed Teachers

In 1999, in conjunction with the development of new post-baccalaureate teacher education programs for elementary and secondary teachers, the School of Education developed: (1) a secondary MAT degree for teachers who held either BA/BS degrees and (2) B.Ed. degrees, and additionally were licensed K-12 teachers, to pursue a MAT degree to enhance their content knowledge and receive current educational philosophy and pedagogy courses. After four years, with ongoing review and reflection of the advantages and disadvantages of the MAT option, during which only one student applied for either option and then choose to complete a different degree, the School of Education made a decision to delete both options of this degree.

In place of the MAT, the School of Education offers the option to pursue the more respected and more rigorous M.Ed.

The M.Ed. provides the opportunity for the School of Education to provide professional development and support for teachers. The M.Ed. can also be used as a foundation for a Ph.D. because of its requirements for research and for the completion of a research project or a thesis.

The UAF Faculty Senate did not approve the following at its Meeting #112 on December 9, 2002:

MOTION FAILED: (6 yes, 13 nays)
==========

The UAF Faculty Senate moves to recommend that the proposed Revised Regents' Policy and draft Regulations 04.04.040.A.1.e(1) - "Distinguished and University Professors" as submitted by the Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: The Faculty Senate discussed the revised draft of the Regents' Policy and proposed Regulations for the selection of Distinguished University Professor, forwarded to the Faculty Senate for review, and moves to support the draft, with its recommendation that it be accepted by the Faculty Alliance.

****

REVISED REGENTS POLICY 04.04.040.A.1.e.(1)

Distinguished [[and]] University Professors. [[Tenured a]] Appointment as Distinguished [[Teaching Professor, Distinguished Research Professor, Distinguished Service Professor or]] University Professor may be given by action of the Board of Regents on recommendation of the faculty and concurrence of the Chancellor and the President. THE SELECTION CRITERIA AND PROCEDURES ARE SET FORTH IN UNIVERSITY REGULATION.

****

PROPOSED REGULATION 04.04.040.A.1.e. (1)

DISTINGUISHED UNIVERSITY PROFESSOR*

The title "distinguished professor" is bestowed on members of the faculty who have distinguished themselves as exemplary teachers, scholars, and public servants, and who are individuals having extraordinary international importance and recognition. The designation of "distinguished professor" is established by the Policies of the Board

of Regents. The title "Distinguished University Professor" is a lifetime award/honor, meaning that the award lasts as long as the professor is employed at the University of Alaska.

University-wide Criteria

The title "Distinguished Professor" is extended to recognize the outstanding contributions of University of Alaska faculty members to their academic disciplines. Candidates recommended for a distinguished professorship must demonstrate accomplishments in exemplary teaching and/or distinguished scholarship or creative work.

The very nature of the title "distinguished" implies that there will be a limited number of faculty holding this title. It is intended to signify a select group of faculty members who are leaders in their respective fields as attested to by national or international recognition and/or their significant public service achievements. Candidates for the honor of being selected as Distinguished University Professor should have attained the rank of tenured full professor.

Procedures

1. Each campus will develop its own internal procedures for nominating distinguished professorships, consistent with Regents policy. Such nominations must be reviewed by the dean of the appropriate school or college, and must be screened by a committee of senior faculty peers who will advise the chancellor on the merits of each proposal. Each MAU may develop its own minimum criteria for nominations.

2. Following campus review and approval by the chancellor, recommendations and supporting documentation will be submitted to the President's Office. The following materials will accompany each recommendation:

    A. Evidence concerning the distinguished accomplishments of the individual’s tripartite or bipartite responsibilities, including letters from faculty peers both within and outside the institution who are qualified to judge the accomplishments of the individual;

    B. Evidence concerning the national and, where appropriate, international recognition of the candidate including national and international honors and awards, and significant original contributions to his/her discipline; and

    C. Evidence concerning the public service achievements of the candidate as appropriate to the discipline at interest.

3. A systemwide committee of the Alliance shall review all the proposals and shall forward their recommendations on to the President.

4. Recommendations approved by both the Alliance and the President will be transmitted to the Board of Regents for action, accompanied by appropriate documentation. If the President does not approve a campus recommendation, he will transmit his reasons to the Alliance and the campus chancellor.

5. This is a single type of appointment and the number should be capped by the MAU and the president. Since this is selective, the number should not exceed five percent of the faculty.

6. This award includes, at a minimum, a plaque and special cords to be worn with their graduation regalia, as well as all the rights, honors and privileges thereto.

The UAF Faculty Senate passed the following at its Meeting #112 on December 9, 2002:

RESOLUTION PASSED: (11 yes, 7 nays)
==========

WHERAS, In order to support the UAF strategic plan, the UAF academic development plan, and UAF's aspirations as the nation's northernmost Land, Sea, and Space Grant institution, the university needs a strong graduate school headed by a full-time dean, and

WHEREAS, the Faculty Senate believes that it would be a serious mistake to replace the existing Dean of the Graduate School position with a new Vice Provost for Graduate and Instructional Affairs and Dean of the Graduate School position, and

WHEREAS, A full-time Dean of the Graduate School with responsibilities dedicated to graduate education and research, who is the product of an aggressive external search, will best serve graduate education and research at UAF, now

THEREFORE BE IT RESOLVED, That the Faculty Senate proposes the following:

1. The proposed plan to eliminate the existing full-time Dean of the Graduate School position should be abandoned.
2. The proposed plan to create a new Vice Provost for Graduate and Instructional Affairs and Dean of the Graduate School position should be abandoned.
3. The University should implement an immediate external search for a full-time Dean of the Graduate School in order to fill the existing position.

The UAF Faculty Senate passed the following at its' Meeting #111 on October 28, 2002:

MOTION:
======

The UAF Faculty Senate moves to amend the requirements for the Associate of Arts degree to include Math 161 as a course that will satisfy the Mathematics or Natural Science requirement as follows:

EFFECTIVE: Fall 2003

RATIONALE: The Math department has recommended that Math 161 be included in the list of math classes that will satisfy the Core math requirement. This motion will bring the AA degree into line with the Core requirements.

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[[ ]] = deletion
CAPS = addition

Associate of Arts

The Associate of Arts degree represents the completion of broad-based college study. This degree may serve as a starting point for a career or a stepping stone to a baccalaureate program. A student may earn only one A.A. degree.

Requirements **Credits**

All credits for the A.A. degree must be at the 100 level or above, and 20 credits must be at the 200 level or above, and be distributed as follows:

Communications: (9 credits)

ENGL 111X --Introduction to Academic Writing 3
ENGL 211X --Academic Writing about Literature
or ENGL 212-- Business, Grant and Report Writing
or ENGL 213X--Academic Writing about the Social
and Natural Sciences 3
COMM 131X --Fundamentals of Oral Communication:
Group Context
or COMM 141X --Fundamental of Oral Communication:
Public Context 3

Mathematics or Natural Science: (10 Credits)

MATH 107X-Functions of Calculus		
OR MATH 131X-Concepts and Contemporary Applications of Mathematics		
OR MATH 161X-ALGEBRA FOR BUSINESS AND ECONOMICS		3
(OR Math 200X, 201X, 202X, 272X, or any math course having one of these as a prerequisite)		
One natural science course, with lab, selected from the baccalaureate core	4	
Mathematics (computer science, mathematics or statistics course at the 100-level or above) or natural science	3	

Humanities and Social Science: (18 Credits)

ANTH 100X/SOC 100X --Individual, Society and Culture	3	
ECON 100X/PS 100X --Political Economy	3	
HIST 100X --Modern World History	3	
ART/MUS/THR 200X -- Aesthetic Appreciation: Interrelationship of Art, Drama and Music		
or HUM 201X --Unity in the Arts		3
ENGL/FL 200X --World Literature		3
Humanities or social science elective	3	
Two semester-length courses in a single Alaska Native Language or other non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level may substitute for two of the courses above.		

Library and Information Skills: (0-1 credit)

Successful completion of library skills competency test, or LS 100X, or LS 101X	0-1

Successful completion of the library skills competency test satisfies this requirement of the core curriculum, but does not carry degree credit.
(It is strongly recommended that this requirement be completed before enrolling in the 200-level English course requirement or that it be completed concurrently with enrollment in the 200-level English core requirement.)

General Electives: (22-23 credits)

Any combination of courses (Students planning to go on to the baccalaureate degree are advised to select courses meeting remaining core requirements, and courses designated within majors and minors.)	22-23

Electives to Total **60**

*English 212 doesn't fulfill the second half of the written communication requirement for the baccalaureate degree.

[[**MATH 161 --Algebra for Business and Economics, is not an equivalent course for MATH 107X.]]

The UAF Faculty Senate passed the following at its' Meeting #111 on October 28, 2002:

MOTION:
======

The UAF Faculty Senate moves to amend the Guidelines for the Evaluation Process for Administrators as follows:

EFFECTIVE: Immediately

RATIONALE: This will clarify who appoints the chair of the review committee.

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GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

1. Within the first three weeks of the Fall Semester the Supervisor of the Administrator to be reviewed will appoint an Ad Hoc Administrator Review Committee consisting of five members, at least three of whom must be faculty. (It is recommended that staff be included on the ad hoc committee as appropriate.) The chair of the committee shall be appointed from the Faculty Senate BY THE SUPERVISOR OF THE ADMINISTRATOR TO BE EVALUATED. One of the three faculty shall be appointed from the Faculty Appeals & Oversight Committee.

   In the case of evaluation of the Dean of the Graduate School, the Provost will appoint an Ad Hoc Committee consisting of two faculty drawn from the UAF Faculty Senate's Graduate Academic & Advisory Committee, one Dean/ Director, one member of the Faculty Appeals and Oversight Committee, and a student representative from the Graduate Student Organization.

   The Ad Hoc Committee will solicit input from all relevant constituencies on- and off-campus, including faculty, staff, and students. This may be accomplished through various instruments, e.g., a standard questionnaire completed anonymously and returned to the Committee Chair.

2. The Administrator to be evaluated will prepare a narrative self-evaluation of activities performed during the three-year period (academic years) prior to the year of evaluation or since the last evaluation. This narrative should include reflections about how adequately s/he has fulfilled responsibilities of leadership consistent with his/her own performance expectations and those of faculty, staff, and students in the unit. Major or otherwise significant accomplishments should be highlighted. Any issues raised in the last evaluation should be referenced with a view to what progress has been made on those items. Finally, the self-evaluation should identify a limited set of reasonable goals for the unit over the next three years, with some discussion about specific strategies that may be undertaken through his/her administrative leadership.

3. The Ad Hoc Committee will interview a select sample of faculty, staff, students and others as relevant for further evaluative comments about the Administrator's performance.

4. The Ad Hoc Committee will interview the Administrator either in person or by conference call. The interview shall proceed on the basis of a set of questions which reference the Administrator's self-evaluation, the results of returned questionnaires, and the interviews of faculty, staff, and students.

5. The Ad Hoc Committee will prepare an evaluative summary, and submit its report to the Provost (in the case of evaluation of Deans) or to the Chancellor (in the case of evaluation of the Provost or any other administrator who reports directly to the Chancellor). The Ad Hoc Committee shall work as expeditiously as possible in completing its report and submit it to the Provost or Chancellor as the case may be by March 15 of the Spring Semester.

   (a) At a date to be set by the Provost, the Provost or administrator's supervisor shall meet in joint conference with the Ad Hoc Committee and the Faculty Appeals & Oversight Committee for final review, recommendations, and disposition of the Administrator's evaluation. The supervisor of the administrator will thereafter provide his/her formal evaluation taking into account the Ad Hoc Committee's report.

   (b) At a date to be set by the Chancellor, the Provost and the Chancellor shall meet to discuss the Ad Hoc

Committee's evaluation of the Provost. During this meeting the Chancellor and Provost shall identify performance priorities for the next review period. The Chancellor shall meet in joint conference with the Ad Hoc Committee and the UAF Faculty Senate's Faculty Appeals & Oversight Committee to summarize his evaluation.

The UAF Faculty Senate passed the following at its' Meeting #111 on October 28, 2002:

MOTION:
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The UAF Faculty Senate moves to approve the establishment of an Outstanding Senator of the Year Award (OSYA) as outlined in the attached.

EFFECTIVE: Immediately

RATIONALE: The Outstanding Senator(s) of the year award is an award to be given by the UAF Faculty Senate for truly outstanding contribution of service for academic quality at the University. The recipient should be a serving member of the UAF Faculty Senate or a serving member of a permanent or standing committee of the Faculty Senate who has made a major contribution to the faculty's and student's welfare, to the faculty's ability to carry out its duties more effectively, to the general betterment of the University outside the teaching and research function, or has shown wise and courageous leadership (and responsibility) on behalf of the faculty and University

****

OUTSTANDING SENATOR OF THE YEAR AWARD (OSYA)

PURPOSE:

The Outstanding Senator(s) of the year award is an award to be given by the UAF Faculty Senate for truly outstanding contribution of service for academic quality at the University. The contribution to be recognized would be far beyond that normally made by an individual in the normal performance of his or her job.

CRITERIA:

The recipient should be a serving member of the UAF Faculty Senate or a serving member of a permanent or standing committee of the Faculty Senate who has made a major contribution to the faculty's and student's welfare, to the faculty's ability to carry out its duties more effectively, to the general betterment of the University outside the teaching and research function, or has shown wise and courageous leadership (and responsibility) in behalf of the faculty and University. This should be an award for service, not teaching or research, above and beyond that normally expected from an individual.

NON-ELIGIBILITY:

The President and President-Elect of the Faculty Senate are not eligible to receive this award in their positions during their years of service.

PROCEDURES:

Any eligible Faculty Senate member may nominate a candidate for the OSYA. The letter of nomination should include a brief list of the Senator's accomplishments and a cover letter that makes the case for the nominee. The nomination should be submitted to the Faculty Senate President by March 1.

The Screening Committee will consist of five members. One member will be appointed from the Provost Council by the Provost. The Faculty Senate will select four (4) members one of whom will be the President-Elect, and three others, none of whom is a nominee, in the March meeting of the Senate. This committee will meet prior to the April meeting of the Senate to screen all applicants and select one or two candidates that are recommended to the Senate President.

In the April Faculty Senate meeting, the committee shall move the appropriate resolution(s). After appropriate discussion, the full Senate shall vote by secret ballot on the motions. A simple majority vote of those attending will be necessary for the Senate to confirm an OSYA. The votes will be counted by the President and Secretary of the Senate, and the award is announced by the President of the Senate.

The award is to be presented by the President of the Senate and the form of the award shall be a framed, hand-lettered certificate that contains the resolution passed by the Senate and the signatures of the Faculty Senate President and President-Elect.

The UAF Faculty Senate passed the following at its' Meeting #111 on October 28, 2002:

RESOLUTION:
==========

INASMUCH as a pattern of mishap has emerged over time with respect to the supply of textbooks to students by the university bookstore, and

WHEREAS, the letter from the interim manager reproduced below, and hereby read into the minutes of the senate, shows a due appreciation of the importance of the supply of the correct books to students so that classes can get off to a good start each term, and

WHEREAS, the four measures listed in the letter seem well calculated to remedy the problem, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate commends the measures listed and wishes the manager and her staff all success in their implementation.

****

October 1, 2002

Dear Dr. Box,

I would like to thank both you and Dr. Leguard for taking the time to share with me your concerns, and the concerns of other faculty members, regarding the bookstore's textbook adoption policies. I appreciate the opportunity to speak with you about this matter, and also your offer to pass along to other faculty members this summary of our discussion.

The most important message I would like to convey is an assurance to you and all of the other faculty members that it is not bookstore policy to substitute a textbook of our choosing for the textbook that the instructor has selected. We realize that the textbook is a valuable learning tool, and that we have neither the knowledge to select that tool for the instructor, or the right to disrupt the planned learning process by making an unauthorized textbook substitution. Unfortunately, it appears that several textbook orders for the fall semester were filled with books that were different either in edition or format from the books that were ordered, without prior knowledge of the instructor. This is inexcusable and should never happen. Because of this lapse in communication

on our part, the bookstore has developed the following procedure to deal with requested textbooks that are no longer available:

1- If a textbook is not available as ordered, no matter what the reason (old edition, out of stock, now bundled with something else, etc….) the textbook department will attempt to contact the instructor immediately by phone to discuss the textbook options available.
2- If the instructor can't be reached by phone, the textbook department will e-mail both the instructor, and the department administrative assistant. (If an instructor is off contract, or otherwise unavailable via the contact points listed in the UAF directory, it would be helpful to us if an alternate method of contact is listed on the textbook adoption form.)
3- If the textbook department doesn't hear back from the instructor or the administrative assistant by the time the order needs to be placed for timely arrival, the textbook coordinator will use his best judgment and order the edition the publisher deems a substitute for the edition the instructor has selected, but is no longer available. We will not substitute titles (only new editions for old editions, bundle packed for textbook only, etc.) and we will only substitute editions if we are advised the edition ordered is no longer available. The textbook department will then send a notification/explanation letter to the department.
4- As a resource, approximately one month prior to the start of the semester, the bookstore will send a report to each department listing all of the books on order for that department. Books ordered for individual classes can also be viewed on the bookstore's website: www.uaf.edu/bookstore via the "textbook lists" link. The bookstore's website also features a textbook adoption link where faculty members can both adopt books online, and research the textbook adoption history of all UAF courses for the last three years.

We hope that these measures will prevent the type of problems that occurred this fall. If you or other faculty members have any questions or comments regarding bookstore procedure, please don't hesitate to contact me at extension 5275, or the Textbook Coordinator, Steve Tate, at extension 5778.

Thanks again for being kind enough to call these problems to my attention.

Most Sincerely,

Becky Phillips
Interim Manager
UAF Bookstore
fybook@uaf.edu
474-5275

The UAF Faculty Senate passed the following at its Meeting #111 on October 28, 2002:

RESOLUTION OF SUPPORT OF 10% TUITION INCREASE

WHEREAS,

- from 1998-2002, UA increased the number of faculty and staff and,
- UA introduced a suite of online student services including registration, financial aid, and fee payment, and

WHEREAS,

- Total scholarship dollars awarded at UA have increased by 80%, from $5.5 million in academic year 1997-1998 to $10 million in academic year 2000-2001, while tuition has increased by 12% since 1997, and
- From 1999-2001, the number of course sections with associated fees decreased by 11.3%, and

WHEREAS, UA instructional costs (direct instruction, academic and student support) per FTE student have increased significantly from 1997-2002, and

WHEREAS, new operating costs are associated with improved services such as

- The operating cost of the new UAA library,
- The operating costs of the TVC Courthouse, the UAA University Center and
- The University's commitment to the Nursing education, and

WHEREAS, UA tuition over the last five years has increased at a fraction compared to other universities and UA students pay a smaller share of their educational costs than other universities, and

WHEREAS, the increase amounts to, respectively, $8 for in-state lower-division credit, $9 for in-state upper-division credit, and $18 for in-state graduate level credit, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate supports a 10% tuition increase to maintain the quality and value of a UA education.

The UAF Faculty Senate passed the following at its Meeting #110 on September 23, 2002:

MOTION:
======

The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Curricular Affairs; Faculty Affairs; Faculty Development, Assessment, and Improvement; and Faculty Appeals & Oversight Committee.

EFFECTIVE: Immediately

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AD HOC COMMITTEE ON UNIT CRITERIA

Curricular Affairs - Gary Holton
Faculty Affairs - Dan Odess
Faculty Development, Assessment & Improvement - Abel Bult-Ito
Faculty Appeals & Oversight - Julie Riley

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

RESOLUTION OF RECOGNITION

WHEREAS, The UAF rifle team won its fourth consecutive NCAA title in March as well as an individual NCAA title and record-setting score in small bore by junior Matt Emmons, who finished fifth at the World Cup for shooting in Sydney, Australia, and

WHEREAS, Freshman Joe Hein won the men's 3x40 smallbore rifle event at the 2002 U.S. Junior Olympic Championships, earning him a place on the USA Shooting National Development Team, and

WHEREAS, The Nanooks boast ten National Rifle Association All-Americans based on the shooters' scores throughout the season with an emphasis on the NCAA sectionals and their grade point averages, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate congratulates the 2001-2002 Rifle Team as NCAA champion and commends the teams superior performance.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION
======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
======

The UAF Faculty Senate moves to adopt the recommendation of the Core Review Committee requiring a syllabus statement for Writing Intensive "W" courses.

EFFECTIVE: Fall semester 2002.

RATIONALE: With the high turnover of faculty, there appears to be some confusion about what constitutes a "W" course. The inclusion of this type of statement will guide the faculty in formulating the course, and inform students not only that this is a "W" course, but the requirements of such a course.

****

Syllabus Statement Regarding the Writing-Intensive (W) Requirement

This statement, or a statement similar to it, MUST appear in the syllabus of each "W" course. Courses failing to provide this information jeopardize their continuing status as "W" courses.

Below is an example paragraph that teachers could include on their syllabi when instructing Writing-Intensive (W) courses. The paragraph includes the key elements of the Writing-Intensive requirement.

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus (e.g., English 313W). The designation applies to upper-division courses and means that a majority of the graded work in the course will be derived from writing activities. Here are the general guidelines for the writing expected in this course:

* Students will complete an ungraded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.
* Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers. If students complete a major research project, the teacher will supervise the students' writing in stages.

* Students will meet individually with the teacher at least once during the term to discuss their writing.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
======

The UAF Faculty Senate moves to amend the Graduate Academic Regulations (pages 36 and 37 of the 2001-2002 Catalog) and How to Earn a Degree section (page 39 of the 2001-2002 Catalog) as follows:

[[ ]] = Deletions
CAPS = Additions

(page 36):

ACADEMIC STANDARDS

[[**Graduate Scholastic Standing**]]

[[Your UAF academic record will reflect the GPA for all courses taken after the bachelor's degree (or last degree at UAF). However, your scholastic standing in the graduate program is determined by the GPA of the courses identified on your Advancement to Candidacy (including repeats). If you haven't advanced to candidacy, your scholastic standing is determined by the GPA of all courses taken since the bachelor's or last degree.]]

(page 37):

Repeating Courses

All grades (original and retakes) for a course completed at UAF will be shown on the permanent record. [[For scholastic standing calculations, the GPA calculation for graduate students includes all courses listed on your advancement of candidacy (including repeats and undergraduate courses approved for your program). If you haven't been advanced to candidacy yet, your GPA will include all courses (including repeats) you have taken since your admission to graduate study.]] ONLY THE LAST GRADE EARNED FOR A COURSE IS USED IN COMPUTING YOUR GPA UNLESS THE COURSE IS ONE THAT CAN BE REPEATED FOR CREDIT.

(page 39):

GENERAL UNIVERSITY REQUIREMENTS

Grade Point Average and Grade Requirements

You must have a cumulative GPA of 3.0 (B) for good standing and IN COURSES IDENTIFIED ON YOUR ADVANCEMENT TO CANDIDACY FORM to graduate. You must earn an A or B grade (no P grades) in 400-level courses; a C grade will be accepted in 600-level courses [[provided you maintain a B average. For the purposes of graduate good standing and meeting degree requirements, all grades, including those generated from retaking a course, are included in the GPA.]] FOR THE PURPOSES OF SATISFYING DEGREE REQUIREMENTS PROVIDED YOU REMAIN IN GOOD STANDING.

EFFECTIVE: Immediately Upon Chancellor approval

RATIONALE: The dual concepts of 'graduate scholastic standing' and 'good standing' are redundant and confusing. Though 'graduate scholastic standing' is defined in the existing catalog, it has no consequences. Eliminating 'graduate scholastic standing' will produce one concept of 'good standing' as for undergraduates, but with a higher GPA standard (3.0 vs. 2.0). The manner in which retaken courses will contribute to the GPA is hereby clarified and will match the situation for undergraduates. Confusion about how the GPA is calculated before advancement to candidacy is hereby eliminated. The catalog will be slightly shorter.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION
======

The UAF Faculty Senate, upon recommendation of the Faculty Affairs Committee, moves to amend the Appeals Policy for Academic Decisions Other Than Assignment of Grades as follows:

EFFECTIVE: Immediately

RATIONALE: The presence on the committee of a tenure-track faculty member from the academic unit in which the decision was made creates a perception of conflict of interest. By making this member a non-voting member, conflict of interest issues are avoided. In addition, this faculty member will be able to provide the voting members with clarifications and information relevant to the academic unit negating the necessity of a "program's monitor." In addition, the presence of the department chair of the program in which the decision was made as the program's monitor of all proceedings also creates a perception of conflict of interest. This section has been deleted because the campus judicial officer or his/her designee, who serves as a nonvoting facilitator, serves in an advisory role to help preserve consistent hearing protocol and records and, therefore, additional oversight by the department chair is unnecessary. Procedures for the submission of written materials that shall be considered by the committee have been added for clarification.

****

CAPS = Additions
[[ ]] = Deletions

APPEALS POLICY FOR ACADEMIC DECISIONS
Other Than Assignment of Grades

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that academic decisions (i.e., non-admission to or dismissal from any UAF program) are a faculty responsibility. Therefore, the University administration shall not unduly influence or affect the review of academic decisions that are a faculty responsibility.

The following procedures are designed to provide a means for students to seek review of academic decisions alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

B. "Department Chair" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department, or division coordinator or program chair if the faculty member is in the College of Rural Alaska).

C. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

D. The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester

or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. A student wishing to appeal an academic decision other than a grade assignment must first request an informal review of the decision.

1. Notification must be received by the Provost within 15 days from the first day of instruction of the semester in which the decision takes effect.

2. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the Provost, after review of supporting documentation provided by the student, may adjust the deadlines accordingly. An extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

3. The Provost will request the appropriate department chair to conduct an informal review of the decision. The Department chair will determine whether the original decision should be overturned or changed in any way. The department chair will submit his/her recommendation to the provost through the dean/director within 10 days. In the event that the department chair is directly involved, the provost can ask the dean/director to conduct an informal review and submit his/her recommendations directly to him.

4. The Provost will consult with the student on the department chair's recommendation. If the student does not find that recommendation acceptable, he/she may request the Provost to conduct a formal review.

B. The formal review will be conducted as follows.

1. This formal review is initiated by the student through a signed, written request to the Provost.

a. The student's request for formal review may be submitted using university forms specifically designed for this purpose and available from the Office of the Provost.

b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the formal review of the decision, and that the university's administration including the college dean/director can not influence or affect the outcome of the formal review.

c. The request for a formal review must be received no later than 10 days after the student has learned the outcome of the informal review (IIIA4).

d. The request must detail the basis for the allegation that the decision was made on a basis other than sound professional judgment based upon standard academic policies, procedures and practices.

2. The Provost will appoint a 5 member review committee composed of the following:

a. One **NON-VOTING** tenure-track faculty member from the academic unit in which the decision was made. **THIS INDIVIDUAL SHALL SERVE IN AN ADVISORY ROLE**. **THIS FACULTY MEMBER SHALL NOT BE THE INDIVIDUAL(S) AGAINST WHOM THE APPEAL IS DIRECTED.**

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the decision was made. If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.

c. One tenure-track faculty member from outside the college or school in which the decision was made. If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.

d. The fifth member to be appointed by the Provost will be a non-voting student representative.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

[[f. The department chair of the program in which the decision was made will act as the program's monitor of all proceedings.]]

3. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 working days of receipt of the student's formal request.

a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

B. TO BE CONSIDERED BY THE COMMITTEE, ALL WRITTEN MATERIALS SHALL BE SUBMITTED TO THE HEARING FACILITATOR NO LATER THAN 48 HOURS BEFORE THE START OF THE SCHEDULED APPEALS HEARING. TO GIVE ALL INTERESTED

PARTIES A CHANCE TO SUBMIT WRITTEN MATERIALS, AT LEAST THREE BUSINESS DAYS SHALL ELAPSE BETWEEN THE TIME THE MEETING IS ANNOUNCED AND THE START OF THE MEETING. NEW WRITTEN MATERIALS PRESENTED AFTER THE 48-HOUR DEADLINE OR PRESENTED DURING THE MEETING WILL ONLY BE CONSIDERED BY AGREEMENT OF ALL VOTING COMMITTEE MEMBERS. THESE PROCEDURES RELATED TO WRITTEN MATERIALS ALSO APPLY TO ALL SUBSEQUENT MEETINGS.

[[b.]] C. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

[[c.]] D. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) The student has not provided sufficient reason in support of the allegation that the academic decision was arbitrary and capricious.

2) This is not the first properly prepared request for appeal.

3) The request was not made within the policy deadlines.

[[d.]] E. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department chair, dean/director and provost within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

4. Acceptance for consideration of the student's request will result in the following:

a. A request for, and receipt of, a formal written response from the program department chair to the student's allegation.

b. A second meeting scheduled to meet within 10 days of the decision to review the request.

1) The student and the department chair or a representative of the program will be invited to attend the meeting.

2) The meeting will be closed to outside participation, and neither the student nor the instructor or department chair may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor or department chair may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

5. The final decision of the committee will be made in private by a majority vote.

a. Actions which the committee can take if it accepts the student's allegation may include, but are not limited to, the following:

1) direct the program instructor or department chair to reconsider the decision,

2) provide a final alternative decision.

b. The academic decision review committee proceedings will result in the preparation of written findings and conclusions.

c. A formal, written report of the decision must be forwarded to the student, instructor, program/department chair, dean and Provost within five days of the meeting. The Provost shall then be responsible for communicating the decision to other relevant offices (e.g., Admissions, Registrar).

d. The decision of the committee is final.

C. The entire process must be completed by the end of the semester in which the decision first took effect.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
======

The UAF Faculty Senate, upon recommendation of the Faculty Affairs Committee, moves to amend the Grade Appeals Policy as follows:

EFFECTIVE: Immediately

RATIONALE: The presence on the grade appeals committee of a tenure-track faculty member from the academic unit in which the course was offered creates a perception of conflict of interest. By making this member a non-voting member, conflict of interest issues are avoided. In addition, this faculty member will be able to provide the voting members with clarifications and information relevant to the academic unit against which the appeal is directed.

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CAPS = Additions
[[ ]] = Deletions

GRADE APPEALS POLICY

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. A "grade" refers to final letter grades A, B, C, D, F, and Pass. The I (incomplete) designates a temporary grade, for one year not a final grade, so it is not subject to appeal until it becomes final.

B. For the purpose of this procedure, "arbitrary and capricious" grading means:

1. The assignment of a course grade to a student on some basis other than performance in the course,
   or

2. The assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course,
   or

3. The assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

C. "Grading errors" denotes errors in the calculation of grades rather than errors in judgment.

D. As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

E. "Department [[head]] CHAIR" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department, or the campus director if the faculty member is in the College of Rural Alaska).

F. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

G. "Final grade" for the purposes of this policy is the grade assigned for a course upon its completion.

H. A "grading error" is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade.

I. The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention following the normal change of grade procedure.

1. It is a student's obligation to notify the instructor of any possible error immediately by the most direct means available. If this is through an oral conversation and/or the issue is not immediately resolved, it is the student's responsibility to provide the instructor with a signed, written request for review of the grade, with a copy to the unit department [[head]] CHAIR and the dean of the college or school in which the course was offered.

2. Notification must be received by the instructor and/or department [[head]] CHAIR within 15 days from the first day of instruction of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).

3. The instructor is responsible for notifying the student in writing of his or her final judgment concerning the grade in question within 5 days of receipt of the request, and for promptly submitting the appropriate change of grade form to the [[Director of Admissions and Records]] REGISTRAR'S OFFICE if an error occurred.

4. If the student does not receive a response from the instructor or the unit department [[head]] CHAIR by the required deadline, the student must seek the assistance of the dean of the college or school in which the course was offered.

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student must bring the matter to the attention of the unit department [[head]] CHAIR who will make every effort to contact the instructor by the 15th class day of the next regular semester.

    a. If the instructor can not be contacted but course records are available, the department [[head]] CHAIR will effect resolution within 5 class days of notification by the student. The department [[head]] CHAIR may correct a grading error through the regular change of grade process on behalf of the instructor.

    b. If the instructor can not be contacted and course records are either unavailable or indecisive, the student may request a review following the procedure outlined below.

    c. If the instructor can be contacted and elects to participate, then a constructive participation is to be welcomed by the review committee. The procedures of Paragraph III.A.5.a. or Paragraph III.A.5.b. will be instituted if the instructor withdraws from participation.

6. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the dean of students, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. An extension of the deadline will be limited

to one semester but every effort should be made to complete the appeal process within the current semester.

B. If no such error occurred, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and satisfaction is not forthcoming from the appropriate department [[head]] CHAIR.

1. This review is initiated by the student through a signed, written request to the department [[head]] CHAIR with a copy to the dean of the college or school in which the course was offered.

a. The student's request for review may be submitted using university forms specifically designed for this purpose and available at the [[Admissions and Records]] REGISTRAR'S Office.

b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration can not influence or affect the outcome of the review.

c. The request for a review must be received no later than 20 days after the first day of instruction in the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester) or within 5 days of receipt of notification of the process by the dean/director of the college or school in which the course was offered.

d. The request must detail the basis for the allegation that a grade was improper and the result of arbitrary and capricious grading and must present the relevant evidence.

2. It is the responsibility of the department [[head]] CHAIR to formally notify both the instructor who issued the grade and the dean of the unit's college or school that a request for a review of grade has been received.

3. If the instructor of the course is also the department [[head]] CHAIR, the Dean of the College will designate another department [[head]] CHAIR within the college to act as the department's representative for all proceedings. If the instructor of the course is also the Dean of the College, the Provost will designate another

Dean within the University to act as the college's monitor of all proceedings.

4. The dean will appoint a 5 member review committee composed of the following:

    a. One **NON-VOTING** tenure-track faculty member from the academic unit in which the course was offered (other than the instructor of the course). **THIS INDIVIDUAL SHALL SERVE IN AN ADVISORY ROLE**.

    b. Two tenure-track faculty members from within the college or school but outside of the unit in which the course was offered. If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.

    c. One tenure track faculty member from outside the college or school in which the course was offered. If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.

    d. The fifth member to be appointed by the dean will be a non-voting student representative.

    e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

5. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 working days of receipt of the student's request.

    a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

    b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

    c. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) This is not the first properly prepared request for appeal of the particular grade.

2) The actions of the instructor do not constitute arbitrary and capricious grading, as defined herein.

3) The request was not made within the policy deadlines.

4) The student has not taken prior action to resolve the grade conflict with the instructor, as described under section III, A.

d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department [[head]] CHAIR and dean within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

6. Acceptance for consideration of the student's request will result in the following:

a. A request for and receipt of a formal response from the instructor to the student's allegation.

b. A second meeting scheduled to meet within 10 days of the decision to review the request.

1) The student and instructor will be invited to attend the meeting.

2) The meeting will be closed to outside participation, and neither the student nor instructor may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

7. The final decision of the committee will be made in private by a majority vote.

a. Actions which the committee can take if it accepts the student's allegation of arbitrary and capricious grading must be directed towards a fair and just resolution, and may include, but are not limited to, the following:

1) Direct the instructor to grade again the student's work under the supervision of the department [[head]] CHAIR,

2) Direct the instructor to administer a new final examination and/or paper in the course,

3) Direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.

b. The academic decision review committee proceedings will result in the preparation of written findings and conclusions. Conclusions will result in one of the following:

1) The request for a grade change is denied.

2) The request for a grade change is upheld; the review committee requests the course instructor to change the grade; and the course instructor changes the grade in accordance with MAU rules and procedures.

3) The request for a grade change is upheld; the course instructor is either unavailable to change the grade or refuses to, and the review committee directs the dean/ director to initiate the process specified by MAU rules and procedures to change the grade to that specified by the review committee.

c. A formal, written report of the decision must be forwarded to the student, instructor, department [[head]] CHAIR, dean and Director of Admissions and Records within five days of the meeting.

d. The decision of the committee is final.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
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The UAF Faculty Senate moves to amend the UAF Regulation for Emeritus Status as follows:

[[ ]] = Deletions
CAPS = Additions

Emeritus Status

A. A full-time faculty member who has already attained the rank of full professor and who has retired after a minimum of ten years at the University of Alaska immediately prior to retirement is eligible for consideration as an emeritus professor. Nominations for the emeritus professor must originate with the faculty. The process may be initiated by *any three faculty members, one of whom must belong to the retiree's primary academic unit, for review by the appropriate dean. The dean, in consultation with the retiree's primary academic unit, will make recommendations to the Provost who will then forward his/her recommendations to the Chancellor. The Chancellor's [[recommendations are to be forwarded to the President for approval]] DECISION IS FINAL AND NON-REVIEWABLE.

B. In exceptional circumstances, the CHANCELLOR, OR IN THE CASE OF STATEWIDE ADMINISTRATION EMPLOYEES, THE president, may confer emeritus status to other meritorious employees who have provided A MINIMUM OF TEN (10) YEARS OF [[long and]] faithful service of high quality to the institution. Recommendations [[should]] WILL proceed along the appropriate administrative channels to the CHANCELLOR OR president.

C. The Board of Regents may confer emeritus status upon a retiring President of the University.

D. Privileges available to emeritus employees include the following:

1. Listing in the appropriate university directory and catalog.
2. Invitations to major university functions.
3. Mailing notices of campus functions and social gathering.
4. Use of library, gymnasium, and food facilities ON THE SAME BASIS AS ACTIVE EMPLOYEES IN THEIR CATEGORY.
5. Access to laboratories, office space at the discretion of the dean or director, research and/or electronic communication facilities (where such access is available

at no charge to the university and does not displace other faculty and/or students).

6. Free parking permit.
7. Receipt of a permanent identification card.
8. Waiver of tuition for courses in which they themselves are enrolled.

E. Upon appointment to emeritus status a retiring employee shall be designated by the proper title Emeritus/Emerita.

* nominations must have the support of three faculty

EFFECTIVE: Immediately
Upon Chancellor's Signature

RATIONALE: These changes will bring the UAF Regulations in line with Regents Policy & Regulations.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

RESOLUTION:
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WHEREAS, the University of Alaska Fairbanks aspires to serve as the premiere higher educational center for Alaska Natives, and

WHEREAS, the University of Alaska Fairbanks aspires to serve as a model to demonstrate how cultural diversity strengthens a university and society, and

WHEREAS, these strategic plan goals include proactive pursuit of opportunities to incorporate indigenous culture into higher education, and

WHEREAS, these strategic plan goals include celebrating Alaska Native cultural activities at UAF to encourage and promote cross-cultural understanding and learning opportunities, and,

WHEREAS, the Chancellor's Advisory Committee on Alaska Native Education (CACNE) has submitted its recommendations on the UAF 2001 Draft Master Plan in a position statement dated 25 March 2002, and

WHEREAS, CACNE "takes a strong stand in keeping the area between the Natural Science Building and the UAF Museum as an open space…[to be] dedicated to culturally relevant symbols representing Alaska's First Nations: the Athabascans, Tlingit, Haida, Tsimshian, Eyak, Inupiaq, Yupiaq/Cupiaq, Yupiget, Alutiiq, Sugpiaq and Unangan/Unangus", and

WHEREAS, "Each Alaska Native group would have the opportunity to determine what form the representation [of cultural symbols] would be", and

WHEREAS, CACNE proposes further "that UAF consider adding Native Alaskan artwork and symbols to as many buildings and outdoor spaces on campus as possible",

THEREFORE BE IT RESOLVED, the UAF Faculty Senate endorses the proposal of the Chancellor's Advisory Committee on Alaska Native Education and recommends that the university administration implement the CACNE proposal as part of the UAF 2001 Master Plan.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
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The UAF Faculty Senate moves to adopt the revised "UAF Faculty Appointment and Evaluation Policies" and the "UAF Regulations for the Appointment and Evaluation of Faculty".

EFFECTIVE: "UAF Faculty Appointment & Evaluation Policies" - Upon Board of Regents Approval

"UAF Regulations for the Appointment & Evaluation of Faculty" - Upon Chancellor's Approval

RATIONALE: Changes in collective bargaining agreements, accreditation standards, and inadvertent deletions from earlier versions of said policies and regulation require a comprehensive revision herein presented for Senate approval.

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Draft "UAF Faculty Appointment and Evaluation Policies" - http://www.uaf.edu/uafgov/faculty/facpol2002.rtf

Draft "UAF Regulations for the Appointment and Evaluation of Faculty" - http://www.uaf.edu/uafgov/faculty/facreg2002.rtf

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
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The UAF Faculty Senate, upon recommendation of the Curricular Affairs Committee, moves to add a "Pre-major" admissions status to the baccalaureate degree and to change the Baccalaureate Degree catalog description on page 11 of the current catalog as follows:

[[ ]] = Deletions
CAPS = Additions

ADMISSION REQUIREMENTS

Baccalaureate Degree (Bachelor's Degree)

D. IF YOU DO NOT MEET THE BACCALAUREATE DEGREE ENTRANCE REQUIREMENTS, YOU WILL BE PLACED INTO A PRE-MAJOR DEGREE STATUS IN THE DISCIPLINE TO WHICH YOU HAVE APPLIED. WITH THE CONCURRENCE OF YOUR PRE-MAJOR ADVISOR, YOU MAY LATER ENTER A BACCALAUREATE DEGREE PROGRAM AFTER EARNING, WITH A C GRADE (2.0) AVERAGE OR HIGHER, 14 CREDITS AT THE 100 LEVEL OR ABOVE, OF WHICH NINE CREDITS MUST SATISFY GENERAL BACCALAUREATE DEGREE REQUIREMENTS. YOUR PRE-MAJOR STATUS WILL BE REVIEWED ANNUALLY.

EFFECTIVE**:** Fall 2003

RATIONALE**:** The pre-major status connects the student to the degree to which they applied and requires the creation of pre-major advisors who will provide the advising for these students. Additionally, many students currently admitted to the Associate of Arts degree are, in fact, baccalaureate degree seeking students and applied for admissions as such. Because they did not meet admissions status for the baccalaureate degree, they were admitted into an associate program without their prior knowledge or concurrence. Upon discovering this, some students have opted not to attend UAF but to enroll as pre-major students at another UA school. Students admitted to pre-major status will receive advising from specifically identified and trained pre-major advisors identified from each school and college. They will receive discipline-specific advising as well as recommendations to help them meet the baccalaureate admissions requirements. Student pre-major status will be reviewed annually.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION
======

The UAF Faculty Senate moves to endorse the 2002-2003 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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2002 -2003 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs
David Barnes, CSEM (03)
Carol Barnhardt, SOEd. (03)
James Gladden, CLA (03)
Greg Goering, SOM (04)
Michael Hannigan, CRA (04)
Gary Holton, CLA (03)--chair, Curriculum Review
*Ron Illingworth, CRA (03)--chair
Rainer Newberry, CSEM (04)
William Schneider, CLA (04)
Eduard Zilberkant, CLA (04)

Faculty Affairs
Mark Box, CLA (04)
Abel Bult, CSEM (03)
Knut Kielland, CSEM (03)
Joan Leguard, CLA (03)
Bret Luick, CRA/ACE (04)
Jenifer McBeath, SALRM (04)
*Peter McRoy, SFOS (04)--chair
Dan Odess, CLA (04)
Shirish Patil, SME (04)
Bret Simmons, SOM (04)

PERMANENT COMMITTEES

Core Review (Elected)

John Heaton, Social Sciences, CLA (03)
vacant, English, CLA (03)
*Doug Schamel, Education (04)--convener
Jin Brown, Communication, CLA (04)
Jill Faudree, Math, CSEM (04)
Rainer Newberry, CSEM, Sciences (04)
Mary Goodwin, Humanities, CLA (04)
Paul McCarthy, Library
Undergraduate Student

Developmental Studies Committee (Elected)

Barbara Adams, Interior-Aleutians, CRA (03)
Nancy Ayagarak, Kuskokwim, CRA (02)
Patty Baldwin, RSS
John Bruder, Bristol Bay, CRA (03)
Richard Carr, English, CLA (03)
John Creed, Chukchi, CRA (04)
Math, CSEM (04)
Cindy Hardy, TVC (04)
Ron Illingworth, Devel. Studies, CRA (03)
Gary Laursen, Sciences (03)
Wanda Martin, Advising Center
Joe Mason, Northwest, CRA (04)
*Jane Weber, TVC (04)--convener

Faculty Appeals & Oversight Committee (Elected)

Gang Chen, SME (04)
Larry Duffy, CSEM (03)
Carol Gold, CLA (04)
Brian Himelbloom, SFOS (04)
Glenn Juday, SALRM (03)
Oscar Kawagley, SOEd. (04)
Santanu Khataniar, SME (03)
Paul Layer, CSEM (04)
Jerry Lipka, SOEd. (03)
Julie Riley, CRA/ACE (03)
Michael Schuldiner, CLA (03)
Peter Stortz, CRA/ACE (03)
SALRM (04)
SFOS (03)
SOM (02)
SOM (03)

Faculty Development, Assessment & Improvement

Abel Bult, CSEM (03)
Gerald Berman, CLA (04)
George Charles, CLA (03)
Linda Curda, CRA (04)
Paul McCarthy, CSEM (04)
*Deborah McLean-Nelson, SOEd. (04)--convener
Joy Morrison, CLA (04)
Channon Price, CSEM
Tom Robinson, SOM
Ann Wilson, CRA (03)
Shunpu Zhang, CSEM (04)

Graduate Academic & Advisory Committee

Ed Bueler, CSEM (03)
Abhijit Dandekar, SME (04)
Mary Ehrlander, CLA (04)
Rolf Gradinger, SFOS (04)
Meriam Karlsson, SALRM (04)
Zhongo (John) Ma, CSEM (04)
Pamela McWherter, CLA (04)
Christa Mulder, CSEM (04)
Maribeth Murray, CLA (03)
*Colin Read, SOM (03)--convener
Ex-Officio: Joe Kan, Graduate Dean.
Paul McCarthy, Library Director
University Registrar
Graduate Student
Graduate Student

OTHER:

UAF Governance Coordinating Committee

Godwin Chukwu, President
Pete Pinney, President-Elect

UAF Faculty Alliance Representatives

Godwin Chukwu, President
Pete Pinney, President-Elect
Larry Duffy, Past-President

*Chair or convener

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
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The UAF Faculty Senate moves to adopt the following calendar for its 2002-2003 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center Carol Brown Ballroom reserved well in advance.

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UAF FACULTY SENATE
2002-2003
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
110	9/23/02	Monday	1:00 p.m.	audioconference
111	10/28/02	Monday	1:00 p.m.	face-to-face
112	12/9/02	Monday	1:00 p.m.	audioconference
113	2/3/03	Monday	1:00 p.m.	audioconference
114	3/3/03	Monday	1:00 p.m.	face-to-face
115	4/7/03	Monday	1:00 p.m.	audioconference
116	5/5/03	Monday	1:00 p.m.	face-to-face

Location: Wood Center Carol Brown Ballroom

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION
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The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 2002. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 6, 2002

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

RESOLUTION OF APPRECIATION

FOR

NORMAN K. SWAZO

WHEREAS, Norm Swazo has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, Norm Swazo has served as Senator to the UAF Faculty Senate from 1995-97, and 1999-2002; and

WHEREAS, Norm Swazo has served as a member of the Faculty Affairs Committee from 1995-97 and 1999; and

WHEREAS, Norm Swazo has served as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate for 2000-2001; and

WHEREAS, Norm Swazo has served as a member of the UAF Governance Coordinating Committee from 2000-2002; and

WHEREAS, Norm Swazo has served as a member of the UA Faculty Alliance, as a member of the UA Systemwide Governance Council from 2000-2002; and

WHEREAS, Norm Swazo has served as President of the UAF Faculty Senate from 2001-2002; and

WHEREAS, Norm Swazo has served as Chair of the UAF Standard Nine (Integrity) Accreditation Working Group; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Norm Swazo as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Norm Swazo and expresses its appreciation for his exemplary service.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION:
=======

The UAF Faculty Senate moves to suspend approval of all classified research projects normally reviewed by the UAF Office of Sponsored Programs and undertaken by UAF faculty in UAF-owned or UAF-operated facilities until such time as:

(1) the Provost, acting on the written recommendations of the UAF Vice Provost for Research, the Director of the Office of Research Integrity, and the Committee on Research Integrity, certifies in writing to the UAF Faculty Senate that the university is compliant with the National Industrial Security Program (NISP) regulations, including any modifications to these regulations adopted by the Department of Defense following from the draft document, "Mandatory Procedures for Research and Technology Protection Within the DOD"; and,

(2) the UAF Faculty Senate approves adoption of such regulations and related institutional procedures governing and enabling the responsible conduct of classified research.

Exclusion: This action excludes proprietary research and private consulting undertaken by UAF faculty according to extant institutional policy and procedures.

EFFECTIVE: Immediately

RATIONALE: Federal regulations governing classified research carried out in U.S. institutions of higher education are set forth in the *National Industrial Security Program* (NISP) manual distributed by the U.S. Department of Defense. An institution of higher education may not conduct classified research unless the regulations set forth in this manual are adopted and implemented at such institutions. UAF, as a research university, is an institution of higher education. Therefore, UAF is obligated to demonstrate that it is compliant with these regulations. As of the date of this motion, UAF is not compliant with NISP and, in fact, according to the Vice Provost for Research, has recently failed a security review.

Moreover, according to a report issued in *The Chronicle of Higher Education* (April 24, 2002; http://chronicle.com/daily/2002/04/ 2002042401n.htm), the U.S. Department of Defense "is considering new restrictions on research sponsored by the military, including the possibility of imposing criminal sanctions against individuals who publish **unclassified** studies involving basic research…The proposed rules, detailed in a 110-page document titled 'Mandatory Procedures for Research and Technology Protection Within the DOD' are under review within the military." (bold

letter-emphasis mine) The new procedures as drafted "potentially [include] all unclassified science and technology", with required "authorization to disclose [unclassified] research findings or results". "Sharing such information without clearance could lead to administrative sanctions or criminal penalties, even for work defined as fundamental research". It should be noted that the proposed inclusion of "fundamental research" in the draft regulations revises the current exemption for fundamental research allowed under ITAR and EAR. In light of this latest regulatory development, UAF needs to proceed cautiously and avoid committing itself to Department of Defense funded projects as well as classified research projects that may impose additional restrictions on the conduct of open science and subject faculty to additional criminal and administrative sanctions governing **unclassified** fundamental research.

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

MOTION REFERED BACK TO COMMITTEE:
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The UAF Faculty Senate moves to adopt the following statement (procedure) on Censure of Administrators.

EFFECTIVE: Immediately

RATIONALE: At present there is no policy or procedure statement in force and one is needed

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CENSURE OF ADMINISTRATORS

1. The review (in the broadest sense) of the performance of administrators is an important complementary activity to the review of faculty. Both groups contribute to the advancement of the University when they carry out their respective responsibilities effectively, and either can seriously interfere with the proper functioning of the University as a whole when they perform ineffectively.

2. The various peer reviews of faculty, including the mentoring of untenured faculty, promotion, and tenure review, and post-tenure review as well as continuing, in-depth contact with students equip UAF faculty with a unique and comprehensive understanding of the general health of the University and its actual progress in meeting its stated goals.

3. In a system of shared governance, the administrative function includes a critical catalytic role which, when performed well, results in the accomplishments of academic units surpassing the sum of individual faculty effort.

4. UAF faculty are in a unique position to offer insights on the effectiveness of academic administrators of particular and campus-wide programs at UAF. They can readily see whether their efforts to teach, conduct research, and provide professional services are enhanced, not affected, or compromised by academic administrators.

5. Faculty input into periodic reviews of academic administrators is provided for, although the system for accomplishing reviews is relatively new and lacking in a record of experience upon which to make judgments.

6. As responsible members of the academic community, UAF faculty have an inherent responsibility, when circumstances indicate that academic programs and the health of the University are being impacted negatively by the behavior and decisions of State-wide administrators and their immediate staffs, the UAF chancellor and provost and their immediate staffs, and deans and directors and their immediate staffs to initiate the passage of a vote of no-confidence or censure.

7. When, in the considered opinion of the majority of the Faculty Senate, an administrative decision or series of decisions are seriously harmful to the health and future of the University, the Senate may pass a vote of no-confidence or censure of the administrator or administrators making and carrying out such harmful decisions. Such a petition to the Senate should include precise delineation and documentation of the problem and the attempts undertaken to mediate and resolve the problem before asking the Senate to pass a motion of censure.

8. After the submission of a petition to the Senate, the Senate should appoint an Ad hoc committee to investigate the allegations and make recommendations for a final attempt for resolving the situation before turning the matter over to the full Faculty Senate for discussion and passage of censure.

The UAF Faculty Senate passed the following at its Meeting #108 on April 8, 2002:

MOTION:
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The UAF Faculty Senate moves to amend the Certificate Program requirements (page 27 of the 2001-02 UAF catalog) as follows:

[[ ]] = Deletion
CAPS = Addition

CERTIFICATE PROGRAMS

Certificate programs vary in length; however, you can usually complete them in one year.

Requirements

[[To enroll in a certificate program, and]] Before receiving a certificate, you must formally be admitted. [[To earn a certificate,]] You may enroll in any course for which you are eligible. To earn a certificate, you must earn at least 30 credits, including transfer credit. Fifteen semester hours must be residence credits. You must have a CUMULATIVE grade point average of AT LEAST 2.0 [[in all work, as well as in your major]]. PROGRAMS OF STUDY FOR WHICH CERTIFICATES ARE GRANTED MUST CONTAIN A RECOGNIZABLE BODY OF INSTRUCTION IN THE PROGRAM-RELATED AREAS OF 1) COMMUNICATION, 2) COMPUTATION, AND 3) HUMAN RELATIONS. ADDITIONAL TOPICS WHICH MAY BE COVERED AS APPROPRIATE INCLUDE SAFETY, INDUSTRIAL SAFETY, AND ENVIRONMENTAL AWARENESS. INSTRUCTION IN THE RELATED INSTRUCTIONAL AREAS MAY BE EITHER EMBEDDED WITHIN THE PROGRAM CURRICULUM OR TAUGHT IN BLOCKS OF SPECIALIZED INSTRUCTION. EACH APPROACH, HOWEVER, WILL HAVE CLEARLY IDENTIFIED CONTENT THAT IS PERTINENT TO THE GENERAL PROGRAM OF STUDY.

Only degree requirements in effect within five academic years prior to your graduation date for a certificate may be used. You are considered enrolled in your degree program when you complete the appropriate degree student registration procedure. If you do not enroll for a semester or more, or if you enroll through the non-degree process, you are not considered enrolled as a degree student during that time. IF YOUR DEGREE PROGRAM IS DELIVERED COLLABORATIVELY WITHIN THE UA SYSTEM THEN THE CREDITS YOU EARN FROM EACH UA INSTITUTION WILL BE COUNTED TOWARD FULFILLMENT OF THE DEGREE REQUIREMENTS AND FULFILLMENT OF THE MINIMUM INSTITUTIONAL RESIDENCY REQUIREMENTS.

EFFECTIVE: Fall 2002

RATIONALE: The accreditation self-study and the subsequent accreditation visit identified that UAF has no stated certificate requirements in the catalogue for related instruction nor any statement of a standard for the inclusion of related instruction in certificate programs to guide the design of curricula. Consequently, it has not been widely recognized that there is such a requirement. This motion corrects that deficiency.

The UAF Faculty Senate passed the following at its Meeting #108 on April 8, 2002:

MOTION:
======

The UAF Faculty Senate moves to amend the Master's Degree residency requirement (page 41 of the 2001-02 UAF catalog) as follows:

[[ ]] = Deletion
CAPS = Addition

Master's Degree

You may apply for advancement to candidacy for a specific master's degree if you are in good standing and have satisfied the following requirements:

1. satisfactorily completed at least 9 semester credits of graduate study [[in residence]] at the University of Alaska Fairbanks (i.e., study after admission to a specific degree program)
2. received approval of a provisional thesis or project topic
3. received approval of the finalized Graduate Study Plan, including specific coursework to be completed and any other requirements

EFFECTIVE: Fall 2002

RATIONALE: This motion brings the residency requirement into compliance with the offering of UAF web-based degrees and supports UAF's statewide mission of Graduate Education.

The UAF Faculty Senate passed the following at its Meeting #108 on April 8, 2002:

MOTION:
======

The UAF Faculty Senate moves to amend the New Degree Program Request (Format 3) in the Academic Course and Degree Procedures Manual to require the completion of a Resource Commitment Form, to be signed by the program proponents and the respective Dean.

EFFECTIVE: Fall 2002

RATIONALE: The introduction of the Resource Commitment Form encourages new-degree program proponents to adequately consider the issue of existing and future resources required for the program as well as providing a record of the current and additional amount of support committed to the program in order to ensure its viability.

The UAF Faculty Senate passed the following at its Meeting #108 on April 8, 2002:

MOTION:
======

The UAF Faculty Senate moves to amend the New Course Request (Format 1) and the Change Course Request (Format 2) in the Academic Course and Degree Procedures Manual to include a question on the impact of proposed action as follows:

PLEASE SPECIFY POSITIVE AND NEGATIVE IMPACTS ON OTHER COURSES, PROGRAMS AND DEPARTMENTS RESULTING FROM THE PROPOSED ACTION.

EFFECTIVE: Fall 2002

RATIONALE: This motion is aimed to improve the current forms, requiring a more focused and constructive response on a question that in the past often has not been considered by proponents.

The UAF Faculty Senate passed the following at its Meeting #108 on April 8, 2002:

MOTION:
======

The UAF Faculty Senate moves to accept Math 161 as a Mathematics Literacy component of the Core Curriculum and that it be included in the list of math courses that will satisfy the Core Math requirement.

EFFECTIVE: Fall 2002

RATIONALE: The Math department has recommended that Math 161 be included in the list of math classes that will satisfy the core math requirement.

****

[[ ]] = Deletions
CAPS = Additions

Baccalaureate Core

Courses used to meet core requirements may not be used to meet any other requirements for a degree.

Requirements	**Credits**
Mathematics (3 credits) …… 3	
MATH 107X-Functions of Calculus/MATH 161X-ALGEBRA FOR BUSINESS AND ECONOMICS	
OR MATH 131X-Concepts and Contemporary Applications of Mathematics	3
OR MATH 200X, 201X, 202X, 262X, 272X or any math course having one of these as a prerequisite	

* MATH 161 is [[not]] an equivalent course to MATH 107X.

The UAF Faculty Senate passed the following at its Meeting #108 on April 8, 2002:

MOTION:
======

The UAF Faculty Senate moves to endorse the Core Review Committee's recommendation for a university's Writing-Across-the Curriculum Program and curriculum specialist and recommends that the Provost council explore implementation of the proposal.

EFFECTIVE: FY 2003

RATIONALE: There has been a very high turnover of faculty teaching Writing Intensive courses, especially in the aftermath of the RIP program. Examination of course syllabi this spring indicated that about half the "W" courses did not meet the minimum expectations for "W" – at least not on paper. Transitioning between instructors (passing of the baton) in these courses apparently has not gone smoothly. The Core Review Committee believes quite strongly that students and instructors should not be punished for this oversight. Instead, UAF needs to nurture faculty who are new to "W" requirements. The best way to do this is through faculty development. The establishment of this position would help mitigate the problem we have identified.

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WRITING-ACROSS -THE-CURRICULUM PROGRAM PROPOSAL

The Core Curriculum Review Committee recognizes the importance of the university's Writing-Across-the-Curriculum program and the need for students to work on their writing in all disciplines and at all grade levels. Thus, to improve the effectiveness of this program, the Core Review Committee proposes that a faculty member from the English Department specifically be designated as the Writing-Across-the-Curriculum specialist. This individual will receive a course-load reduction for coordinating the Writing Intensive courses (W), promoting Writing-Across-the-Curriculum on a university-wide basis, and providing workshops to faculty teaching these courses.

The UAF Faculty Senate passed the following at its Meeting #108 on April 8, 2002:

RESOLUTION
=========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Pete Pinney as President-Elect of the UAF Faculty Senate for 2002-2003 by acclamation.

The UAF Faculty Senate passed the following at its Meeting #106 on February 4, 2002:

MOTION:
======

The UAF Faculty Senate moves to approve a M.A. degree program in Applied Linguistics which includes four new courses.

EFFECTIVE: Fall 2002 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #3-6 and #7 on file in the Governance Office, 312 Signers' Hall.

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(Submitted by Linguistics, ANLP, English, and Foreign Languages)

3. NEW COURSE: LING 603 - Phonetics and Phonology (3+0) 3 credits; offered Alternate Fall; first offered Fall 2004.
4. NEW COURSE: LING 604 - Morphology & Syntax (3+0) 3 credits; offered Alternate Spring; first offered Spring 2003.
5. NEW COURSE: LING 652 - Linguistic Applications (3+0) 3 credits; offered Alternate Year; first offered Fall 2003.
6. NEW COURSE: LING 660 - Internship, 3 credits; offered once a year; first offered Spring 2004.
7. NEW DEGREE PROGRAM: MA, Applied Linguistics - Consists of 4 new core courses, LING 603, LING 604, LING 652, LING 660. Program will require minimum of 30 credits including a 6 credit Thesis or Applied Language Project. Effective Fall 2002 or upon BOR approval.

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M.A., Applied Linguistics

The Linguistics Program, with the Alaska Native Language Center, the English Department, and the Foreign Languages and Literatures Department, proposes a Master of Arts degree in Applied Linguistics with emphases in Language Teaching and Materials Development. This degree program will allow UAF to meet the growing need statewide for qualified language teachers in Native languages, world languages, and English as a second language. The primary candidates for the degree program are students who intend to teach adults at the community college level, to work on materials and curriculum for Alaska Native languages, or to teach abroad--jobs for which K-12 certification is not required. Additionally, the proposed program will appeal to language teachers who already are certified and who seek a Masters of Arts degree.

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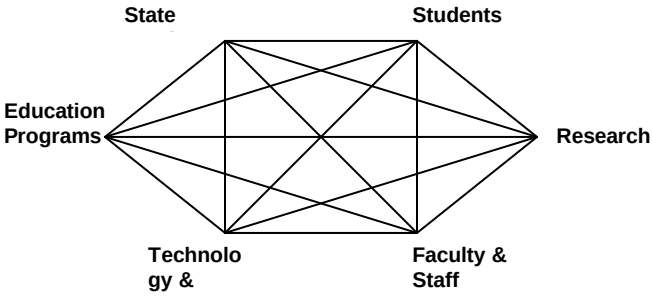

University of Alaska New Program Approval

Board of Regents Summary Form

MAU: UAF

Title and brief description: Master of Arts in Applied Linguistics

The Linguistics Program, in consort with the Alaska Native Language Program, the English Department, and the Foreign Languages and Literatures Department, proposes a Master of Arts degree in Applied Linguistics with emphases in Language Teaching, Materials Development, and Language Policy and Planning.

Objectives:

- To provide theoretical and practical foundations in second language acquisition and pedagogy, as well as grammatical explication, for students wishing to teach Alaska Native languages, world languages, or English as a second language.
- To provide a cadre of Master's Level language instructors to meet a growing need at UAF, both in World Languages and in Alaska Native Languages.
- To create opportunities for distance delivery or summer offerings of the graduate courses in the Program

Target Admission date: Fall, 2002

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How does the program relate to the **Education Mission** of the University of Alaska?

The proposed program emphasizes interdisciplinary research and scholarship on language in the North. For example, the Alaska Native Language Center is world renowned for its documentation and comparative research on Alaska Native and other Northern languages. This program will help prepare graduates to take important roles in language policy and planning for Alaskan communities. It also will provide more qualified teachers, interpreters, and translators of world languages, thus meeting state, national, and global needs.

Describe the **State Needs** being met by this program.

There is a growing need within Alaska to provide qualified language teachers. An Anchorage, Alaska survey revealed that 86 different languages were spoken in the schools. The demand is for qualified teachers of indigenous Native languages in Alaska, English as a second language, and for world languages. Language planning is vital to addressing the needs and opportunities for each of these language groups.

What are the **Student** opportunities and outcomes? The enrollment projections?

The type of organizations that responded to a survey revealed that language teachers are required in public school settings, universities, non-profit tribal colleges, and adult education programs. There are opportunities for students to teach, to conduct research, and to develop language policies in Alaska. In a student survey, 23 people stated they would apply to a UAF Master's degree program in Applied Linguistics with an emphasis on language teaching if it were offered. The enrollment projection is 10 students per academic year.

Describe the **Research** opportunities, if applicable.

The proposed program would allow graduate students to work with scholars in ANLC, Linguistics and Anthropology, Foreign Languages and English to carry out research projects utilizing the resources and expertise available on these languages and cultures. The proposed MA in Applied Linguistics would provide opportunities for faculty and students to create language teaching materials.

Identify any additional **Faculty and Staff** requirements as well as any existing expertise and resources that will be applied.

One full-time faculty member will be requested. This position is expected to be jointly appointed in Linguistics and one of the other disciplines (ANL, Foreign Languages, English). One half-time administrative support position is being requested. Three TA-ships will be requested. The TA- ships will be coordinated through the new program but the student will provide teaching assistance in ANL, Foreign languages, and English as a second language.

Identify the impacts on existing **Technology & Facilities** as well as projected needs.

One additional faculty office space is needed, as well as a space for the administrative assistant.

The UAF Faculty Senate passed the following at its Meeting #106 on February 4, 2002:

MOTION:
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The UAF Faculty Senate moves to request that the Chancellor delay by one semester the schedule of implementation of the Draft Master Plan to allow modifications based on recommendations and comments from faculty, staff and students.

EFFECTIVE: Immediately

RATIONALE: The full draft of a new Master Plan was presented to the university community in October of 2001. The Faculty Affairs Committee took up the review of this draft and produced a review in December. The Master Planning Committee has a January date for publication of the hard-copy version of the Master Plan. This publication schedule does not allow for adequate consideration of new comments and recommendations. Faculty Affairs met with representatives of the Master Planning Committee in December and January and in each case was informed that it was really too late to consider any substantive changes to the Plan. The Faculty Affairs Committee has received numerous comments about the new draft plan and introduces this motion to ensure adequate review before implementation of any new Master Plan. Given the usual pace of university governance, the Faculty Affairs Committee views the inadequate time for review a shortfall in the master plan process.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION PASSED AS AMENDED:
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The UAF Faculty Senate recommends that the University of Alaska Board of Regents' amend the UA Nondiscrimination Statement (P04.01.020) as follows:

CAPS = Additions to the statement

In accordance with federal and state laws, illegal discrimination in employment against any individual because of race, color, religion, national origin, age, sex, veteran status, physical or mental disability, marital status or changes in marital status, pregnancy or parenthood is prohibited. FURTHER, DISCRIMINATION BASED ON SEXUAL ORIENTATION IS PROHIBITED. Decisions affecting an individual's employment will be based on the individual's qualifications, abilities and performance, as appropriate.

EFFECTIVE: The UAF Faculty Senate requests that first discussion of the amendment be placed on the Human Resources Committee agenda at the March BOR meeting.

RATIONALE: Under the current policy, students, staff and faculty could be discriminated against because of their sexual orientation. As an institution of higher learning, the University of Alaska should be setting an example to the rest of the state in terms of recognizing and respecting all of the diverse peoples of Alaska. By adding sexual orientation to the policy, the university is further sending a message to all students, staff, and faculty that this is a place where they are welcome, accepted, and protected against discrimination.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
======

The UAF Faculty Senate moves to amend the interim procedures for votes of censure or votes of no confidence of administrators as approved by the Senate at its meeting #104 on October 29, 2001.

CAPS = Additions

In the interim, the Senate requires that faculty calling into question their confidence in an administrator of a college, school, or campus request by memorandum to the UAF Provost and the UAF Faculty Senate President an immediate evaluation of the administrator according to the process defined in the current policy "Guidelines for the Evaluation Process for Administrators" (as passed at Senate Meeting #97, 30 October 2000). This request must be warranted by a simple majority vote (absentee vote included) of all academic FACULTY and/or special rank faculty WITH TITLE PRECEEDED BY 'RESEARCH' OR 'TERM' of that unit. This vote must be taken in a manner that accords with Board of Regents regulation on Open Meetings (R02.06.01 ff.). A faculty vote of censure or vote of no confidence taken contrary to this interim procedure will be considered out of order by the Faculty Senate and without merit for official action.

EFFECTIVE: Immediately, to be in effect until the Senate approves a revised procedure for votes of censure/votes of no confidence of administrators.

RATIONALE: This clarifies which faculty are eligible to vote.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
======

The UAF Faculty Senate moves to approve a Certificate in Medical Billing and Coding which includes two new courses.

EFFECTIVE: Fall 2002 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #43-44 and #45 on file in the Governance Office, 312 Signers' Hall.

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(Submitted by Allied Health)

43. NEW COURSE: HLTH 208 - Human Diseases (3+0) 3 credits; offered Fall and As Demand Warrants; effective Fall 2002.
44. NEW COURSE: HLTH 236 - Insurance Reimbursement for the Medical Office (3+0) 3 credits; offered Fall and Spring; may be repeated; effective Fall 2002.
45. NEW DEGREE PROGRAM: Certificate, Medical Billing and Coding - Requires 31 credits (10 courses); effective Fall 2002 or upon BOR approval.

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Executive Summary
Certificate, Medical Billing and Coding

The field of medical administration has expanded in recent years. The Medical Billing and Coding Program is designed to incorporate theory and application. This focused delivery will provide the student with the knowledge and job skills required for entry-level employment in the medical field.

There is a current and future need for trained medical billers and coders. Health care delivery is changing. Practitioners are being challenged to deliver quality patient care as well as contain the rising costs. Managed care programs, patient's loss of insurance and reduction in benefits, cost containment measures, and community pressure have amplified the market for competent and cross-trained medical billers and coders.

To summarize, there is a current need for educated medical billers and coders, which is projected to extend into the foreseeable future. The proposed Medical Billing and Coding Certificate program will prepare students for employment in the medical field. Implementation of this program will position the College of Rural Alaska, Tanana Valley Campus to meet the present and increasing demand for vocational-technical training and provide the medical community with medical billers and coders.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
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The UAF Faculty Senate moves to delete the B.Ed.

EFFECTIVE:	Spring 2003 or Upon Board of Regents' Approval
RATIONALE:	See full program proposal #78 on file in the Governance Office, 312 Signers' Hall.

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Executive Summary
B.Ed.

The University of Alaska provided four-year undergraduate B.Ed. degrees at UAA, UAF and UAS until the Board of Regents suspended admission to these degrees in 1998. Since they have been replaced by new degrees, we are requesting that the B.Ed. be deleted. Students who were declared as B.Ed. majors prior to that time have had the option, and the support necessary, to complete their degree requirements by December of 2002.

Between 1998 and 2001, the only route for students wishing to gain teacher certification within the UA system was to complete a 5th year, post-baccalaureate teacher preparation program. However, in 2000, each MAU was given permission to develop a new undergraduate degree program that would prepare students as elementary teachers. In June of 2001, the UA Board of Regents approved new undergraduate degrees at each of the MAU's. These degrees, all defined as a Bachelor of Arts in Elementary Education, serve as a replacement for the B.Ed. at each of the three campuses. The new degrees were designed collaboratively by UAA, UAF and UAS faculty and there is transferability for students throughout the University of Alaska system.

The new degree incorporates many of the courses and components of the previous degree, but its design includes new responsibilities for students and faculty, and it responds directly to new national and state standards including NCATE standards, the Alaska Teacher Standards, the Alaska Student Content Standards and the Alaska Standards for Culturally Responsive Schools. It is also fully compatible with the Alaska Quality Schools Initiative.

Since there is a well-documented and critical need for teachers in Alaska, the addition of a new undergraduate degree to replace the B.Ed. is an important step to take in responding to this need.

The new BA in Elementary Education provides the option for students in rural areas, as well as those on the Fairbanks Campus, to seek an undergraduate degree and teaching certificate in a much-needed profession. The teacher shortage in rural areas, the high teacher turnover rate, and the predicted shortage in urban areas is a critical problem that the University system can, and should, respond to by providing this new degree option.

In addition to supporting the Mission of the University of Alaska, the replacement of the B.Ed. with the new BA in Elementary Education directly responds to, and supports, each of the six primary goals in the final draft of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: (1) academic content requirements and the necessary collaboration across UAF departments; (2) degree requirements for on-going fieldwork in schools and communities; and (3) the built-in professional development for cooperating teachers and administrators and the required formal partnerships with schools and districts in rural and urban areas.

Alaska's comprehensive educational reform effort--i.e., the Alaska Quality Schools Initiative--has generated an unprecedented public interest in Alaska’s educational system. At this critical juncture in determining educational policy in the state, the University has the opportunity to make a long and lasting contribution to the state and to its children. The high level of collaboration among UAA, UAF and UAS faculty in the development of three new undergraduate teacher education degrees, the interest and support provided by a significant number of arts and sciences faculty members, and the prospects for increased attention to, and support for, teacher preparation programs are reason to believe that the University does indeed have the will to respond to the great need to prepare teachers for our unique Alaska contexts.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
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The UAF Faculty Senate moves to amend the requirements for the Associate of Applied Science degree as follows:

[[ ]] = deletion
CAPS = addition

ASSOCIATE OF APPLIED SCIENCE

Associate of Applied Science degrees are awarded in specific occupational fields with emphasis on entering the job market. This degree, usually seen as a terminal degree, can serve as the basis for additional education. FOR SPECIFIC MAJOR REQUIREMENTS, REFER TO THE DEGREES AND PROGRAMS SECTION OF THIS CATALOG.

Note: students planning to go on to a baccalaureate degree need to work closely with their advisors and are encouraged to select courses meeting core requirements and courses designated within majors and minors. Only those courses with an "X" designator count towards the baccalaureate core

Requirements……..	**Credits**	
All credits for the A.A.S. degree must be at the 100-level or above and be distributed as follows:		
RELATED INSTRUCTION		
Communication……..…	**9**	
(WRITTEN COMMUNICATION)……..	6	
ENGL 111X – Introduction to Academic Writing	3	
AND		
CIOS 260 -- BUSINESS COMMUNICATIONS		3
Or		
ENGL 211X – Academic Writing about Literature		3
or		
ENGL 212 – Business, Grant, and Report Writing		3
or		
ENGL 213X – Academic Writing about the Social and Natural Sciences		3
(ORAL COMMUNICATION)……..……...	3	
COMM 131X -- Fundamentals of Oral Comm: Group Context		3

Or
COMM 141X -- Fundamentals of Oral Comm: Public Context 3

[[Mathematics or natural science (3 credits) 3]]
[[A math or natural science course at the 100 level or above 3]]

COMPUTATION…… 3
ANY COURSE AT THE 100 LEVEL OR ABOVE IN MATHEMATICAL SCIENCES (MATH, COMPUTER SCIENCE, STATISTICS) 3
OR TTCH 131 -- MAINTENANCE MATHEMATICS 3
OR CIOS 116 -- BUSINESS MATH USING CALCULATORS 3
OR ABUS 155 -- BUSINESS MATH 3
OR HLTH 116 -- MATHEMATICS IN HEALTH CARE 3
OR
OTHER PROGRAM APPROVED DISCIPLINE-BASED COMPUTATION COURSE OR COURSES 3

[[Humanities, social science, math, natural sciences or Perspectives on the Human Condition 3]]

HUMAN RELATIONS…… 3
ANTH 100X/SOC 100X – INDIVIDUAL, SOCIETY AND CULTURE 3
OR
ABUS 154 – HUMAN RELATIONS 3
OR
HS 120 – CULTURAL DIVERSITY IN HUMAN SERVICES 3
OR
ECE 245 – CHILD DEVELOPMENT 3
OR
RHS 115 – ISSUES OF PERSONAL DEVELOPMENT 2
AND RHS 110 – CROSS-CULTURAL BRIDGING SKILLS 2
OR
ANL 287 – TEACHING METHODS FOR ALASKA NATIVE LANGUAGES 3

Major specialty at least 30

Electives to total 60

EFFECTIVE: Fall 2002

RATIONALE: This amendment brings the AAS degree into compliance with NWASC accreditation standards by adding a Human Relations component and by clarifying the Computation component requirements. Additionally, it increases the computation requirement by eliminating the option to take a natural science course instead of computation courses. It also improves the relevancy of

the degree by requiring a written composition course which is application intensive. It continues to exceed accreditation standards in the Communication area.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
======

The UAF Faculty Senate moves to amend the requirements for the Associate of Arts degree as follows:

[[ ]] = deletion
CAPS = addition

Associate of Arts

The Associate of Arts degree represents the completion of broad-based college study. This degree may serve as a starting point for a career or a stepping stone to a baccalaureate program. A student may earn only one A.A. degree.

Requirements	**Credits**
All credits for the A.A. degree must be at the 100 level or above, and 20 credits must be at the 200 level or above, and be distributed as follows:	
Communications: (9 credits)	
ENGL 111X --Introduction to Academic Writing	3
ENGL 211X --Academic Writing about Literature or ENGL 212-- Business, Grant and Report Writing or ENGL 213X--Academic Writing about the Social and Natural Sciences	3
COMM 131X --Fundamentals of Oral Communication: Group Context or COMM 141X --Fundamental of Oral Communication: Public Context	3
Mathematics or Natural Science: (10 Credits)	
MATH 107X ---Function for Calculus** or MATH 131X -- Concepts and Contemporary Applications of Mathematics (OR Math 200X, 201X, 202X, 272X, or any math course having one of these as a prerequisite)	3
One natural science course, with lab, selected from the baccalaureate core	4
Mathematics (MATH, COMPUTER SCIENCE, STATISTICS AT THE 100 LEVEL OR ABOVE) or natural science	3

Humanities and Social Science: (18 Credits)

ANTH 100X/SOC 100X --Individual, Society and Culture	3	
ECON 100X/PS 100X --Political Economy	3	
HIST 100X --Modern World History	3	
ART/MUS/THR 200X -- Aesthetic Appreciation: Interrelationship of Art, Drama and Music or HUM 201X --Unity in the Arts	3	
ENGL/FL 200X --World Literature	3	
Humanities or social science elective		3
Two semester-length courses in a single Alaska Native Language or other non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level may substitute for two of the courses above.		

Library and Information Skills: (0-1 credit)

Successful completion of library skills competency test, or LS 100X, or LS 101X	0-1

Successful completion of the library skills competency test satisfies this requirement of the core curriculum, but does not carry degree credit.
(It is strongly recommended that this requirement be completed before enrolling in the 200-level English course requirement or that it be completed concurrently with enrollment in the 200-level English core requirement.)

General Electives: (22-23 credits)

Any combination of courses (Students planning to go on to the baccalaureate degree are advised to select courses meeting remaining core requirements, and courses designated within majors and minors.)	22-23

Electives to Total **60**

*English 212 doesn't fulfill the second half of the written communication requirement for the baccalaureate degree.

**MATH 161 --Algebra for Business and Economics, is not an equivalent course for MATH 107X.

EFFECTIVE: Fall 2002

RATIONALE: To clarify the mathematical science elective requirements.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
======

The UAF Faculty Senate moves to accept the recommendation of the CORE Review Committee to restate the Natural Science requirement of the CORE Curriculum to allow a student to complete two 4-credit courses, with labs, from two different areas (departments) of the approved Natural Science CORE courses (e.g. Biology and Chemistry) - OR - a 2 course depth sequence.

EFFECTIVE: Spring 2002

RATIONALE: Students changing from majors that require specific Natural Science courses to majors that allow students to make their own CORE Natural Science choices are regularly caught up in completing a second half (most usually a depth emphasis) of a CORE sequence not needed for the new major. This restatement of the requirement would eliminate the most petitioned aspect of the CORE Curriculum, widen student options, and maintain the integrity of this important element of the CORE Curriculum.

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[[ ]] = Deletions
CAPS = Additions

Baccalaureate Core

Courses used to meet core requirements may not be used to meet any other requirements for a degree.

Requirements…….. Credits

Communication (9 credits) …….. 9
ENGL 111X-Introduction to Academic Writing* ……. 3
ENGL 211X-Academic Writing about Literature
OR ENGL 213X-Academic Writing about the Social and
Natural Sciences ……..3
COMM 131X-Fundamentals of Oral Communication:

Group Context OR COMM 141X-Fundamentals of
Oral Communication: Public Context …….. 3
*ENGL 190H may be substituted.

Perspectives on the Human Condition (18 credits).. 18
(Humanities and social sciences) ……. 18
Complete the following six courses:
ANTH 100X/SOC 100X-Individual, Society and Culture 3
ECON 100X or PS 100X-Political Economy 3
HIST 100X-Modern World History 3
ART/MUS/THR 200X-Aesthetic Appreciation:
Interrelationship of Art, Drama and Music OR
HUM 201X-Unity in the Arts 3
ENGL/FL 200X-World Literatures 3
COMM 300X-Communicating Ethics OR
JUST 300X-Ethics and Justice OR
NRM 303X-Environmental Ethics and Actions OR
PS 300X-Values and Choices OR
PHIL 322X-Ethics 3
OR complete 12 credits from the above courses plus two semester-length courses in a single Alaska Native language or other non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level.

Mathematics (3 credits) ……. 3
MATH 107X-Functions for Calculus OR MATH 131X-Concepts
and Contemporary Applications of Mathematics 3
OR MATH 200X, 201X, 202X, 262X, 272X or any math course having one of these as a prerequisite
* MATH 161 is not an equivalent course to MATH 107X.

Natural Sciences (8 credits) ……. 8
[[Complete two 4-credit courses, with labs, from approved natural science core courses with depth or breadth emphasis. Both courses must be from the same emphasis area, that is, either breadth or depth.]]

COMPLETE TWO 4-CREDIT COURSES, WITH LABS……. 8

EITHER FROM TWO DIFFERENT AREAS (DEPARTMENTS)
OF THE APPROVED NATURAL SCIENCE CORE COURSES
(E.G. BIOLOGY AND CHEMISTRY) -
OR - A TWO COURSE DEPTH SEQUENCE (E.G., PHYS 103X and
PHYS 104X).

[[**Breadth emphasis**
The two courses must be in different natural sciences or must be interdisciplinary in nature.

Select two courses from the following:]]
ATM 101X-Weather and Climate of Alaska 4
BIOL 100X-Human Biology (4)
or BIOL 103X-Biology and Society (4)
or BIOL 104X-Natural History (4)
OR BIOL 105X- FUNDAMENTALS OF BIOLOGY I
OR BIOL 106X-FUNDAMENTALS OF BIOLOGY II
OR BIOL 211X-Human Anatomy & Physiology I
OR BIOL 212X-Human Anatomy & Physiology II 4
CHEM 100X-Chemistry and the Modern World
OR CHEM 103X-BASIC GENERAL CHEMISTRY
OR CHEM 104X-BEGINNINGS IN BIOCHEMISTRY
OR CHEM 105X-GENERAL CHEMISTRY
OR CHEM 106X-GENERAL CHEMISTRY 4
GEOG 205X-Physical Geography 4
GEOS 100X-Introduction to Earth Science
OR GEOS 101X-THE DYNAMIC EARTH AND
OR GEOS 112X-HISTORY OF EARTH AND LIFE
OR GEOS 120X-Glaciers, Earthquakes, Volcanoes
OR GEOS 125X-Humans, Earth and Environment 4
MSL 111X-The Oceans 4
PHYS 102X-Energy and Society
OR PHYS 103X-COLLEGE PHYSICS
OR PHYS 104X-COLLEGE PHYSICS
OR PHYS 115X-PHYSICAL SCIENCE I
OR PHYS 116X-PHYSICAL SCIENCE II
OR PHYS 175X-Astronomy
OR PHYS 211X-General Physics
OR PHYS 212X-General Physics
OR PHYS 213X- Elementary Modern Physics 4

Depth [[emphasis]] SEQUENCES
[[The two courses must be sequential courses or a two-semester survey in the basic natural sciences (biology, chemistry, earth science, physics).
Select one sequence from the following:]]
BIOL 105X-106X-Fundamentals of Biology I and II 8
BIOL 211X-212X-Human Anatomy & Physiology I and II 8
CHEM 103X-104X-Basic General Chemistry-
Beginnings in Biochemistry 8
CHEM 105X-106X-General Chemistry 8
GEOS 101X-The Dynamic Earth and
GEOS 112X-History of Earth and Life 8
PHYS 103X-104X-College Physics 8
PHYS 211X-212X-General Physics 8
PHYS 211X-213X-General Physics/Elementary Modern Physics 8
PHYS 212X-213X-General Physics/Elementary Modern Physics 8

Library and Information Research (0-1 credit)….. 0-1

Successful completion of library skills competency test or
LS 100X or 101X prior to junior standing 0-1

Two writing intensive courses designated (W) and one oral communication intensive course designated (O) or two oral communication intensive courses designated (O/2), at the upper-division level (see degree and/or major requirements) 0 additional

Total Credits Required …… 38-39

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
======

The UAF Faculty Senate moves to delete the MAT, Elementary.

EFFECTIVE:	Fall 2002 or Upon Board of Regents' Approval
RATIONALE:	See full program proposal #21 on file in the Governance Office, 312 Signers' Hall.

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Executive Summary
MAT, Elementary

In 1999, in conjunction with the development of a new post-baccalaureate teacher education programs for elementary and secondary teachers, the School of Education decided to test a pilot program that allowed post-baccalaureate teacher education students to earn an MAT degree in conjunction with the coursework and internship required for a teacher education license. After two years, with ongoing review and reflection of the advantages and disadvantages of the pilot MAT option (including the solicitation of a great deal of feedback from cooperating mentor teachers and administrators), the School of Education suspended admission to its MAT programs in spring 2001.

In place of the MAT, the School of Education designed an option for post-baccalaureate teacher education students to pursue the more respected and more rigorous M.Ed. This option allows post-baccalaureate students to use 15 of the required 27 credits from their licensure program to satisfy one-half of the 30 credits required for an M.Ed. Degree in Curriculum and Instruction.

This new option has been in place for two years and the response from students, university faculty and school district personnel has been very positive. In contrast to the MAT degree, the M.Ed. provides the option for students who complete our post-baccalaureate teacher education programs to continue their graduate work with us, and it provides the opportunity for the School of Education to provide professional development and support for beginning teachers. The M.Ed. can also be used as a foundation for a Ph.D. because of its requirements for research and the completion of a research project or a thesis.

The UAF Faculty Senate passed the following at its Meeting #105 on December 10, 2001:

MOTION:
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The UAF Faculty Senate moves to approve a Master's of Software Engineering degree program.

EFFECTIVE: Fall 2002 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #18 on file in the Governance Office, 312 Signers' Hall.

In forwarding this request for approval, the Graduate Academic & Advisory Committee notes the importance of allocating a further (i.e., third) faculty position with this new program to ensure its viability.

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Master's of Software Engineering

The Masters in Software Engineering is meant to prepare students for careers as software practitioners, i.e., those whose primary job is to develop or maintain software. It this goal is well met, then the program will directly benefit software practitioners and their employers.

The main reason for the existence of the field of software engineering is to seek and find solutions to various software practitioners' performance problems. Thirty-two years of software engineering efforts have produced good results in software engineering technical areas such as tools, process, re-use, testing, et cetera and in management areas such as software project management. Unfortunately the fruits of this labor are often not known to or used by software practitioners. Thus the UAF Software Engineering program goal is to help improve the performance of software practitioners through knowledge, understanding and use of software engineering principles and practices.

This program has been a successful track in the computer science graduate program since its inception in 1993. The software engineering track in the Computer Science Master's program was originally intended as an independent program, but was developed as a track for budgetary reasons. We are now proceeding with the separation of this track into a separate program according to our original plan. The program is not otherwise being changed from its already

successful form. Indeed, the graduates of this program have been successful in obtaining employment.

The UAF Faculty Senate passed the following at its Meeting #104 on October 29, 2001:

MOTION:
=======

The UAF Faculty Senate moves to approve the UAF Academic Development Plan developed in 2001 with the recommendation that the plan be formally reviewed by the UAF Administration and the UAF Faculty Senate during spring semester 2003.

EFFECTIVE: Immediately

RATIONALE: This motion provides the formal approval of the plan by the Senate and sets a timeline for its implementation and evaluation for prospective revision as needed.

The UAF Faculty Senate passed the following at its Meeting #104 on October 29, 2001:

MOTION:
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The UAF Faculty Senate moves to eliminate the credit hour restriction limiting the use of correspondence study work for certificates, associate and AAS degrees, and bachelor's degrees (page 26, 2001-2002 UAF catalog).

CAPS = Additions
[[ ]] = Deletions

GENERAL UNIVERSITY REQUIREMENTS

[[No more than 15 semester hours of correspondence study work are accepted toward an associate degree, 32 semester hours are accepted toward a bachelor's degree.]] If you want to use correspondence study credits from a school other than UAF to satisfy degree requirements, you must have the approval of those courses by the dean of the school or college from which you will graduate; otherwise, you take the risk of not having the courses accepted.

EFFECTIVE: Fall 2002

RATIONALE: In a time of technological change in the area of instructional delivery, the existing policy has become outdated and no longer reflective of our existing capabilities in this area of distance delivery. UAF departments are developing and delivering courses and entire programs wholly by distance delivery and UAF has an extensive history of delivering courses to rural students via distance delivery. It no longer seems reasonable or appropriate to single out one distance delivery mode for these restrictions.

The UAF Faculty Senate passed the following at its Meeting #104 on October 29, 2001:

MOTION:
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The UAF Faculty Senate moves to amend the policy on Course Restrictions (page 40, 2001-2002 UAF catalog) for graduate degrees as follows:

CAPS = Additions
[[ ]] = Deletions

Course Restrictions

You may not use [[correspondence courses,]] credit by examination, audited courses, 500-level courses or courses taken under the credit/no credit option to fulfill the basic course requirements of any degree program. No more than 12 credits of special topics courses (693 or 695) or individual study (697) may be used toward a graduate degree. Requests for exceptions to the limit must be approved by the dean of the Graduate School.

EFFECTIVE: Fall 2002

RATIONALE: The existing policy on course restrictions has not kept pace with technological innovations in distance delivery of courses, most of which have been implemented at UAF. At the same time, current policy (i.e., that governing transfer of credits from other institutions as well as instruments of oversight for graduate courses) ensures that distance-delivered courses meet the standards of UAF's graduate degree programs. The reference to "correspondence courses" as one particular, ill-defined form of distance-delivered courses is deemed superfluous in this context.

The UAF Faculty Senate passed the following at its Meeting #104 on October 29, 2001:

RESOLUTION:
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WHEREAS, The UAF Faculty Senate notes that the recent search process by the statewide administration for the candidates for Vice President for Research did not proceed according to normal practices of university governance; and

WHEREAS, In particular, the UAF Faculty Senate expresses concern that Dr. Craig Dorman was not interviewed on campus as a candidate for this position; and

WHEREAS, The UAF Faculty Senate recognizes that he did come to campus as a candidate for the IARC director position, but faculty outside that area are unlikely to have met him then and he was not interviewed on campus as a vice president finalist; and

WHEREAS, This seems particularly problematic since there has been faculty concern over the need for, and the scope of, the position of the Vice President for Research; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate sends notice to President Hamilton that such practices are considered outside the norm for university governance; and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate considers this an unfortunate gap in the process and reminds the President that such administrators are here on behalf of the faculty and students, both of whom have every intent of reviewing, criticizing, commenting, evaluating, and passing judgment on their actions.

The UAF Faculty Senate passed the following at its Meeting #104 on October 29, 2001:

MOTION TO REFER:
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The UAF Faculty Senate moves to refer the motion to amend the UA Nondiscrimination Statement back to the Administrative Committee for further information on the legality of the change and to bring it back to the Senate at the December meeting.

EFFECTIVE: Immediately

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REFERRED TO COMMITTEE

MOTION:
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The UAF Faculty Senate recommends that the University of Alaska Board of Regents' amend the UA Nondiscrimination Statement (P04.01.020) as follows:

CAPS = Additions to the statement

Nondiscrimination Statement **P04.01.020**

In accordance with federal and state laws, illegal discrimination in employment against any individual because of race, color, religion, national origin, age, sex, veteran status, physical or mental disability, marital status or changes in marital status, pregnancy or parenthood, or SEXUAL ORIENTATION is prohibited. Decisions affecting an individual's employment will be based on the individual's qualifications, abilities and performance, as appropriate.

EFFECTIVE: The UAF Faculty Senate requests that first discussion of the amendment be placed on the Human Resources Committee agenda at the March BOR meeting.

RATIONALE: Under the current policy, students, staff and faculty could be discriminated against because of their sexual orientation. As an institution of higher learning, the University of Alaska should be setting an example to

the rest of the state in terms of recognizing and respecting all of the diverse peoples of Alaska. By adding sexual orientation to the policy, the university is further sending a message to all students, staff, and faculty that this is a place where they are welcome, accepted, and protected against discrimination.

The UAF Faculty Senate passed the following at its Meeting #104 on October 29, 2001:

MOTION:
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The UAF Faculty Senate moves to suspend the procedure for votes of censure or votes of no confidence of administrators as approved by the Senate at its Meeting #17 on 9 March 1990, pending review and revision of this procedure by the Senate Faculty Appeals & Oversight Committee.

In the interim, the Senate requires that faculty calling into question their confidence in an administrator of a college, school, or campus request by memorandum to the UAF Provost and the UAF Faculty Senate President an immediate evaluation of the administrator according to the process defined in the current policy "Guidelines for the Evaluation Process for Administrators" (as passed at Senate Meeting #97, 30 October 2000). This request must be warranted by a simple majority vote (absentee vote included) of all academic and/or special rank faculty of that unit. This vote must be taken in a manner that accords with Board of Regents regulation on Open Meetings (R02.06.01 ff.). A faculty vote of censure or vote of no confidence taken contrary to this interim procedure will be considered out of order by the Faculty Senate and without merit for official action.

EFFECTIVE: Immediately, to be in effect until the Senate approves a revised procedure for votes of censure/votes of no confidence of administrators.

RATIONALE: Faculty at several schools and campuses at UAF have in recent time called for and taken votes of censure/votes of no confidence of administrators without following the approved Senate procedure. The procedure itself that was passed by the Senate in 1990, however, suffers from several flaws as noted in a statement made by then Chancellor Patrick J. O'Rourke (in memorandum dated April 20, 1990). Changes in accreditation standards concerning institutional integrity provide incentive for the Senate to revisit the approved Senate procedure to assure due process to administrators, including attention to requisite confidentiality when premature and/or unsubstantiated allegations may otherwise impact negatively on an administrator's reputation and ability to administer effectively a college, school, or campus.

The UAF Faculty Senate passed the following at its Meeting #103 on September 24, 2001:

MOTION:
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The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Curricular Affairs, Faculty Affairs; Faculty Development, Assessment, and Improvement; and Faculty Appeals & Oversight Committee.

Gary Holton, Curricular Affairs
Joan Leguard, Faculty Affairs
Debi McLean-Nelson, Faculty Development, Assessment & Improvement
Julie Riley, Faculty Appeals & Oversight

EFFECTIVE: Immediately

The UAF Faculty Senate passed the following at its Meeting #103 on September 24, 2001:

MOTION:
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The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum by adding a General Statement and updating the Philosophy Statement.

EFFECTIVE: Immediately

RATIONALE: The updated Philosophy statement has been open to comment on the CORE web site since January as a motion to replace the 1990 version.

The Committee was asked to create a basic CORE statement, which we have done and is also on the web site as well as in the CORE Notebook.

The Committee feels that replacing the outdated philosophy statement with this carefully updated statement is significant to the Accreditation process.

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PROPOSED GENERAL STATEMENT:
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The Baccalaureate Experience

General Statement

UAF Core Curriculum Courses

The University of Alaska Fairbanks Baccalaureate Core Curriculum provides students with a shared foundation of knowledge and skills. Required of all graduates, the Core introduces students to the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, mathematics, and the social sciences. These requirements help students develop the mental skills that will make them more effective participants, both in college and life in general.

Continually reviewed and enriched, the Core offers more than 80 courses to fulfill degree requirements. Not only does the Core provide students with a common learning experience, but it also enhances students' appreciation of cultural diversity and its implications on an individual and a social basis. Students must complete a minimum of 38 credits to satisfy the Core requirement:

Communications (9 credits)

ENGL 111X Methods of Written Communication (3)
ENGL 211X Intermediate Exposition, with Modes of Literature (3) OR
ENGL 213X Intermediate Exposition (3)
COMM 131X Fundamentals of Oral Communication: Group Context (3) OR
COMM 141X Fundamentals of Oral Communication: Public Context (3).

Library Information and Research (0-1 credits)

Successful completion of library skills competency test OR
LS 100X or 101X prior to junior standing

Writing- and Oral-Intensive Courses (0 additional credits)

Successful completion of two Writing-Intensive courses designated (W) and one Oral-Intensive course designated (O) or two oral-communication courses designated (O/2), at the upper-division level. Please consult the UAF Catalog to find out which courses are designated (W) and (O).

Perspectives on the Human Condition (18 credits)

ANTH 100X OR SOC 100X Individual, Society, and Culture (3)
ECON 100X (3) OR PS 100X Political Economy (3)
HIST 100X Modern World History (3)
ART/MUS/THR 200X Aesthetic Appreciation: Interrelationship of Art, Drama, and Music (3) OR
HUM 201X Unity in the Arts (3)
ANS 202X Aesthetic Appreciation of Alaska Native Performance (3)
ENGL/FL 200X World Literatures (3)
COMM 300X Communicating Ethics (3) OR
JUST 300X Ethics and Justice OR
NRM 303X Environmental Ethics and Actions OR
PS 300X Values and Choices OR
PHIL 322X Ethics

OR complete 12 credits from the above courses plus two semester-length (10 credits) courses in a single Alaska Native language or other non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level.

Mathematics (3 credits)

Math 107X Functions for Calculus (3) OR
Math 131X Concepts and Contemporary Application of Mathematics (3) OR
Math 200X, 201X, 202X, 262X, 272X (3), OR any math course having one of these as a prerequisite.

*Math 161 is not an equivalent course to Math 107X.

Natural Sciences (8 credits)

Complete two 4-credit courses, with labs, from approved natural science core courses with depth or breadth emphasis. Both courses must be from the same emphasis area, that is, either breadth or depth.

Breadth Emphasis
The two courses must be in different natural sciences or must be interdisciplinary in nature.

Select two courses from the following:

ATM 101X Weather and Climate of Alaska (4)
BIOL 100X Human Biology (4) OR
  BIOL 103X Biology and Society (4) OR
  BIOL 104X Natural History of Alaska (4) OR
CHEM 100X Chemistry and the Modern World (4)
GEOG 205X Physical Geography (4)
GEOS 100X Introduction to Earth Science (4) OR
    GEOS 125X Humans, Earth, and Environment (4) OR
    GEOS 120X Glaciers, Earthquakes, Volcanoes (4)
MSL 111X The Oceans (4)
PHYS 102X Energy and Society (4) OR
    PHYS 175X Astronomy (4)

Depth Emphasis
The two courses must be sequential courses or a two-semester survey in the basic natural sciences (biology, chemistry, earth
science, physics). Select one sequence from the following:

BIOL 105X-106X Fundamentals of Biology I and II (8)
BIOL 211X-212X Human Anatomy and Physiology I and II (8)
CHEM 103X-104X Basic General Chemistry/Beginnings in Biochemistry (8)
CHEM 105X-106X General Chemistry (8)
GEOS 101X and 112X The Dynamic Earth/History of Earth and Life (8)
PHYS 103X-104X College Physics (8)
PHYS 211X-212X General Physics (8)
PHYS 211X and 213X General Physics/Elementary Modern Physics (8)
PHYS 212X-213X General Physics/Elementary Modern Physics (8)

CURRENT PHILOSOPHY STATEMENT (1990):
==========

The Baccalaureate Experience

The Philosophy

The pursuit of the baccalaureate degree in the late twentieth century is a formidable undertaking. Social change and the knowledge explosion create new disciplines and alter the conventions, content, methods, and the applications of existing disciplines. We in higher education have reacted to this phenomenon by promoting an ever-growing curriculum of specialized majors, often at the expense of the basic liberal arts education concept of unity of knowledge as expressed by a common core of intellectual experiences.

As UAF students advance toward a degree goal they, too, encounter an array of general education and specialized curriculum offerings of the university. If these encounters are to reflect a clear learning purpose, then the curriculum must reflect a

clearly stated academic philosophy defining the meaning and purpose of the baccalaureate degree at the University of Alaska Fairbanks. Formulation of this philosophy starts directly with this question.

What intellectual experiences shall be deemed essential for all UAF students, regardless of academic major or career aspirations?

On the Conduct of Intellectual Inquiry. The development of the intellect is a basic aim of the baccalaureate degree. The university experience must demand more than "recipe knowledge," that is, the rote learning of material currently held to be "factual" and of the elemental "mechanics" of applied knowledge. What must be emphasized are intellectual activities which connect the mental processes of critical thinking and problem solving, and which explore certain metaphysical issues in knowledge creation.

Problem solving is a constant feature of human existence and we expect a learned demonstration of an intellectual ability to systematically design and conduct critical inquiry. To arrive at plausible answers or solutions requires first having plausible questions—an analysis task built on abstract conceptualization, logical reasoning, and on the exegesis of appropriate text material.

Finally, the opportunity for synthesizing knowledge must be present. The ultimate form of knowing is the perception and articulation of the "pattern"—of the significant relationships among pieces of knowledge. The synthesizing exercise should stimulate creative work and, hopefully, the joy of intellectual discovery and accomplishment.

Advanced Literacy in Language and Mathematics. Functional literacy is not a goal of university education. Regardless of the skill levels in English and mathematics students bring to the university, they must experience an educational process that pushes them beyond the functional to advanced levels.

For language literacy this means multi-dimensional competency in the use of English: 1) the critical comprehension of complex reading material; 2) the preparation of clear, organized and soundly reasoned statements in a variety of written forms; and 3) the capability and confidence to orally participate in public forums.

Advanced literacy in mathematics implies a solid grasp of quantitative reasoning and appreciation of mathematical applications. Most important is acquiring the knowledge necessary for informed judgement on the uses of mathematical and statistical interpretations confronting us in everyday life.

Inherent in these advanced literacies is an empowering process. Achievement of the range of competencies comprising these fields of study represents real personal power. It is a power, which keys success, satisfaction and greater self-determination throughout the total academic experience and in the modern world.

The Nature and Use of Science. At its heart, "science," represents a distinct approach to the study and explanation of both the natural and social world. College-level work in the sciences should foster an intellectual comfort with different aspects of the scientific method such as the quest for objectivity, hypothesis building

and testing, and with the explanatory functions of theory. Facility with quantitative manipulations and measures associated with basic scientific enterprises is an important part of this academic process.

The student should also become closely acquainted with the larger intellectual frameworks which have nurtured the development of scientific thought, including the ways we have come to understand and articulate the basic concepts of these frameworks. No student, for example, should graduate without a fundamental understanding of evolutionary theory because its major assumptions and propositions have triggered substantial work in virtually every other discipline. Einstein's theory of relativity is another such framework.

While particular emphasis is placed on the scientific approach in its various forms, adequate attention should be given to other traditions of human inquiry, both empirical and non-empirical.

In modern times, technological developments have had an enormous impact on all facets of the world's ecosystems, raising philosophical and ethical questions critical to the making of humane public policy. These are questions that simply will not go away and should be directly dealt with in the natural and social science curriculums.

Studies in History, Language, and Culture. In one sense, we all are members of a "global village" because of almost instantaneous communication networks, speedy transportation systems, and interlocking world economies. But in another sense, we live in a highly uncertain and fragmented world comprising a multitude of differing historical and cultural traditions. We all have a history, which has shaped the way we define ourselves as cultural, linguistic and national groups.

For the American university, the study of western civilization, including the culturally pluralistic tradition of America, is an essential prerequisite to related studies of our contemporary cultural consciousness and major social institutions. However, we must go beyond this to the comparative study of non-Western history and culture since it ultimately has the chance of making more comprehensible international complexities and certain seemingly intractable conditions such as was, poverty, and oppression.

The comparative study of history and culture also should include content that forces a critical examination of how the shared images, values, and convictions of a cultural group directly form the fundamental assumptions by which people make sense of everyday life and of the world around them. This kind of intellectual journey will raise many issues about values formation, the power of cultural identity, and the sources of ethnocentrism. The most sanguine presumption is that at journey's end, there will be more than mere tolerance for cultural differences. Rather, there will emerge a solid understanding and appreciation for different cultural traditions, and the way history has mixed many of these traditions into multicultural societies.

Finally, there exists one other literacy pertinent to being an educated citizen of the modern world—the development of a basic competence in a foreign or non-English language. Together with the pure intellectual benefits of the learning exercise (and

there are many), facility in a second language opens a very large window to real experiences in different cultural realities.

Humanistic Expressions. It is the humanistic study of aesthetics, literature, and ideas, which reveal the full meaning of being human. Unfortunately, it is precisely the humanities, which the modern technocratic world view has most de-emphasized. Nowhere else in the curriculum are the human senses and emotions so completely engaged as in the study of literature, the visual and performing arts, and philosophic discourse.

Moreover, humanistic expressions are cultural products vividly portraying the salient realities of a particular people at a particular time. For example, the prose and poetry of a historical period can bring the human condition to life in ways the literal style of textbooks cannot. It is in this realm of learning that beauty, creativity, and the powers of the human imagination and intellect are most directly encountered and shared through time and space.

Within this domain, the question of values becomes significant. Much of everyday life is spent dealing with value ambiguity. People continually must make decisions within multiple environments loaded with conflicting moral possibilities. Then they must bear responsibility for the consequences of their decisions. Through enculturation people develop a set of principles to guide the making of these real-life choices. These principles—and everybody has them and uses them constantly—reflect the core values and moral standards each of us believe we live by (or try to live by).

Enculturation, hence value formation, derives collectively from the ethos of those social institutions in which people spend good portions of their lives—the family, the church, peer groups, and schools, including the university. At a university, students should directly confront the nature of values.

The cultural values of society—of humankind—are for learning and for debating. The ultimate benefit of this exercise depends on the way we use it to reflect upon and refine our own personal codes of conduct.

Content Concentration. Intellectual concentration in a specific discipline serves as conceptual anchor to the baccalaureate experience and as the professional foundation of the student's post-baccalaureate career. The major field or area of specialization is where we expect the intellectual development of a solid grounding in a defined body of knowledge. Instruction in the advanced aspects of the field is an integral part of this undertaking; but full understanding is not gained without directed independent study and synthesizing activities. Also, each specialized field of study should examine the ethics and values associated with the application of its methods and knowledge.

PROPOSED PHILOSOPHY STATEMENT (2001):
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The UAF Baccalaureate Experience

The Philosophy

The pursuit of the baccalaureate degree in the twenty-first century is a formidable undertaking. Social change and the knowledge explosion create new disciplines and alter the conventions, content, methods, and the applications of existing disciplines. We in higher education have reacted to these phenomena by promoting an ever-growing curriculum of specialized majors, often at the expense of the basic liberal arts education concept of unity of knowledge as expressed by a common core of intellectual experiences.

As UAF students advance toward a degree goal they, too, encounter an array of general education and specialized curriculum offerings of the University. In order to assure that the baccalaureate experience of all University of Alaska Fairbanks students reflects the academic philosophy of a liberal education, the University has created a core curriculum. The core curriculum is designed to include the intellectual experiences considered essential for all UAF students, regardless of academic major or career aspirations.

The Core Curriculum will be sustained in quality through an on-going process of student learning outcomes assessment. The assessment will be conducted and reported by the Core Review Committee of the Faculty Senate, according to the plan approved by the Faculty Senate.

On the Conduct of Intellectual Inquiry. The development of the intellect is a basic aim of the baccalaureate degree. The university experience must demand more than the rote learning of material currently held to be "factual" and of the elemental "mechanics" of applied knowledge. What must be emphasized are intellectual activities which connect the mental processes of critical thinking and problem solving, and which explore certain metaphysical issues in knowledge creation.

Problem solving is a constant feature of human existence and we expect a learned demonstration of an intellectual ability to systematically design and conduct critical inquiry. To arrive at plausible answers or solutions requires first having plausible questions—an analysis task built on abstract conceptualization, logical reasoning, and on the exegesis of appropriate text material.

Finally, the opportunity for synthesizing knowledge must be present. The ultimate form of knowing is the perception and articulation of the "pattern"—of the significant relationships among pieces of knowledge. The synthesizing exercise should stimulate creative work and, hopefully, the joy of intellectual discovery and accomplishment.

Advanced Literacy in Language and Mathematics. Functional literacy is not, in itself, a goal of university education. Regardless of the skill levels in English and

Mathematics students bring to the university, they must experience an educational process that pushes them beyond the functional to advanced levels.

For language literacy this means multi-dimensional competency in the use of English: 1) the critical comprehension of complex reading material; 2) the preparation of clear, organized and soundly reasoned statements in a variety of written forms; and 3) the capability and confidence to competently participate orally and aurally in public forums.

Advanced literacy in mathematics implies a solid grasp of quantitative reasoning and appreciation of mathematical applications. Most important is acquiring the knowledge necessary for informed judgement on the uses of mathematical and statistical interpretations confronting us in everyday life.

Inherent in these advanced literacies is an empowering process. Achievement of the range of competencies comprising these fields of study represents real personal power. It is a power which keys success, satisfaction, and greater self-determination throughout the total academic experience and in the contemporary world.

The Nature and Use of Science. At its heart, "science," represents distinct approaches to the study, explanation, and understanding of both the natural and social worlds. College-level work in the sciences should foster an intellectual comfort with different scientific methods and with the scientific functions of theory. Facility with the quantitative manipulations and measures associated with basic natural and social scientific enterprises is an important part of this academic process as is recognition of the qualitative approaches of human science.

The student should also become closely acquainted with the larger intellectual frameworks which have nurtured the development of scientific thought, including the ways we have come to understand and articulate the basic concepts of these frameworks. Examples of such frameworks are Einstein's theory of relativity and evolutionary theory.

While particular emphasis is placed on scientific approaches, adequate attention should be given to other traditions of human inquiry, both empirical and non-empirical.

In contemporary times, technological developments have had an enormous impact on all facets of the world's ecosystems, raising philosophical and ethical questions critical to the making of humane public policy. These are questions that simply will not go away and should continue to be dealt with directly in the natural, social, and human science curriculums.

Studies in History, Language, and Culture. In one sense, we all are members of a "global village" because of almost instantaneous communication networks, speedy transportation systems, and interlocking world economies. But in another sense, we live in a highly uncertain and fragmented world comprising a multitude of differing historical and cultural traditions. We all have a history, which has shaped the way we define ourselves as cultural, linguistic, and national groups.

For the American university, the study of western civilization, including the culturally pluralistic tradition of America, is an essential prerequisite to related studies of our contemporary cultural consciousness and major social institutions. However, we must go beyond this to the comparative study of non-Western history and culture since it ultimately has the chance of making more comprehensible international complexities and certain seemingly intractable conditions such as was, poverty, and oppression.

The comparative study of history and culture also should include content that forces a critical examination of how the shared images, values, and convictions of a cultural group directly form the fundamental assumptions by which people make sense of everyday life and of the world around them. This kind of intellectual journey will raise many issues about values formation, the power of cultural identity, and the sources of ethnocentrism. The most sanguine
presumption is that at journey's end, there will be more than mere tolerance for cultural differences. Rather, there will emerge a solid understanding and appreciation for different cultural traditions and the ways that exposure to cultural differences can add to and enhance our
everyday lives.

Finally, there exists one other literacy pertinent to being an educated citizen of the contemporary world—the development of a basic competence in a foreign or non-English language. Together with the pure intellectual benefits of the learning exercise (and there are many), facility in a second language opens a very large window to real experiences in different cultural realities. UAF students should be encouraged to recognize both the personal and professional benefits of speaking and reading other languages.

Humanistic Expressions. It is the humanistic study of aesthetics, literature, and ideas, which reveal the full meaning of being human. Unfortunately, it is precisely the humanities, which the technocratic world view has most de-emphasized. Nowhere else in the curriculum are the human senses and emotions so completely engaged as in the study of literature, the visual and performing arts, and philosophic discourse.

Moreover, humanistic expressions are cultural products vividly portraying the salient realities of a particular people at a particular time. For example, the prose and poetry of a historical period can bring the human condition to life in ways the literal style of textbooks cannot. It is in this realm of learning that beauty, creativity, and the powers of the human imagination and intellect are most directly encountered and shared through time.

Within this domain, the question of values becomes significant. Much of everyday life is spent dealing with value ambiguity. People continually must make decisions within multiple environments loaded with conflicting moral possibilities. Then they must bear responsibility for the consequences of their decisions. Through enculturation people develop a set of principles to guide the making of these real-life choices. These principles—and everybody has them and uses them constantly—reflect the core values and moral standards each of us believe we live by (or try to live by).

Enculturation, hence value formation, derives collectively from the ethos of those social institutions in which people spend good portions of their lives—the family, the church, peer groups, and schools, including the University. At UAF, students should directly confront the nature of values in their baccalaureate experience.

The cultural values of society—of humankind—are for learning and for debating. The ultimate benefit of this exercise depends on the way we use it to reflect upon and refine our own personal codes of conduct.

Content Concentration. Intellectual concentration in a specific discipline serves as conceptual anchor to the baccalaureate experience and as the professional foundation of the student's post-baccalaureate career. The major field or area of specialization is where we expect the intellectual development of a solid grounding in a defined body of knowledge. Instruction in the advanced aspects of the field is an integral part of this undertaking; but full understanding is not gained without directed independent study and synthesizing activities. Also, each specialized field of study should examine the ethics and values associated with the application of its methods and knowledge.

The UAF Faculty Senate Administrative Committee passed the following on May 23, 2002:

MOTION:
=======

The UAF Faculty Senate Administrative Committee, acting on behalf of the Faculty Senate, moves to amend the "UAF Faculty Appointment and Evaluation Policies" and the "UAF Regulations for the Appointment and Evaluation of Faculty".

EFFECTIVE: "UAF Faculty Appointment & Evaluation Policies" - Upon Board of Regents Approval

"UAF Regulations for the Appointment & Evaluation of Faculty" - Upon Chancellor's Approval

RATIONALE: The comprehensive revision of the policies and regulation have been reviewed by the ACCFT union and these changes bring them into line with the collective bargaining agreement.

****

Draft "UAF Faculty Appointment and Evaluation Policies" , May 23, 2002

Draft "UAF Regulations for the Appointment and Evaluation of Faculty", May 23, 2002

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

RESOLUTION OF RECOGNITION

WHEREAS, the students of the UAF Chapter of the American Indian Science and Engineering Society (AISES) have won the Stelvio Zanin Distinguished Chapter Award for an unprecedented third time (1994, 1996 and 2000) and twice was runner-up (1995 and 1998), and

WHEREAS, through their collaborative efforts AISES Chapter students have effectively reinforced each other's continued progress toward academic and career goals, and

WHEREAS, under the leadership of Adrienne Orr, Kimberly Ivie, Delores Huffman, Loda Griffeth, Jessica Warrior, Johanna Bauman, Joshua Peter, Wily Splain, Lee DeWilde, Calvin Moses and Jeff Davis, an endowed scholarship fund was established by the UAF AISES Chapter, and

WHEREAS, numerous internship and professional employment opportunities as well as travel opportunities were made available through the UAF AISES Chapter, and

WHEREAS, the Chapter members have establish ongoing mentoring relationships with many Native UAF alumni, and

WHEREAS, the AISES students have implemented outreach programs to high school groups and started a volunteer tutoring program, and

WHEREAS, the AISES UAF graduates are taking important positions in the professional world and contributing to the decision making which will shape the future of Alaska, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate wishes to recognize the outstanding students of the UAF Chapter of AISES.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

RESOLUTION OF RECOGNITION

WHEREAS, the students of NABL (Native American Business Leaders), the UAF Chapter of the American Indian Business Leaders' Organization (AIBL), were presented with the "Student Chapter of the Year" award at the recent National AIBL Leadership Academy held in San Diego, and

WHEREAS, the UAF Chapter of AIBL also won the Thousandaire Competition, took third place in the Tribal Business Plan competition and third place in the Owl Dance Competition, and

WHEREAS, the UAF Chapter is a student-based organization designed to

support and promote students interested in business and rural economic development, and

WHEREAS, under the leadership of Carol Hollingsworth, Mary Sage, Brenda Erlich, Louise Chikigak, Russell Snyder and Timothy Murphrey the UAF Chapter of AIBL has excelled in building its membership base, shows teamwork, and is active year round, and

WHEREAS, the AIBL student group is very supportive of one another, work together to accomplish goals, and

WHEREAS, the AIBL students work to establish networks with local businesses by bringing in guest speakers to speak on important issues to members, and

WHEREAS, the AIBL student members volunteer for the Festival of Native Arts and work on various fundraisers to benefit non-profit youth organizations in the community, and

WHEREAS, along with Rural Student Services, the UAF Chapter of AIBL helps organize and select recipients for the annual Dennis Demmert Appreciation and Recognition Awards which recognizes UAF staff and faculty who have shown their support for Native and rural students, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate wishes to recognize the outstanding students of NABL, the UAF Chapter of the American Indian Business Leaders' Organization.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
=======

The UAF Faculty Senate moves to amend Article IV, Section 2, of the Constitution as follows:

[[ ]] = Deletions
CAPS = Additions

ARTICLE IV - Officer

Sec. 2 The President and President-Elect shall be elected [[from and]] by the [[voting]] ELECTED REPRESENTATIVES of the Senate for one-year terms. ELIGIBLE NOMINEES FOR THE OFFICES OF PRESIDENT AND PRESIDENT-ELECT SHALL BE ELECTED REPRESENTATIVES AND/OR CHAIRS OF STANDING AND PERMANENT COMMITTEES OF THE SENATE.

EFFECTIVE: Immediately

RATIONALE: Members of the Senate Administrative Committee include chairs of the SenateÕs Standing and Permanent Committees. The Senate Administrative Committee performs those functions which are executive in setting the agenda of the Senate. Since the Chairs of the Permanent Committees are involved in this executive function of the Senate, they have the experience qualifying them for the offices of President and President-Elect. The Permanent Committee Chairs should therefore have the opportunity to serve as officers of the Senate.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
======

The UAF Faculty Senate moves to approve a Ph.D. degree program in Engineering.

EFFECTIVE: Fall 2001 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #42 on file in the Governance Office, 312 SignersÕ Hall.

****

Executive Summary
Ph.D., Engineering

This request is for a new degree program, the Ph.D. in Engineering. The engineering faculty of the three engineering departments of the UAF College of Engineering, Science, and Mathematics (CSEM) make this request jointly. Over the past six years, the engineering departments have produced an average of two Ph.D.'s each year through the existing Interdisciplinary Ph.D. Program. Currently there are nine Ph.D.-level students in the Interdisciplinary Ph.D. Program, whose work would fit into the Ph.D. in Engineering. The faculty of these departments believe that advertising the Ph.D. in Engineering degree will simultaneously attract high-quality students, add to the prestige of the engineering departments, and improve their ability to obtain externally funded research. The faculty believes that the Ph.D. in Engineering will benefit Alaska directly because much of their research will focus on Alaska and Arctic issues. It will also benefit Alaska indirectly through increases in research funding from sources outside the state.

We are proposing one degree: The Ph.D. in Engineering. The degree will,

at a minimum, meet the published UAF and Graduate School requirements. Admission to the degree program and overall policy beyond the Graduate School policies will be determined by a four member Engineering Ph.D. Committee, appointed by the Dean of the CSEM and approved by the Dean of the Graduate School. This proposal recognizes that most engineering Ph.D. work will fall into one of these emphasis areas: Arctic, Civil, Electrical, Engineering Management, Environmental, or Mechanical. Depending on a student's emphasis area, the day-to-day administration of the degree will be by one of the existing engineering departments: Civil and Environmental, Electrical, Mechanical.

There is wide support for this degree in Alaska, both from industry and government. There is a strong demand for hi-tech graduates and this demand is expected to continue.

The new degree program is an extension of the interdisciplinary Ph.D., which has been underway for many years. The engineering faculty recognize that current initiatives to increase the size of the engineering faculty, staff and laboratories are required for this program to grow.

****

University of Alaska New Program Approval

Board of Regents Summary Form

MAU: UAF

Title and brief description: Ph.D. in Engineering

Target Admission date: Fall 2001

****

How does the program relate to the Academic Mission of the University of Alaska?
The civil, electrical, and mechanical engineering faculties of UAF jointly request a new degree program, the Ph.D. in Engineering. This degree will require production of new engineering knowledge through research and dissemination of that knowledge to peers, the profession, and the public.

Describe the State Needs being met by this program.
The new degree will benefit Alaska directly because the doctoral research will focus on Alaska and Arctic issues. It will also benefit Alaska indirectly through increases in research funding from sources outside the state. There is support for this degree from Alaskan industries and government.

What are the Student opportunities and outcomes? The enrollment projections?
Over the past six years, the engineering departments have produced an average of two Ph.D.s each year through the existing Interdisciplinary Ph.D. Program. An enrollment increase to four or five Ph.D.s each year is a reasonable expectation over the next five to seven years. There is a strong demand for hi-tech graduates and this demand is expected to continue.

Describe the Research opportunities, if applicable.
Advertising this degree will simultaneously attract high-quality students, improve the ability of the College of Science Engineering and Mathematics (CSEM) to obtain externally funded research, and develop new areas of research for the state

Identify any additional Faculty and Staff requirements as well as any existing expertise and resources that will be applied.

This degree will draw on the combined strength of the three engineering departments in CSEM, approximately 27 faculty. As the program grows to four or five Ph.D.s per year, at least one new faculty and two research assistants in each of the three CSEM departments should accompany this growth.

Identify the impacts on existing Technology & Facilities as well as projected needs.
The majority of the needs will be met within the renovated Duckering Building. Student offices for 10 new graduate students will be required.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
=======

The UAF Faculty Senate moves to approve a M.S. degree program in Computational Physics.

EFFECTIVE: Fall 2001 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #41 on file in
the Governance Office, 312 SignersÕ Hall.

****

Executive Summary
M.S., Computational Physics

Computer modeling and simulation has become a central tool in many science disciplines. Computational physics includes numerical modeling and computer simulation of processes in physical systems such as fluids, gases, space plasmas, solid state physics, and high energy physics. Computational physics is not computer science. The goal is the advancement of physics using modern computer technology. Computational physics requires expertise in advanced computing environments, in the mathematical background, and in the specific physics discipline. Computational Physics is a new branch of physics that is identified by separate degree programs at many US universities.

New career options have emerged in industry, research, and government for graduates in the physical sciences with additional capabilities in mathematics, numerical modeling and simulation using advanced computational methods. Incoming graduate students to this new program will have appropriate backgrounds in physics, applied physics, or an equivalent. This new graduate program will offer a combination of courses involving advanced physics, mathematics, numerical and computational techniques. UAF already offers appropriate coursework and this new degree re-packages existing UAF courses to focus students into a new career option.

The co-location of the Arctic Regions Supercomputer Center alongside internationally renowned research institutes provides a unique opportunity for student research projects and the opportunity for UAF to emerge as an international academic leader in this field.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
======

The UAF Faculty Senate moves to approve the following policy concerning the Graduate Advisory Committee composition of Master's and Ph.D. degree students.

EFFECTIVE: Immediately

RATIONALE: The Graduate School requested that the Faculty Senate review the composition of the graduate student advisory committees and formalize the process that is currently being used.

****

GRADUATE ADVISORY COMMITTEE COMPOSITION

Master's Degree

The core advisory committee of Master's degree students must consist of three approved University of Alaska Fairbanks faculty members. Faculty participating above this number are considered additional committee members. Committee membership must be approved by the home department, Unit Dean, and the Dean of the Graduate School.

Retired and/or Emeritus faculty of the University of Alaska Fairbanks who have an association with the home department may serve on Master's advisory committees, upon expressed approval by the home department.

Faculty from other universities and other professionals who are not employed by University of Alaska Fairbanks may serve as either core or additional committee members on Master's advisory committees, upon expressed approval by the home department. They may not serve as the chair of an advisory committee, but may serve as the co-chair.

Doctoral Degree

The core advisory committee of Doctoral degree students must consist of four approved University of Alaska Fairbanks faculty members. For interdisciplinary students, one member must be from a Ph.D. granting department. Faculty participating above this number are considered additional committee members. Committee membership must be approved by the home department, Unit Dean, and the Dean of the Graduate School.

Retired and/or Emeritus faculty of the University of Alaska Fairbanks who have an association with the home department may serve on Doctoral advisory committees, upon expressed approval by the home department.

Faculty from other universities and other professionals who are not employed by University of Alaska Fairbanks may serve as either core or additional committee members on Doctoral advisory committees, upon expressed approval by the home department. They may not serve as the chair of an advisory committee, but may serve as the co-chair.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION:
======

The UAF Faculty Senate moves to approve an A.A.S. degree program in Process Technology which includes nine new courses.

EFFECTIVE: Fall 2001 and
Upon Board of Regents' Approval

RATIONALE: See full program proposal #157-166 on file in the Governance Office, 312 SignersÕ Hall.

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(Submitted by Process Technology)

157. NEW DEGREE PROGRAM: AAS, Process Technology - Major requirements include 8 credits of natural science, 28 credit in Process Technology courses (9 new courses), and 9 applied technology electives for a total of 63 credits; effective Upon BOR Approval.

158. NEW COURSE: PRT 101 - Introduction to Process Technology (3+0) 3 credits; offered Fall & Spring; effective Upon BOR Approval.

159. NEW COURSE: PRT 110 - Introduction to Occupational Safety, Health and Environmental Awareness (3+0) 3 credits; offered Fall & Spring; effective Upon BOR Approval.

160. NEW COURSE: PRT 130 - Process Technology I: Equipment (4+0) 4 credits; offered Fall & Spring; effective Upon BOR Approval.

161. NEW COURSE: PRT 140 - Industrial Process Instrumentation I (3+0) 3 credits; offered Fall & Spring; effective Upon BOR Approval.

162. NEW COURSE: PRT 144 - Industrial Process Instrumentation II (3+0) 3 credits; offered Fall & Spring; effective Upon BOR Approval.

163. NEW COURSE: PRT 230 - Process Technology II: Systems (3+2) 4 credits; offered Fall & Spring; effective Upon BOR Approval.

164. NEW COURSE: PRT 231 - Process Technology III: Operations (3+2) 4 credits; offered Fall & Spring; effective Upon BOR Approval.

165. NEW COURSE: PRT 250 - Process Troubleshooting (3+0) 3 credits; offered Fall & Spring; effective Upon BOR Approval.

166. NEW COURSE: PRT 255 - Quality Concepts for the Process Industry (1+0) 1 credits; offered Fall & Spring; effective Upon BOR Approval.

****

Executive Summary
A.A.S., Process Technology

In August of 1999 a group of over 100 people met at a two-day workshop to discuss the workforce needs in the process industries. Those present included representatives of oil and gas production, refineries, seafood processing, mining power generation, unions, several of the UA campuses, AVTEC, Ilisagvik, State Department of Labor, and AHRIC. The purpose of the meeting was to share information on the current workforce; projections of need for the future; available training and rate of graduation; and, to identify training needs. The motivation for the meeting was the growing awareness that due to the aging of the present workforce the needs over the next three to ten years would exceed the number currently available or in training. The result of that

two-day workshop was the creation of the Alaska Process Industry Careers Consortium (APICC) whose mission is:

"The purpose of APICC is to increase the ability of its members to provide quality education and training services to Alaskans. The Consortium will establish standards for Process Technology education and training and strive to collectively reach or exceed those standards." (See Attachment C for further information)

Although shortages were projected in several categories, the one with the largest was process operator. APICC therefore identified the development and support of a degree program in Process Technology as their first priority. The standards Committee identified the basic job functions of an operator and from that developed the "Process Operator Critical Work Functions, Key Activities and Performance Criteria" found in Attachment A. The Curriculum Committee used this information to design a degree program that can train individuals to these standards. BP Exploration hired a consultant work with the Curriculum Committee to develop the new courses and instructional materials to develop the new courses and instructional materials. This person also worked closely with TVC faculty and Director.

These two committees had members from both industry and education and there was a crossover membership between standards and curriculum. The standards and subsequently the Process Technology A.A.S. degree were reviewed and approved by the APICC membership.

APICC and its members have also provided support by:

- Developing promotional materials to recruit students into the courses
- Helping to recruit adjuncts from the industry to teach the courses
- Offering scholarships
- Making summer internships available
- Donating equipment for use in the instruction
- Industrial site tours

Within the University of Alaska the two lead campuses have been Kenai Peninsula College and Tanana Valley Campus with courses also offered in Anchorage through MAPTS, a component of UAA. The University received $250,000 in FYÕ01 funding for the Process Technology initiative. These funds have been allocated between the three sites for continued curriculum development, instruction, training of instructors, equipment and materials. The response to the initial course offerings has been strong with some sections at each site reaching maximum enrollment.

This degree proposal has been developed at the request of and with the involvement of the companies that will hire its graduates. It is an opportunity for the University of Alaska to be responsive to the needs of industry and to partner with industry to meet the needs of the State by training Alaskans to work in Alaska.

In addition, the following groups and individuals have participated in the review of and/or made recommendations regarding the proposed Process Technology degree: (See Attachment B)

- Tanana Valley Campus Advisory Council
- Alaska Process Industrial Careers Consortium
- Richard Campbell, President, Alaska, BP Exploration Inc.
- Mike Andrews, Executive Director, Alaska Human Resource Investment Council (AHRIC)
- Randy M. Newcomer, President, Williams Alaska Petroleum, Inc.
- Kevin O. Meyers, President, Phillips Alaska, Inc.

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University of Alaska New Program Approval

Board of Regents Summary Form

MAU: UAF

Title and brief description:

The Process Technology program provides training for students who seek employment in the industries that use and control mechanical, physical or chemical processes to produce a final product. The program provides technical, management, general education, and regulatory training. The first Process Technology courses were presented during the spring 2000 semester. 25 students entered the program in spring 2000 and there are presently 76 students enrolled.

The Process Technology AAS program has been developed cooperatively between UAA and UAF. In partnership with the Alaska Process Industry Career Consortium, TVC, KPC and MAPTS have developed a common curriculum that will allow for maximum student flexibility.

Target Admission date: Fall 2001

(Students have been taking the courses as special topics since spring 2000.)

****

How does the program relate to the Academic Mission of the University of Alaska?

The proposed Associate of Applied Science Degree in Process Technology addresses the UA goal to "Focus academic programs and services on state and student needs" with the objective to "meet the highest demands in our region for professional education and workforce training." The Tanana Valley Campus has a long history of working with industry on both a local and statewide basis to develop and offer training programs to meet their needs. Vocational education has always been an important component of this college.

Describe the State Needs being met by this program.

The AAS degree in Process Technology is designed to provide educations/training that will enable individuals in Alaska to obtain employment in the industries that use and control mechanical, physical or chemical processes to produce a final product. In Alaska this includes the process industries of oil and gas production; chemical manufacturing; petroleum refining; mining and refining; power generation and utilities; water and wastewater treatment; and seafood and other food processing.

This program was developed in response to a request from the Alaska Process Industry Careers Consortium (APICC), which was organized to create, connect and enhance the quality of training, and educational programs that prepare Alaskans for good jobs. Industry is facing a skilled workforce shortage both in Alaska and nationwide. The present workforce is aging, technical skill requirements are increasing, and adequate and appropriate training to meet the project demand does not exist. The process industry has a need for over 50 new employees annually in Alaska.

Other factors contributing to the workforce shortage are the ups and down in employment opportunities in the oil and gas industry and

enrollment in related training programs declined. Not only did existing workers see no reason to upgrade their skills, but also high school graduates did not consider this a good career choice.

What are the Student opportunities and outcomes? The enrollment projections?

Upon completion of the program students will possess the training and skills for employment as an entry-level process operator as indicated by the following student outcomes

_ Graduates will be able to maintain a safe work area.
_ Graduates will be able to monitor area operations.
_ Graduates will be able to maintain process parameters.
_ Graduates will be able to maintain emergency response preparedness.
_ Graduates will be able to maintain regulatory compliance.
_ Graduates will be able to coordinate maintenance activities.
_ Graduates will be able to perform administrative activities appropriate to the job.
_ Graduates will be able to continue professional development.

Enrollment Information

Projection	SEMESTER	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount (Full- & part-time)						
	Fall	NA	75	100	145	145
	Spring	25	76	130	145	145
Anticipated Graduates		0	15	20	30	30

Describe the Research opportunities, if applicable.

NOT APPLICABLE

Identify any additional Faculty and Staff requirements as well as any existing expertise and resources that will be applied.

Faculty Jonathan Prater, Assistant Professor/Coordinator,
Process Technology
M.Ed. Curriculum and Instruction
B.S. Occupational Education

Five part-time adjuncts

All faculty associated with this program will be required to have industry experience appropriate to the subject matter being taught. As each new course is brought on line all faculty teaching that course will receive an instructorÕs manual and training. They will also be involved in a review process to identify any needed revisions. This program has the full support of the process industries and they are committed to helping to identify and recruit qualified adjuncts. As enrollment increases there will be a need to hire an additional full time faculty member. This will not occur until year 4 or 5.

Administrator John C. "Jake" Poole, Director, Tanana Valley Campus, College of Rural Alaska/University of Alaska Fairbanks

Classified Personnel Julene Lowdermilk, Program Assistant, Process Technology

Identify the impacts on existing Technology & Facilities as well as projected needs.

The vocational shops and classrooms at TVC are adequate to support this program. Initially the Fairbanks program will use classroom space at the Hutchison Career Center.

Some resource materials will need to be purchased for the library. This will not be extensive as there are a limited number of publications available in this field. Equipment to support this program will be extensive. TVC will need to acquire a significant amount of equipment. APICC and its members have made a commitment to provide much of the equipment needed at both sites through company donations. It is anticipated that some items will still need to be purchased and funding has been provided through the UA initiatives process.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
======

The UAF Faculty Senate moves to establish a policy on academic program review and assessment.

EFFECTIVE: Immediately

RATIONALE: This motion establishes a procedure for regular review and assessment of UAF degree programs as mandated in Board of Regents' policies and regulations 10.06.01.

****

UAF ACADEMIC PROGRAM REVIEW

REFERENCE: BOR Policy P10.06.01.A and Regulation R10.06.01

PURPOSE: Regularly review and assess UAF degree programs relative to mission, quality and efficiency

PROCESS:

1. Annual Audit: All programs shall be informally reviewed annually by the Dean based upon annual profile data supplied by the Office of Policy Analysis and Institutional Research and additional relevant information, as determined by the Dean and Department Chair.
2. Cyclic Review
   - A. All degree programs within a department shall be reviewed in a 5 year cycle.
   - B. The data used in the review shall consist of the updated Departmental Notebook (NWASC Self-Study), DeanÕs Annual Audit reports (if any written reports were done), outcomes assessment plan and results, and departmental self-analysis of strengths, weaknesses, needs, and significant changes since the last Cyclic Review.
   - C. The Review Committee shall be appointed by the Provost in consultation with the President of the Faculty Senate

and shall consist of three faculty members (one from the department under review) and one person external to UAF but having knowledge of the discipline.*

D. The committeeÕs report for each degree program shall address program strengths, weaknesses/deficiencies, and one of the following recommendations: continuation without change, continuation with changes, or discontinuation.

E. The departmental faculty shall write a response to the committeeÕs report.

F. The Dean shall write a response which indicates actions, if any, which will be taken at the college level and any recommendations for university action. A recommendation by the Dean to discontinue a program must provide rationale consistent with Board of Regents Policy and Regulation 10.04.02C, including appropriate review and recommendation by the collegeÕs academic council.

G. The Provost shall write a response which indicates any university actions which will be taken.

3. The Annual Timetable for Cyclic Reviews shall be as follows:

Dec 1	Departmental materials are finalized and committee is appointed
Mar 1	Committee report
Mar 20	Departmental response
Apr 15	Dean response
Jun 15	Provost response/action

* At the discretion of the departmental faculty, any degree program which holds professional accreditation may be reviewed by an alternate process if a substantive accreditation evaluation has been conducted since the last Cyclic Review. In this case the departmental faculty may elect to use the report of the accreditation evaluators instead of a report issued by the committee described in 2C.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

RESOLUTION
=========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Godwin Chukwu as President-Elect of the UAF Faculty Senate for 2001-2002 by acclamation.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

RESOLUTION
==========

WHEREAS, Board of Regents Regulation R04.05.040B.2.c on "Salary Range Movement" requires that "Periodically, but no less than every five years, an analysis of the UniversityÕs faculty compensation program will be conducted"; and

WHEREAS, Board of Regents Regulation R04.05.040B.2.c on "Salary Range Movement" requires further that "If it is found that faculty compensation is overall, or by discipline, leading or lagging the market relative to

prevailing market conditions as indicated by surveys of faculty salaries from sources appropriate to the hiring department or program which will include, but not be limited to, the AAUP, OSU, and CUPA, competitive levels will be achieved through salary range adjustments"; and,

WHEREAS, faculty compensation, including components of salary range, annual base salary, retention offers, equity adjustments, promotion increases, merit bonus, and other discretionary salary adjustments are to occur according to a process of negotiation outlined in extant United Academics and ACCFT collective bargaining agreements; and,

WHEREAS, an analysis of the UniversityÕs faculty compensation program as mandated by Board of Regents Regulation R04.05.040B.2.c is consistent with the extant collective bargaining agreements; and,

WHEREAS, the Statewide Faculty Alliance, acting at its meeting on 13 April 2001, recommended that the University Administration deal with faculty concerns about salary compensation; and,

WHEREAS, faculty at all ranks at UAF have expressed heightened concern that salary scales are below market, that new faculty hires are adding to salary compression, and that there remains an unresolved and now exacerbated issue of salary inequity; and,

WHEREAS, the 2001 UAF Accreditation Self-study Draft on Standard 4-Faculty (April 2001 revised version) claims (a) "UAF salaries lag 11.5% behind peer institutions and this difference is statistically significant", and (b) "Assistant and Associate Professor salaries are around 6.5% below and Full Professors are about 19.5% below average and these deviations are statistically significant" (sources referenced include AAUP June 2000 data and OSU 2000 salary data, compared to UAF data supplied by UA Office of Labor Relations); and,

WHEREAS, the UAF Faculty Senate retains it prerogative to address issues of faculty concern notwithstanding the fact that faculty compensation is a mandatory item of collective bargaining; now

THEREFORE, BE IT RESOLVED THAT the UAF Faculty Senate recommends that the University Administration address heightened faculty concerns about compensation by (1) analyzing the UniversityÕs faculty compensation program in accord with Board of Regents Regulation R04.05.040B.2.c, and (2) issuing a report with results of this analysis and correlative recommendations, this report to be issued to the UniversityÕs faculty governance representatives no later than March 15, 2002.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
=======

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, standing, Permanent) of the Bylaws by deleting E. 4. (Committee to Nominate Commencement Speaker and Honorary Degree Recipients).

[[   ]] =   Deletion
CAPS =   Additions

Sect. 3   (ART V: Committees)

STANDING

A. An Administrative Committee will be composed of the chairpersons of all standing Senate Committees and of permanent Senate committees. [[except the Committee to Nominate Commencement Speakers and Honorary Degree Recipients.]]

PERMANENT

[[4. The Committee to Nominate Commencement Speaker and Honorary Degree Recipients will nominate commencement speakers and candidates for honorary degrees as specified in University Regulation 10.03.02. This Committee will work in concert with the University of Alaska Fairbanks Office of University Relations to review the nominee files and make a formal nomination to the Chancellor.]]

EFFECTIVE: Immediately

RATIONALE: Because of it's heavy administrative load, this committee more appropriately belongs under the Provost office. A large portion of the committee work is conducted during the summer months. University Regulation 10.03.02 stipulate that nominations must be review by a faculty committee. However, it does not have to be a Faculty Senate committee. The committee will continue to have Faculty Senate representation.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

RESOLUTION OF APPRECIATION

FOR

LAWRENCE K. DUFFY

WHEREAS, Larry Duffy has served Faculty Governance in its many forms over the years in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, Larry Duffy has served as Senator to the UAF Faculty Senate from 1988-92, 1993-95, and 1999-2000, and as Alternate from 1992-93 and 1996-99; and

WHEREAS, Larry Duffy has served as a member of the Curricular Affairs Committee from 1989-92; Chair of the Curriculum Review Committee for 1990-91; and Chair of Curricular Affairs for 1991-92; and

WHEREAS, Larry Duffy has served as a member and Chair of the Graduate Council for 1993-94; and as member and Chair of the Graduate School Advisory Committee for 1998-99; and

WHEREAS, Larry Duffy has served on a variety of other committees such as: Chair, Task Force on Department Chairpersons for 1989-90, 1990-91; Legislative & Fiscal Affairs, 1990-92; Ad Hoc Committee on Compensation & Workload, 1994-95; Committee to Nominate Commencement Speaker and Honorary Degree Recipients, 1996-2000; and

WHEREAS, Larry Duffy has served as Chair of the Administrative Committee and as President-Elect of the UAF Faculty Senate for 1999-2000; and

WHEREAS, Larry Duffy has served as a member of the UAF Governance

Coordinating Committee from 1999-2001; and

WHEREAS, Larry Duffy has served as a member of the UA Faculty Alliance, as a member of the UA Systemwide Governance Council from 1999-2001 and as Chair of the UA Faculty Alliance from 2000-2001 ; and

WHEREAS, Larry Duffy has served as President of the UAF Faculty Senate from 2000-2001; and

WHEREAS, Larry Duffy has served as Chair of the UAF Standard Four (Faculty) Accreditation Working Group; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Larry Duffy as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Larry Duffy and expresses its appreciation for his exemplary service.

****

The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
======

The UAF Faculty Senate moves to endorse the 2001-2002 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

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2001 -2002 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs
- Sukumar Bandopadhyay, SME (02)
- Carol Barnhardt, SOEd (03)
- James Gladden, CLA (03)
- Michael Hannigan, CRA (02)
- Gary Holton, CLA (03)
- Ron Illingworth, CRA (03)--Chair
- Mary Lindahl, SOM (02)
- Pete Pinney, CRA (03)--Chair, Curriculum Review
- Eduard Zilberkant, CLA (02)

Ex-Officio: ^Ann Tremarello, Registrar's Office
Wanda Martin, Advising Center
Student

Faculty Affairs
- Mike Davis, CRA (02)
- Kurt Kielland, CSEM (03)
- Joan Leguard, CLA (02)

Jenifer McBeath, SALRM (02)
Peter McRoy, SFOS (02)--Chair
Barry Mortensen, CRA (2)
Terry Reilly, CLA (03)
Ex-Officio:

PERMANENT COMMITTEES

Core Review (Elected)
Sandra Bond, Justice, CLA (03)
Suzanne Bordelon, English, CLA (03)
William Bristow, Engineering/Management (02)
Jin Brown, Communication, CLA (02)--Convener
Jill Faudree, Math, CSEM (02)
Doug Schamel, CSEM, Sciences (02)
Larry Vienniau, Humanities, CLA (02)
Student:
Ex-Officio: ^Director, Library

Developmental Studies Committee (Elected)
Barbara Adams, Interior-Aleutions, CRA (03)
Nancy Ayagarak, Kuskokwim, CRA (02)
Patty Baldwin, RSS
John Bruder, Bristol Bay, CRA (03)
Richard Carr, English, CLA (03)
John Creed, Chukchi, CRA (02)
Marty Getz, Math, CSEM (02)
Cindy Hardy, TVC (02)
Ron Illingworth, Devel. Studies, CRA (03)
Gary Laursen, Science, CSEM (03)
Wanda Martin, Advising Center
Joe Mason, Northwest, CRA (02)
Jane Weber, TVC (02)--Convener
Ex-Officio: ^Jake Poole, Director, TVC

Faculty Appeals & Oversight Committee (Elected)
Brian Himelbloom, SFOS (02)
Glenn Juday, SALRM (03)
Oscar Kawagley, SOEd. (02)
Jerry Lipka, SOEd. (03)
Joan Moessner, CLA (02)--Chair
Julie Riley, CRA/ACE (03)
Mitch Roth, CSEM (02)
Michael Schuldiner, CLA (03)
Vacancies: CRA (03); CSEM (03)
SALRM (02); SFOS (03)
SOM (03); SOM (02)
SME (03); SME (02)

Faculty Development, Assessment & Improvement
Abel Bult, CSEM (03)
George Charles, CLA (03)
Linda Curda, CRA (03)
Rheba Dupras, CLA (02)
Deborah McLean, SOEd. (02)--Convener
Channon Price, CSEM
Tom Robinson, SOM
Ann Wilson, CRA (03)

Graduate Academic & Advisory Committee

Sandra Bond, CLA (03)
Ed Bueler, CSEM (03)
Hajo Eicken, CSEM (02)--Convener
Don Kramer, SFOS (02)
Chuen-Sen Lin, CSEM (02)
Maribeth Murray, CLA (02)
Roger Ruess, CSEM (02)
Harikumar Sankaran, SOM (02)
2 vacancies
Ex-Officio: Joe Kan, Graduate Dean.
Tamara Lincoln, Libraries
Ann Tremarello, Director, A&R
Norm Swazo, Senate President
Graduate Student
Graduate Student

OTHER

UAF Governance Coordinating Committee
Godwin Chukwu, President-Elect
Norm Swazo, President

UAF Faculty Alliance Representatives
Godwin Chukwu, President-Elect
Larry Duffy, Past-President
Norm Swazo, President

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The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
=======

The UAF Faculty Senate moves to adopt the following calendar for its 2001-2002 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center Ballroom and/or the Board of Regents Conference Room reserved well in advance.

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UAF FACULTY SENATE
2001-2002
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
103	9/24/01	Monday	1:30 p.m.	audioconference
104	10/29/01	Monday	1:30 p.m.	face-to-face
105	12/10/01	Monday	1:30 p.m.	audioconference
106	2/4/02	Monday	1:30 p.m.	audioconference
107	3/4/02	Monday	1:30 p.m.	face-to-face

108 4/8/02 Monday 1:30 p.m. audioconference

109 5/6/02 Monday 1:30 p.m. audioconference/
face-to-face

Location: Wood Center Ballroom or Board of Regents Conference Room

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The UAF Faculty Senate passed the following at its Meeting #102 on May 7, 2001:

MOTION
======

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 2001. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 7, 2001

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

The UAF Faculty Senate passed the following at its Meeting #101 on April 2, 2001:

RESOLUTION OF RECOGNITION

WHEREAS, The UAF rifle team is the only collegiate sports team in Alaska to ever bring home a number one National Collegiate Athletic Association title, and

WHEREAS, The Nanooks successfully defended their national championship title for the third year in a row, and an unprecedented fourth time in less than a decade during competitions at Ohio State March 10, 2001.

WHEREAS, Sophomore Matt Emmons led the way winning both the air rifle and smallbore individual national titles, and

WHEREAS, individual honors went to Emmons and teammates Melissa Mulloy and Karl Olsson who were named first team All-Americans in both air rifle and smallbore, and

WHEREAS, Per Sandberg was named first team for smallbore and second team air rifle, and Grant Mecozzi was also named first team air rifle and second team smallbore and Amber Darland was named second team for both air rifle and smallbore, and

WHEREAS, All six of the qualifiers finished in the top ten individually and the top four places in the smallbore.

WHEREAS, During the 2000-2001 season the team shattered the team smallbore record and Emmons set two new individual national records including a perfect 400/400 in the air rifle event, and Mulloy finished out her UAF rifle career by attaining the second highest team average after coming back from the Olympic games last fall.

WHEREAS, Also making contributions to the season were junior John Holz, sophomore Ginny Schlichting, and freshmen Karen Gerde.

WHEREAS, Seven UAF athletes qualified for All Academic honors and led the team to the top rifle team grade point average in the nation, and

WHEREAS, The success of our students is a major strength of UAF, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate wishes to recognize the outstanding student athletes achievement of the UAF Rifle Team.

****

The UAF Faculty Senate passed the following at its Meeting #101 on April 2, 2001:

RESOLUTION OF RECOGNITION

WHEREAS, UAF's College Bowl team thrashed four of the most powerful administrators on campus in a warmup match in February by a score of 370-85, and

WHEREAS, UAF's College Bowl team, composed of Tina Buxbaum, Nick

Palso, Joe Hardenbrook, David Jessup, and William Bourke recently returned from the Association of College Unions International Region 14 tournament where they beat prestigious competitors to place second, and

WHEREAS, In the first round of competition UAF prevailed over the University of Washington 245 to 130, and

WHEREAS, UAF won 160 to 60 over the University of Idaho in the final round of the Round Robin play, and

WHEREAS, In single elimination UAF defeated Idaho State and Whitworth College, and

WHEREAS, After going undefeated most of the day UAF lost to Washington in best two out of three matches to finish the College Bowl tournament in second place, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate wishes to recognize the outstanding student academic achievement of the UAF College Bowl Team.

****

The UAF Faculty Senate passed the following at its Meeting #101 on April 2, 2001:

RESOLUTION OF SUPPORT
FOR THE BOARD OF REGENTS
FY02 OPERATING BUDGET REQUEST

WHEREAS, the Faculty Senate of the University of Alaska Fairbanks provides a mechanism whereby the faculty participate in the academic decision making of the University of Alaska system; and

WHEREAS, through committee representation the UAF faculty participated in the selection of projects to fulfill UA initiatives at the campus and system level, and

WHEREAS, the Board of Regents operating budget request includes funding for those program initiatives approved by the faculty through the shared governance process, and

WHEREAS, full funding of the Board of Regents operating budget request last year was a great beginning toward rebuilding UAF, and the legislature and the Governor should be applauded for their efforts thus far, and

WHEREAS, the long term goals of the initiative process cannot be maintained at an appropriate rate needed by the university and by the state to restore UAF to the level of other land grant, doctoral universities without full funding of the Board of Regents FY2002 operating budget request, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate thanks the Governor for including the Board of Regents operating budget request in his FY2002 budget request, and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate urges the Alaska State Legislature, and in particular, the Alaska State Senate to fully fund the Board of Regents operating budget request for FY2002.

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The UAF Faculty Senate passed the following at its Meeting #101 on
April 2, 2001:

MOTION
======

The UAF Faculty Senate moves to amend Article III, Section 2 of the
UAF Faculty Senate Constitution as follows:

[[ ]] = Deletions
CAPS = Additions

ARTICLE III - Membership

Sect. 2 Voting members of the Senate must EITHER hold academic rank [[and must be]] WITH full-time CONTINUING APPOINTMENT AT [[permanent employees of]] the University of Alaska FAIRBANKS OR HOLD SPECIAL ACADEMIC RANK WITH TITLE PRECEDED BY 'RESEARCH' OR 'TERM'.

EFFECTIVE: Upon Chancellor approval

RATIONALE: The number of research faculty on campus has increased in recent years. Members of this faculty group seek participation in faculty governance as well as representation on the Faculty Senate. This change accommodates this group of faculty.

****

The UAF Faculty Senate passed the following at its Meeting #101 on
April 2, 2001:

MOTION
======

The UAF Faculty Senate moves to approve a M.A. degree program in
Administration of Justice which includes eight new courses.

EFFECTIVE: Fall 2001 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #52-60 on file in the Governance Office, 312 Signers? Hall.

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SUBMITTED BY COLLEGE OF LIBERAL ARTS
(Submitted by Justice)

52. NEW PROGRAM: MA, Administration of Justice - Effective Fall 2001 or upon BOR approval.

53. NEW COURSE: JUST 605 - Administration and Management of Criminal Justice Organizations (3+0) 3 credits; offered via

Internet; offered every Fall; effective Fall 2001 or upon BOR approval.

54. NEW COURSE: JUST 610 - Ethics in Criminal Justice Management (3+0) 3 credits; offered via Internet; offered every Spring; effective Fall 2001 or upon BOR approval.

55. NEW COURSE: JUST 615 - Justice Program Planning/Evaluation and Grant Writing (3+0) 3 credits; offered via Internet; offered every Spring; effective Fall 2001 or upon BOR approval.

56. NEW COURSE: JUST 620 - Personnel Management in Criminal Justice (3+0) 3 credits; offered via Internet; offered Summer, As Demand Warrants; effective Fall 2001 or upon BOR approval.

57. NEW COURSE: JUST 625 - Legal Aspect of Criminal Justice Management (3+0) 3 credits; offered via Internet; offered every Fall; first offered Fall 2002; effective Fall 2001 or upon BOR approval.

58. NEW COURSE: JUST 630 - Media Relations and Public Relations (3+0) 3 credits; offered via Internet; offered every Spring; first offered Spring 2003; effective Fall 2001 or upon BOR approval.

59. NEW COURSE: JUST 640 - Community/Restorative Justice (3+0) 3 credits; offered via Internet; offered Summer, As Demand Warrants; first offered Summer 2003, effective Fall 2001 or upon BOR approval.

60. NEW COURSE: JUST 690 - Seminar in Critical Issues and Criminal Justice Policy (3+0) 3 credits; offered Summer, As Demand Warrants; first offered Summer 2003, effective Fall 2001 or upon BOR approval.

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Executive Summary
M.A., Administration of Justice

The Department of Justice, College of Liberal Arts, University of Alaska Fairbanks, requests approval of a Master of Arts Degree in Administration of Justice to be implemented in Fall Semester, 2001.

Alaska, like states throughout the United States, is faced with an increasing demand on the services of its criminal justice system. There is the realization that no one unit of government or public organization can successfully address the issue of providing public safety and response to criminal activity. To illustrate this realization, in 1995 Governor Tony Knowles directed that a group of his cabinet members meet on a regular basis for the purpose of coordinating efforts in the area of criminal justice planning. From this group's efforts the Final Report of the Alaska Criminal Justice Assessment Commission was published in May 2000. The Report contained a sweeping array of proposals. Upon close study one commonality emerges ? a call for creative and effective management in the administration of Alaska's Criminal Justice System.

The M.A. Degree in Administration of Justice will bring the resources of the University of Alaska to serve in the State's efforts. The course of study is suitable for those personnel who are currently policy makers, administrators, or managers in the criminal justice system. Additionally, the Degree will be attractive to those who wish to better prepare themselves for entry into the system or for promotion within. Of special note, there will be a focus on the Administration of Justice in Alaska's rural communities ? an area where the Justice Department has established expertise and which meets a major goal of the University of Alaska, Fairbanks. Rigorous academic standards will be maintained through a faculty who are experienced, successful instructors having recognized expertise and experience in their area of instructional responsibility.

To address the criminal justice needs throughout the State, the M.A. Degree will offer the majority of its courses through the internet, and will compliment those courses with a one week intensive capstone course conducted on the UAF campus. Over the past 21 years the Justice Department has graduated an average of 25 students a year. Many of these students have entered the justice professions as police officers, correctional officers, probation officers, and parole officers among a variety of other positions. Many of these past graduates are now in mid-level management positions throughout Alaska (and in some cases outside). Through continued communication with our graduates alone, the Justice Department has established an interest in having a program delivered by a distance delivery method. Surveys of Justice professionals within the State verify this need. The Justice Department is recognized for its pioneering efforts in using the internet to deliver undergraduate courses. The expertise now contained in the Justice Department will be used to develop a unique, innovative degree available to anyone who has access to the internet.

The M.A. Degree in Administration of Justice has four major objectives:

1. Provide advanced knowledge and skills to leaders in Alaska's criminal justice system to enhance their effectiveness as managers, administrators, and policy makers.

2. Create a communication medium whereby criminal justice personnel can exchange ideas within an academic setting.

3. Establish the Department of Justice, Fairbanks campus, as a leader in usage of the Internet to deliver graduate education.

4. Establish the Department of Justice, Fairbanks campus, as a recognized locale of expertise for administration of justice in Rural Alaska.

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The UAF Faculty Senate passed the following at its Meeting #101 on April 2, 2001:

MOTION:
======

The UAF Faculty Senate moves to approve a B.A. degree program in Elementary Education which includes eight new courses.

EFFECTIVE: Fall 2001 and
Upon Board of Regents' Approval

RATIONALE: See full program proposal #123-130 on file in the Governance Office, 312 Signers? Hall.

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SUBMITTED BY SCHOOL OF EDUCATION

123. NEW DEGREE PROGRAM: BA, Elementary Education - The central components of the degree include: subject area coursework in designated core requirements; additional subject areas course work important for successful teaching at an elementary level; integrated set of education courses and fieldwork experience; a capstone year-long school internship with a mentor teacher with concurrent enrollment in professional coursework; 127 credits; includes seven new courses; effective Upon BOR Approval.

124. NEW COURSE: ED 110 - Becoming a Teacher in the 21st Century (1+0) 1 credit; offered Fall & Spring; graded Pass/Fail; first offered Fall 2001.
125. NEW COURSE: ED 466 - Internship and Collaborative Student Teaching (1+0+25) 3 credits; offered Fall; first offered Fall 2002.
126. NEW COURSE: ED 467 - Portfolio Development I (1+0) 1 credit; offered Fall; first offered Fall 2002.
127. NEW COURSE: ED 468 - Internship and Student Teaching (1+0+40) 6 credits; offered Spring; first offered Spring 2003.
128. NEW COURSE: ED 469 - Portfolio Development II (1+0) 1 credit; offered Spring; first offered Spring 2003.
129. NEW COURSE: EDSE 422 - Curriculum and Strategies II: High Incidence (3+0) 3 credits; offered Fall & Spring; first offered Spring 2002.
130. NEW COURSE: EDSE 482 - Inclusive Classrooms for All Children (3+0) 3 credits; offered Fall & Spring; first offered Spring 2002.

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Executive Summary
B.A., Elementary Education

There is a well-documented and critical need for teachers in Alaska, and the University of Alaska system has the opportunity to respond to this need. The Bachelor of Arts in Elementary Education is a new undergraduate degree that will provide students on the Fairbanks Campus and in rural remote sites with the coursework and classroom experiences necessary to be eligible for an elementary teacher certificate. The integrated major/minor degree requirements are designed to prepare students to meet national and state standards for quality teachers, and to meet standards that recognize, respect and build upon the unique cultural, linguistic and geographic factors specific to the Alaska context. All students will be assessed relative to NCATE standards, the Alaska Teacher Standards, the Alaska Student Content Standards, and the Alaska Standards for Culturally Responsive Schools.

As a public institution, and as the state?s land-, sea- and space-grant institution, the University of Alaska has a responsibility to respond to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the state?s higher education system are essential for the social and economic well-being of our state.

A series of recent reports issued by The Kellogg Commission on the Future of State Land-Grant Universities examines the need for land-grant universities to re-assess their role relative to public school education and local communities. In the January/February 2001 issue of Change: The Magazine of Higher Education, the authors of the lead article "Rethinking the Land-Grant Research University" state that:

> Typically, research universities' interaction with K-12 schools has been the province of Schools of Education. . . .A more robust, inclusive engagement is needed today between university and K-12 faculty in order to build the kind of understanding, collaboration, respect, and innovation that will be needed to improve K-12 student achievement. . . . The land-grant research university will [need to] take active steps to incorporate collegial partnerships with the K-12 system as an integral part of its missions of teaching, research and public service. (Parker, Greenbaum & Pister, pp. 12-17)

The new undergraduate degrees for elementary teacher preparation at each of the UA major campuses are a direct response to the stated mission of the University of Alaska which is to "address the needs of the

North and it?s diverse peoples." There clearly is a "need" in Alaska for teachers--and for teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska?s diverse peoples--i.e., with students and families from all ethnic, cultural and linguistic backgrounds.

In addition to supporting the Mission of the University of Alaska, the new BA in Elementary Education at UAF directly responds to, and supports, each of the six primary goals in the final draft of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: (1) academic content requirements and the necessary collaboration across several UAF academic units; (2) degree requirements for on-going fieldwork in schools and communities; and (3) built-in professional development for cooperating teachers and administrators and required formal partnerships with schools and districts in rural and urban areas.

* Be a world leader in arctic research and related graduate education
_ Provide high quality undergraduate education for traditional and non-traditional students
_ Form active collaborations with communities, organizations, businesses and government to meet identified state, national and global needs
_ Be an educational center for Alaska Natives
_ Be a model that demonstrates how gender, racial, and cultural diversity strengthen a university and society
_ Be an academic gateway to the North Pacific and the Circumpolar North

Alaska?s comprehensive educational reform effort--i.e., the Alaska Quality Schools Initiative--has generated an unprecedented public interest in Alaska?s educational system. At this critical juncture in determining educational policy in the state, the University has the opportunity to make a long and lasting contribution to the state and to its children. The high level of collaboration among UAA, UAF and UAS faculty in the development of three new undergraduate teacher education degrees, the interest and support provided by a significant number of arts and sciences faculty members, and the prospects for increased attention to, and support for, teacher preparation programs are reason to believe that the University does indeed have the will to respond to the great need to prepare teachers for our unique Alaska contexts.

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SCHOOL OF EDUCATION
Undergraduate Program

MAJOR
Bachelor of Arts, Elementary Education
BA Degree

1. Complete the general university requirements. (As part of the core curriculum requirements, complete the following:*
   ANTH/SOC 100X, HIST 100X, PS 100X, MATH 107X*,
   ART/MUS/THR 200X, BIOL 100X or BIOL 104X, CHEM 100X
   Students who choose the language option to meet Core Perspectives on the Human Condition requirements, can substitute their language credits only for the ENGL/FL 200X and Ethics Course requirements.)
2. Complete the following B.A. Elementary Education degree major requirements in addition to the core curriculum:
   a. Complete the following mathematics requirements:*
      MATH 205--Mathematics for Elementary School Teachers I
      (3 credits)

MATH 206--Mathematics for Elementary School Teachers II (3 credits)

b. Complete GEOS 100X--Introduction to Earth Science or GEOS 125X--Humans, Earth and the Environment (4 credits)

c. Complete the following social sciences requirements:
ANTH 242--Native Cultures of Alaska (3 credits)
GEOG 101--Introductory Geography (3 credits) or GEOG 203--World Economic Geography (3 credits)
HIST 131-- History of the U.S. (3 credits)
HIST 461 W--History of Alaska (3 credits) or HIST 115--Alaska, Land and Its People (3 credits)
PSY 101--Introduction to Psychology (3 credits)
PSY 245--Child Development (3 credits)

d. Complete the following humanities requirements:
1. Complete one of the following to meet the writing course requirement:
ENGL 271--Introduction to Creative Writing--Fiction (3 credits) or ENGL 272--Introduction to Creative Writing--Poetry (3 credits) or ENGL 314 W, O/2--Technical Writing (3 credits) or JRN 311W--Magazine Article Writing (3 credits)
2. Complete one of the following to meet the literature course requirement:
ENGL 306--Survey of American Literature: Beginnings to the Civil War (3 credits) or ENGL 307--Survey of American Literature: Civil War to the Present (3 credits) or ENGL 308--Survey of British Literature: Beowulf to the Romantic Period (3 credits) or ENGL 309--Survey of British Literature: Romantic Period to the Present (3 credits) or complete another literature-focus, upper division English course on approved list (3 credits)
3. JRN 486--Media Literacy (3 credits) or JRN 308--Film and TV Criticism (3 credits)
4. LING 101--Nature of Language (3) or LING 303 W,O--Language Acquisition (3 credits)

e. Technology Skills ? Demonstrated competence (through School of Education assessment) or enrollment in ED 429 Computer Application in the Classroom (3 credits)

f. Complete the following Education Requirements (48 credits)*
1. Foundation Coursework and Field Experiences
ED 110--Becoming a Teacher in the 21st Century (1 credit)
ED 201--Introduction to Education (3 credits)
ED 304--Literature for Children (3 credits)
ED 330--Assessment of Learning (3 credits)
ED 350--Communication in Cross-Cultural Classrooms (3 credits) or ANS/ED 420?Alaska Native Education (3 credits)
ED 410W--Foundations of Literacy Development (3 credits)
EDSE 422--Curriculum and Strategies II: High Incidence (3 credits)
EDSE 482--Inclusive Classrooms for All Children (3 credits)
2. Capstone Experience: Professional Internship Year with Integrated Coursework and Internship Requirements
a. First Semester of Professional Internship Year
ED 411-- Reading, Writing, Language Arts: Methods and Curriculum Development (3 credits)
ED 412W--Integrated Social Studies and Language Arts: Methods and Curriculum Development (3 credits)
ED 413--Mathematics and Science: Methods and Curriculum Development (3 credits)
ED 466 -- Internship and Collaborative Student

Teaching (3 credits)
ED 467 -- Portfolio Development I (1 credit)

b. Second Semester of Professional Internship Year
ED 310--Art, Music and Drama in Elementary Classrooms (3 credits)
ED 327--Physical Education and Health in Elementary Classrooms (3 credits)
ED 468 (O)--Internship and Student Teaching (6 credits)
ED 469--Portfolio Development II (1 credit)

3. Minimum credits required (127 credits)

* Student must earn a C or better in each core communication course and in each required mathematics and education course.

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Admission Requirements ? BA, Elementary Education

Admission to the University of Alaska Fairbanks, as a student seeking a BA degree in Elementary Education, provides students with the opportunity to enroll in and complete subject area courses and a series of education courses that provide a foundation for participation in the final Professional Internship Year. All students, however, must submit the materials listed below and meet admission requirements as a prerequisite for participation in the Professional Internship Year (i.e., prior to enrollment in professional year courses and prior to receiving an internship placement in a classroom). Declaring a BA in Elementary Education as one's major does not guarantee acceptance to the Professional Internship Year.

Internships begin in August or September on the date when teachers return to school (this varies across districts). Since internship placements are arranged with principals and mentor teachers in the spring, all materials necessary for determining admission to the School of Education must be submitted by February 15th. In order to make valid and reliable judgments about each applicant?s knowledge, skills and dispositions prior to approval for the year-long internship in a classroom with elementary children, faculty in the School of Education use multiple criteria to make admission decisions.

The following information must be provided to the Office of Certification and Advising in the School of Education by February 15th.

1. Transcripts from all institutions attended
2. Evidence of completion of all B.A. in Elementary Education degree courses (except for those required in the Professional Internship Year), with a minimum of a 2.75 overall GPA, a 2.0 in each major academic area, and a C or better in the UAF Core communication courses and in all required education and math courses. Students with less than a 2.75 overall GPA may be considered for conditional admission in special circumstances
3. Alaska passing scores from the Praxis I exams in reading, writing and math
4. Two letters of reference that address qualifications and potential as a teacher
5. A current and complete resume/curriculum vitae
6. Completion of two one-page essays on topics determined by the School of Education
7. Completion of the Elementary Teacher Education Academic Analysis Form and the Life Experiences Form to provide information on breadth and depth of prior coursework and/or documented life experiences relative to ten Alaska Student Content Standard areas.
8. Completion of a one to two page autobiographical sketch (appropriate for presenting to prospective principals and mentor teachers)

9. Completion of extemporaneous writing sample
10. Evidence of technology competence at a level appropriate for the year-long internship
11. Evidence of successful experiences in teaching and learning situations based on evaluations from teachers or community members who participated in applicant?s previous classroom and community fieldwork experiences
12. Evidence of ability to work collaboratively and respectfully in cross-cultural contexts
13. Submission of completed Alaska Student Teacher Authorization Packet (including fingerprint cards and criminal background check. Forms are available from the School of Education)
14. Interview, when appropriate

* Students are admitted for a specific academic year and must reapply if they do not enroll in the year in which they were reviewed.

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The UAF Faculty Senate passed the following at its Meeting #101 on April 2, 2001:

MOTION
======

The UAF Faculty Senate moves to amend the Appeals Policy for Academic Decisions as follows:

EFFECTIVE: Immediately

RATIONALE: The Department Chair is the Administrative and Academic Officer of the department and as such has the primary responsibility and authority for: (1) leadership in developing high quality academic programs which fulfill department, college/school and university objectives; (2) leadership in the implementation of college and university policies and programs at the department level. The Department Chair also has the responsibility of acting on student petitions, and addressing student concerns as appropriate.

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CAPS = Additions
[[ ]] = Deletions

APPEALS POLICY FOR ACADEMIC DECISIONS
Other Than Assignment of Grades

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that academic decisions (i.e., non-admission to or dismissal from any UAF program) are a faculty responsibility. Therefore, the University administration shall not UNDULY influence or affect the review of academic decisions THAT ARE A FACULTY RESPONSIBILITY.

The following procedures are designed to provide a means for students to seek review of academic decisions alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to

resolve the issue informally. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

B. "Department Chair" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department, or [[the campus director]] DIVISION COORDINATOR OR PROGRAM CHAIR if the faculty member is in the College of Rural Alaska).

C. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

D. The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. A student wishing to appeal an academic decision other than a grade assignment must first request an informal review of the decision.

1. Notification must be received by the Provost within 15 days from the first day of instruction of the semester in which the decision takes effect.

2. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the Provost, after review of supporting documentation provided by the student, may adjust the deadlines accordingly. An extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

3. The Provost will request the appropriate department chair [[or dean]] to conduct an informal review of the decision. [[and a determination of whether]] THE DEPARTMENT CHAIR WILL DETERMINE WHETHER the original decision should be overturned or changed in any way. [[This review shall take no more than ten (10) days.]] THE DEPARTMENT CHAIR WILL SUBMIT HIS/HER RECOMMENDATION TO THE PROVOST THROUGH

THE DEAN/DIRECTOR WITHIN 10 DAYS. IN THE EVENT THAT THE DEPARTMENT CHAIR IS DIRECTLY INVOLVED, THE PROVOST CAN ASK THE DEAN/DIRECTOR TO CONDUCT AN INFORMAL REVIEW AND SUBMIT HIS/HER RECOMMENDATIONS DIRECTLY TO HIM.

4. The Provost will consult with the student on the department chair?S [[/dean's]] recommendation. If the student does not find that recommendation acceptable, he/she may request the Provost to conduct a formal review.

B. The formal review will be conducted as follows.

1. This FORMAL review is initiated by the student through a signed, written request to the Provost.

   a. The student's request for FORMAL review may be submitted using university forms specifically designed for this purpose and available from the Office of the Provost.

   b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the FORMAL review of the decision, and that the university's administration INCLUDING THE COLLEGE DEAN/DIRECTOR can not influence or affect the outcome of the FORMAL review.

   c. The request for a formal review must be received no later than 10 days after the student has learned the outcome of the informal review (IIIA4).

   d. The request must detail the basis for the allegation that the decision was made on a basis other than sound professional judgment based upon standard academic policies, procedures and practices.

2. The Provost will appoint a 5 member review committee composed of the following:

   a. One tenure-track faculty member from the academic unit in which the decision was made.

   b. Two tenure-track faculty members from within the college or school but outside of the unit in which the decision was made. If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.

   c. One tenure track faculty member from outside the college or school in which the decision was made. If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.

   d. The fifth member to be appointed by the Provost will be a non-voting student representative.

   e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol

and records.

f. The department chair of the program in which the decision was made will act as the program's monitor of all proceedings.

3. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 working days of receipt of the student's formal request.

a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

c. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) THE STUDENT HAS NOT PROVIDED SUFFICIENT REASON IN SUPPORT OF THE ALLEGATION THAT THE ACADEMIC DECISION WAS ARBITRARY AND CAPRICIOUS.

[[1]] 2) This is not the first properly prepared request for appeal.

[[2]] 3) The request was not made within the policy deadlines.

d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department [[head]] CHAIR [[and]], dean/DIRECTOR AND PROVOST within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

4. Acceptance for consideration of the student's request will result in the following:

a. A request for, and receipt of, a formal WRITTEN response from the program DEPARTMENT CHAIR to the student's allegation.

b. A second meeting scheduled to meet within 10 days of the decision to review the request.

1) The student and THE DEPARTMENT CHAIR OR a representative of the program will be invited to attend the meeting.

2) The meeting will be closed to outside participation, and neither the student nor THE instructor OR DEPARTMENT CHAIR may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor OR DEPARTMENT CHAIR may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

5. The final decision of the committee will be made in private by a majority vote.

a. Actions which the committee can take if it accepts the student's allegation may include, but are not limited to, the following:

1) direct the program INSTRUCTOR OR DEPARTMENT CHAIR to reconsider the decision,

2) provide a final alternative decision.

b. The academic decision review committee proceedings will result in the preparation of written findings and conclusions.

c. A formal, written report of the decision must be forwarded to the student, INSTRUCTOR, program/department chair, dean and Provost within five days of the meeting. The Provost shall then be responsible for communicating the decision to other relevant offices (e.g., Admissions, Registrar).

d. The decision of the committee is final.

C. The entire process must be completed by the end of the semester in which the decision first took effect.

4/01

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The UAF Faculty Senate passed the following at its Meeting #101 on April 2, 2001:

MOTION POSTPONED
==========

The UAF Faculty Senate opposes the Alaska State Legislature's move to re-name the Fairbanks International Airport for William R. Wood.

RATIONALE: Given this former University of Alaska president's record as an academic leader in Alaska, both in disregarding academic freedom and in disrespecting the indigenous population of Alaska, re-naming the Fairbanks airport is both inappropriate and unwise at this time. During the Wood administration, upward of 11 faculty members lost their jobs in arbitrary firings, including four popular creative writing professors called the "Flying Poets" who were fired

because they didn't fit the proper "image" the Wood administration desired for his university.

As another example, two science professors lost their jobs in connection with Project Chariot, a scheme by the U.S. Atomic Energy Commission to create a deepwater harbor near Point Hope in northwest Alaska by detonating up to six thermo-nuclear bombs. The blast likely would have had serious negative effects on Native people and their lands. Expressing one's professional opinion should never be grounds for firing faculty at any well-respected university. For his part, Wood never publicly acknowledged any wrongdoing, misgivings or misjudgments with regard to such actions, even though he was given ample opportunity to do so, and even decades after. In fact, when the two professors were awarded honorary doctorate degrees by the UAF faculty in 1993, rather than embracing their heroism and integrity, Wood did not attend UAF's commencement ceremony for the first time in 32 years.

The link between academic freedom and respect for the integrity of Alaska Native people and their land is significant in this regard, particularly in light of recent racially motivated events in Alaska against "Eskimos."

The UAF Faculty Senate, by adopting this motion, joins the Native community and the growing number of groups and individuals, including the Pioneers of Alaska Igloo No. 4, a prominent aviation organization in Fairbanks, in opposition to this airport re-naming. Furthermore, as the Fairbanks Daily News-Miner reported recently, Wood himself opposed naming the airport or any other public facility after him upon his death. His wishes should be respected.

The UAF Faculty Senate passed the following at its Meeting #100 on March 5, 2001:

MOTION
======

The UAF Faculty Senate moves to approve a new integrated B.S./M.S. degree program in Computer Science.

EFFECTIVE: Fall 2001
Upon Board of Regents' Approval

RATIONALE: See full program proposal #66 on file in the Governance Office, 312 Signers¹ Hall.

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Executive Summary
B.S./M.S., Computer Science

The Department of Mathematical Sciences proposes a NEW integrated Computer Science BS/MS degree program for qualified undergraduate students to complete BS and MS degrees in a shorter time than traditional BS plus MS degrees. The combined accelerated degree for Computer Science undergraduate students is designed for students to complete both a Bachelor in Science and a Master in Science in five years. The basic rationales for the program are:

1. Better use of University resources

2. Leverage existing strong BS programs to increase graduate enrollment.

3. A national trend in a highly demanding field

4. An attractive option for qualified undergraduate students

Students, university, and industry are three most important components for the technology advancement. Since this is an integrated program for excellent students through planning and commitments, it is a win-win-win (WWW) program. Students can finish both degrees in shorter time without sacrificing educational quality in the discipline. The university can retain excellent undergraduate students in the graduate program and increase the enrollment and throughput. Computer science graduates have accepted positions with Microsoft, IBM, SUN, DEC, ARCO, BP as well as government agencies (state and federal), research institutes and centers. They are main stream workforces for the information era.

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The UAF Faculty Senate passed the following at its Meeting #100 on March 5, 2001:

MOTION:
======

The UAF Faculty Senate moves that the Senate agenda will include a standing agenda item on the university budget and it associated priorities, to be presented by the Chancellor and/or designated

representative.

EFFECTIVE: Immediately

RATIONALE: Review of the university budget is one of the charges of the Faculty Affairs Committee.

The UAF Faculty Senate passed the following at its Meeting # 99 on February 5, 2001:

MOTION
======

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Standing, Permanent) of the Bylaws by deleting E. 9. (Steering Committee, Bachelor of Arts and Sciences Degree Program).

[[ ]] = Deletion
CAPS = Additions

STANDING

A. An Administrative Committee will be composed of the chairpersons of all standing Senate Committees and of permanent Senate committees except [[the University-wide Promotion and Tenure Committee,]] the Committee to Nominate Commencement Speakers and Honorary Degree Recipients. [[, and the BAS Steering Committee.]]

PERMANENT

[[9. The BAS Steering Committee is responsible for overseeing the BAS degree program. Specific duties of the Committee include: 1) evaluating proposals for including or deleting courses within the BAS degree and making recommendations to the CLA Academic Council and the Faculty Senate; 2) developing and evaluating procedures for advising BAS majors; 3) developing and assessing the BAS degree program. The Committee is responsible for establishing procedures for selecting the BAS coordinator and will select the coordinator for a 2-year term.

The committee shall be composed of one faculty member elected from each of the following units: (CLA, CSEM, SOEd, CRA); one faculty member appointed by Faculty Senate; one representative from the Advising Center; the BAS coordinator; and the Dean of the School of Education and the CLA dean or dean designee as ex-officio members.]]

EFFECTIVE: Immediately

RATIONALE: The School of Education is now responsible for the establishment of an advisory council for the BAS degree. The Colleges of Liberal Arts and Science, Engineering and Mathematics will be responsible for providing faculty members for the advisory council.

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The UAF Faculty Senate passed the following at its Meeting # 99 on February 5, 2001:

MOTION
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The UAF Faculty Senate moves to approve the Certificate and A.A.S. degree program in Dental Assistant Program which includes six new courses.

EFFECTIVE: Fall 2001
Upon Board of Regents' Approval

RATIONALE: See full program proposal #35-40 and #41-42 on file in the Governance Office, 312 Signers¹ Hall.

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SUBMITTED BY COLLEGE OF RURAL ALASKA
(Submitted by Health Technology)

35. NEW COURSE: HLTH 152 - Dental Materials and Applications (2+4) 4 credits; offered As Demand Warrants; effective Fall 2001 or Upon BOR Approval.
36. NEW COURSE: HLTH 153 - Biomedical Sciences for Dental Assistants (3+0) 3 credits; offered Spring and As Demand Warrants; effective Fall 2001 or Upon BOR Approval.
37. NEW COURSE: HLTH 251 - Clinical Chairside 1 for Dental Assistants (2+4) 4 credits; offered As Demand Warrants; effective Fall 2001 or Upon BOR Approval.
38. NEW COURSE: HLTH 252 - Clinical Chairside 2 for Dental Assistants (2+4) 4 credits; offered As Demand Warrants; effective Fall 2001 or Upon BOR Approval.
39. NEW COURSE: HLTH 253 - Clinical Chairside 3 for Dental Assistants (2+4) 4 credits; offered As Demand Warrants; effective Fall 2001 or Upon BOR Approval.
40. NEW COURSE: HLTH 254 - Dental Assistant Practicum (1+12) 4 credits; offered As Demand Warrants; effective Fall 2001 or Upon BOR Approval.

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Executive Summary
Certificate & A.A.S., Dental Assistant Program

The field of dentistry has expanded in recent years. The Dental Assistant Certificate and A.A.S. degree program is designed to incorporate theory and application. This focused delivery will provide the student with the knowledge and job skills required for entry-level employment in the dental field.

There is a current and future need for trained dental assistant. In a September 2000 analysis of employment of health care occupations in Alaska from 1998-2008, the Alaska Department of Labor and Workforce Development project a 64% increase in estimated growth of dental assisting positions in Alaska. This reflects an annual growth of 6.44% per year, for the next eight years. In a report prepared for the Human Resource Investment Council titled: University of Alaska Vocational Education Students FY 1998 -- Employment Earnings Before and After Training, student incomes were studied. Statistics showed that after successfully completing a dental assisting program there was a significant rise in total wage and salary earnings.

Dental health care delivery is changing. Dentists are being challenged to deliver quality patient care as well as contain the rising costs. Managed care programs, patients loss of dental insurance and reduction in benefits, cost containment measures, and community pressure have amplified the market for competent and cross-trained dental assistants. Hiring Certified Dental Assistants allows the dentist to delegate advanced functions and thus extends dental services to more people.

To summarize, there is a current need for educated dental assistants, which is projected to extend into the foreseeable future. The proposed Dental Assistant Certificate & A.A.S. program will prepare students for employment in the dental field. Following accreditation of the program, the graduates will be eligible to take the D.A.N.B. Certification examination. The modular format also provides early entry into the job market with completion of specific modules of the course work. This permits full time work while the student completes the remaining modules. Implementation of this program will position the College of Rural Alaska, Tanana Valley Campus to meet the present and increasing demand for vocational-technical training and provide the dental community with credentialed dental assistants.

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The UAF Faculty Senate passed the following at its Meeting # 99 on February 5, 2001:

MOTION
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The UAF Faculty Senate moves to approve the Certificate and A.A.S. degree program in Tribal Management Program which includes six new courses.

EFFECTIVE: Fall 2001
Upon Board of Regents' Approval

RATIONALE: See full program proposal #48-53 and #54-55 on file in the Governance Office, 312 Signers¹ Hall.

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SUBMITTED BY COLLEGE OF RURAL ALASKA
(Submitted by Tribal Management)

48. NEW COURSE: TM 101 - Introduction to Tribal Government (3+0) 3 credits; offered Fall; effective Fall 2001 or Upon BOR Approval.
49. NEW COURSE: TM 105 - Introduction to Tribal Finance Applications (3+0) 3 credits; offered Spring; effective Fall 2001 or Upon BOR Approval.
50. NEW COURSE: TM 199 - Tribal Management Practicum I, 3 credits; offered Fall and Spring; effective Fall 2001 or Upon BOR Approval.
51. NEW COURSE: TM 201 - Advanced Tribal Government (3+0) 3 credits; offered Spring; effective Fall 2001 or Upon BOR Approval.
52. NEW COURSE: TM 205 - Advanced Tribal Finance Applications (3+0) 3 credits; offered Fall; effective Fall 2001 or Upon BOR Approval.
53. NEW COURSE: TM 299 - Tribal Management Practicum II, 3 credits; offered Fall and Spring; effective Fall 2001 or Upon BOR Approval.

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Executive Summary
Certificate & A.A.S., Tribal Management Program

The Interior-Aleutians Campus, College of Rural Alaska, University of

Alaska Fairbanks, request approval of a Certificate and A.A.S. degree program in Tribal Management to be implemented in Fall Semester 2001.

Through courses delivered locally in the home communities of our students, the Tribal Management Program will build the capacity of local governments in rural Alaska villages to take control of assets and resources for economic enhancement.

In line with the mission of Interior-Aleutians Campus, the TMP will provide educational opportunities for students throughout the state without requiring them to change or leave their culture or heritage. The Interior-Aleutians Campus is committed to educating Alaska Natives and rural residents, assisting them to affect social changes in their communities, thereby enriching the quality of their lives and cultures. Particular consideration is given to the needs of permanent residents and students in non-traditional settings who seek skills and degrees suited to the rural economy and to the well being of rural communities.

Due to the boom and bust cycles of Alaska's economic history, coupled with the thrust of Native peoples into the corporate world, many skills have been "imported" to regions by persons outside of the community and most often outside of the state. Many rural areas exist in a technology deficit, and the residents are becoming part of a "have-not" society. Given the lack of opportunity for education and employment as well as an infrastructure of tools for educational use, this challenge is especially poignant. The Tribal Management program is an oppor-tunity for students in rural Alaska to attain and maintain skills that sustain wellness, self-sufficiency, and on-going economic development.

As Alaskan tribes and rural workforce take control of local resources and the local economy, we will continue to see a rise in the need for quality and relevant education in rural Alaska. As more jobs are created to meet the economic demand of rural government and business development, there will be a growing need for adequate skill development programs. Working in cooperation with organizations like the Tanana Chiefs Conference, Bristol Bay Native Association and other regional nonprofits throughout Alaska increases the probability of success for the Tribal Management Program.

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The UAF Faculty Senate passed the following at its Meeting # 99 on February 5, 2001:

MOTION:
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The UAF Faculty Senate moves to amend the Foreign Language Advanced Placement Credit policy (pp. 14-15, UAF 2000-2001 catalog) as follows:

[[ ]] = Deletion
CAPS = ADDITION

Local Advanced Placement Credit

Foreign Language

After completing the course in which you were placed (above 101) and earning a B grade or higher, you may ask to receive [["bonus credit"]] CREDIT for the two immediately preceding prerequisite courses, if any. IN ADDITION, CREDIT (MAXIMUM 10) MAY BE RECEIVED IF THE COURSE WAS TAKEN AT AN ACCREDITED UNIVERSITY AND IS ACCEPTED AS EQUIVALENT TO AN APPROVED FOREIGN LANGUAGE COURSE AT UAF (B GRADE OR HIGHER). However, credit cannot be awarded for such courses if university credit has already been granted for them (for example, through College Board Advanced Placement national tests) or special topics courses, individual study courses, and literature or culture courses. CONTACT THE FOREIGN LANGUAGE DEPARTMENT.

EFFECTIVE: Fall 2001
Upon Chancellor Approval

RATIONALE: The existing wording in the catalog permits a UAF student who has foreign language expertise to 3 5credit for the two immediately preceding prerequisite UAF courses, if any, after completing the foreign language course in which they were placed (above 101) and after earning a B grade or higher. This modification allows for the same credit option to be available for students who desire to transfer in credit from an accredited institution.

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The UAF Faculty Senate passed the following at its Meeting # 99 on February 5, 2001:

MOTION:
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The UAF Faculty Senate moves to recommend to the UAF Administration that the following administrators be reviewed on a four year cycle according to the Guidelines outlined below:

EFFECTIVE: Immediately

RATIONALE: The Faculty Appeals and Oversight Committee was tasked with reviewing the policy for the faculty's role in the evaluation of administrators. The primary qualification for selection for periodic review by the Provost's office was administrators holding academic rank whose positions directly impact the academic programs and whose performance directly affects the ability of faculty to carry out their academic duties.

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GROUP "A"

Provost
Executive Dean, College of Rural Alaska
Dean, School of Agriculture & Land Resource Management
Dean, School of Fisheries & Ocean Sciences
Dean, Graduate School
Dean, School of Mineral Engineering
Dean, School of Management
Dean, School of Education
Dean, College of Liberal Arts
Dean, College of Science, Engineering & Math

GROUP "B"

Director, Geophysical Institute
Director, Institute of Marine Science
Director, Bristol Bay Campus
Director, Chukchi Campus
Director, Interior-Aleutians Campus
Director, Tanana Valley Campus
Director of Library
Director, Institute of Arctic Biology
Director, Institute of Northern Engineers
Director, Kuskokwim Campus
Director, Northwest Campus
Director, Alaska Cooperative Extension
Director, Arctic Region Supercomputer Center
Director, International Arctic Research Center
Director, Fishery Industrial Technology Center, Kodiak
Program Chairman, Marine Advisory Program
Director of Fisheries Division, Juneau

Campus/Program Directors in Group "B" should be periodically reviewed by their immediate supervisory administrator according to a process established at the discretion of the supervising administrator.

Interim administrators who are still in place after four years should be considered for evaluation. Administrators holding interim appointment will be evaluated in their fourth year according to the process outlined below. Any administrator will be reviewed on an ad hoc basis when requested by 25 percent of the faculty in their unit.

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GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

1. Within the first three weeks of the Fall Semester the Supervisor of the Administrator to be reviewed will appoint an Ad Hoc Administrator Review Committee consisting of five members, at least three of whom must be faculty. (It is recommended that staff be included on the ad hoc committee as appropriate.) The chair of the committee shall be appointed from the Faculty Senate. One of the three faculty shall be appointed from the Faculty Appeals & Oversight Committee.

   In the case of evaluation of the Dean of the Graduate School, the Provost will appoint an Ad Hoc Committee consisting of two faculty drawn from the UAF Faculty Senate's Graduate Academic & Advisory Committee, one Dean/ Director, one member of the Faculty Appeals and Oversight Committee, and a student representative from the Graduate Student Organization.

   The Ad Hoc Committee will solicit input from all relevant constituencies on- and off-campus, including faculty, staff, and students. This may be accomplished through various instruments, e.g., a standard questionnaire completed anonymously and returned to the Committee Chair.

2. The Administrator to be evaluated will prepare a narrative self-evaluation of activities performed during the three-year period (academic years) prior to the year of evaluation or since the last evaluation. This narrative should include reflections about how adequately s/he has fulfilled responsibilities of

leadership consistent with his/her own performance expectations and those of faculty, staff, and students in the unit. Major or otherwise significant accomplishments should be highlighted. Any issues raised in the last evaluation should be referenced with a view to what progress has been made on those items. Finally, the self-evaluation should identify a limited set of reasonable goals for the unit over the next three years, with some discussion about specific strategies that may be undertaken through his/her administrative leadership.

3. The Ad Hoc Committee will interview a select sample of faculty, staff, students and others as relevant for further evaluative comments about the Administrator's performance.

4. The Ad Hoc Committee will interview the Administrator either in person or by conference call. The interview shall proceed on the basis of a set of questions which reference the Administrator's self-evaluation, the results of returned questionnaires, and the interviews of faculty, staff, and students.

5. The Ad Hoc Committee will prepare an evaluative summary, and submit its report to the Provost (in the case of evaluation of Deans) or to the Chancellor (in the case of evaluation of the Provost or any other administrator who reports directly to the Chancellor). The Ad Hoc Committee shall work as expeditiously as possible in completing its report and submit it to the Provost or Chancellor as the case may be by March 15 of the Spring Semester.

   (a) At a date to be set by the Provost, the Provost or administrator's supervisor shall meet in joint conference with the Ad Hoc Committee and the Faculty Appeals & Oversight Committee for final review, recommendations, and disposition of the Administrator¹s evaluation. The supervisor of the administrator will thereafter provide his/her formal evaluation taking into account the Ad Hoc Committee's report.

   (b) At a date to be set by the Chancellor, the Provost and the Chancellor shall meet to discuss the Ad Hoc Committee¹s evaluation of the Provost. During this meeting the Chancellor and Provost shall identify performance priorities for the next review period. The Chancellor shall meet in joint conference with the Ad Hoc Committee and the UAF Faculty Senate¹s Faculty Appeals & Oversight Committee to summarize his evaluation.

The UAF Faculty Senate passed the following at its Meeting # 98 on December 11, 2000:

MOTION:
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The UAF Faculty Senate moves to amend the Bachelor of Business Administration degree requirements to the following:

[[ ]] = Deletion
CAPS = Addition

BACHELOR OF BUSINESS ADMINISTRATION

All majors must earn a "C" or better in all Common Body of Knowledge courses, department-specific general requirements, major specific requirements, and specific math and statistics requirements.

Core Curriculum Requirements	38-39 credits
B.B.A. Degree Requirements	82-85 credits

Complete the following in addition to the core:

Mathematics:	
MATH 161 Algebra for Business and Economics	3 credits
(Math 262 should be taken to complete the mathematics requirement for the core.)	
Social Science and Statistics (10 credits):	
STAT 200 Elementary Probabilities and Statistics	3 credits
ECON 200 Principles of Economics	4 credits
ECON 227 Intermediate Statistics for Economics and Business	3 credits
Common Body of Knowledge (31-34 credits):	
AIS 101 Effective Personal Computer Use Or Demonstrated Computer Literacy	0-3 credits
ACCT 161 And 262 Accounting Concepts & Uses	6 credits
AIS 310 Introduction to Information Systems OR AIS 316 ACCOUNTING INFORMATION SYSTEMS	3 credits
BA 325 Financial Management	3 credits
BA 330 Legal Environment of Business	4 credits
BA 343 Principles of Marketing	3 credits
BA 360 Production/Operations Management	3 credits
BA 390 Organizational Theory and Behavior	3 credits
BA 462 Corporate Strategy	3 credits
ECON 324 Intermediate Macroeconomics or ECON 350 Money and Banking	3 credits

Major complex*	at least 27 credits
Minor complex** (optional)	15 credits or more
Electives	11 or more credits
Minimum credits required for degree	123 credits

Of the above, at least 39 credits must be taken in upper division (300 level or higher) courses.

*Departmental requirements for majors may exceed the minimum indicated. Specific requirements are listed in the Degrees and Programs

section of the catalog.

**Requirements for minors may exceed 15 credits. Specific requirements are listed in the Degree and Programs section of the catalog.

EFFECTIVE: Fall 2000
Upon Chancellor's Approval

RATIONALE: Changes are a result of a proposed new course (AIS 316) and is contingent upon approval of AIS 316.

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The UAF Faculty Senate passed the following at its Meeting # 98 on December 11, 2000:

MOTION:
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The UAF Faculty Senate moves to replace the current High School Enrollment Policy with the following:

CURRENT POLICY

High School Students
UAF offers three opportunities for high school students to enroll in university classes: dual enrollment, the AHEAD program and TECH PREP. For information on these programs please contact your high school guidance counselor or the UAF Admissions counselor phone (907) 474-7500 or (800) 478-1823, or web www.uaf.edu/admred/admissions/docs/highschool/.

Dual Enrollment
The dual enrollment program allows high school students to register for UAF classes. This program is open to the following:
* High school seniors with a GPA of 2.5 or above may register for two classes for a maximum of six credits.
* High school seniors with a GPA of 2.0 to 2.5 may register for one class.
* High school juniors with a GPA of 2.75 or above may register for one class.
* All other students are encouraged to contact the director of Admissions for information on course enrollment at UAF.

*High school students may enroll in vocational and developmental courses, depending upon program requirements, after obtaining approval signatures from their parent (guardian), high school official, the instructor of the class, and the appropriate university program coordinator.

Pick up a Dual Enrollment Application Form (valid for one semester) from your high school counseling office. You must file an application for each semester you wish to attend.

Note: enrollment in UAF courses through the Dual Enrollment program does not constitute admission to the university.

PROPOSED POLICY

Secondary School Students
UAF offers three opportunities for secondary students to enroll in university classes: secondary student enrollment, the AHEAD program, and TECH PREP. For information on these programs please contact your high school guidance counselor, your local rural campus, or the UAF Admissions Office, phone (907) 474-7500 or (800) 478-1823, or web www.uaf.edu/admred/admissions/docs/highschool/.

Secondary Student Enrollment
The secondary student enrollment process allows secondary students to register for UAF classes. A student meeting course prerequisites may enroll in university courses with permission of the instructor.

Secondary students must consult their appropriate school district officials and school counselors prior to registration for approval if they wish to use university courses to meet high school graduation requirements.

Registering for courses at UAF establishes a permanent academic record that will reflect student academic performance in all courses attempted.

Note: enrollment in UAF courses as a secondary student does not constitute formal admission to the university for the purposes of earning a certificate or degree.

AHEAD Program
Remains the same.

TECH PREP Opportunities
Remains the same.

EFFECTIVE: Immediately

RATIONALE: This motion clarifies the process necessary for the enrollment of secondary students into courses at UAF and removes obstacles from students who are eager to learn. Additionally, it allows us to treat these students the same way we treat older students who just sign up for a course or two. Streamlining this process will serve to encourage participation by secondary students who would profit from UAF courses. There are no changes to the AHEAD Program or the Tech Prep program.

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The UAF Faculty Senate passed the following at its Meeting # 98 on December 11, 2000:

MOTION:
=======

The UAF Faculty Senate moves to approve a M.S. degree program in Statistics.

EFFECTIVE: Fall 2001 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #40 on file in the Governance Office, 312 Signers¹ Hall.

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Executive Summary
M.S., Statistics

To properly manage the State's renewable and non-renewable resources and advance scientific enquiry requires the careful application of statistical methods. The creation of a master's program in Statistics at the UAF Department of Mathematical Sciences (the only such master's program in the State of Alaska) will help supply locally trained biometricians and consulting statisticians for employment in Alaska. The Department of Mathematical Sciences at UAF has successfully run an interdisciplinary master's program in applied statistics for five years, and seeks only to formalize the program. The creation of a master's program in Statistics will thus incur no additional costs, while the program will supply University researchers and State agencies access to highly qualified graduate students in Statistics.

The Masters in Statistics is meant to prepare students for careers in applied statistics. Graduates of the program could be labeled quantitative biologist, biometricians, quantitative geologists, geostatisticians, psychometricians, epidemiologists or mathematical statisticians, depending upon their specific coursework. As an organizing principle of the program, we will ensure that all students meet the requirements of successful employment as a biometrician for the Alaska Department of Fish and Game and will qualify for the State of Alaska's Biometrician register. In addition, this program will prepare students to enter a Ph.D. program in Statistics.

The program combines core courses in statistical theory with elective courses in statistical methodology. In addition, each student will take electives in one or more of mathematics, biology, fisheries, wildlife, geology, forestry, marine sciences, economics or other applied sciences. Doctoral students in these areas may pursue the Masters in Statistics simultaneously. The program is intended to take two academic years to complete. It is designed to work especially well as a joint program for Ph.D. students in the sciences.

This program has been a successful interdisciplinary graduate program since its inception in 1996. The ten graduates of the graduate program have all been successful in obtaining employment.

The UAF Faculty Senate passed the following at its Meeting # 97 on October 30, 2000:

MOTION:
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The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Permanent) of the Bylaws, as follows:

CAPS - Addition
[[ ]] - Deletion

PERMANENT

7. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification.

The committee shall be composed of one faculty member from each of the core component areas: (Social Sciences, English, Humanities, Mathematics, Natural Sciences, [[and]] Communication, AND LIBRARY SCIENCE) and one faculty member from a non-core component area. Membership on the committee will include an undergraduate student.

EFFECTIVE: Immediately

RATIONALE: Library Science is a Core component area and should have full voting membership.

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The UAF Faculty Senate passed the following at its Meeting # 97 on October 30, 2000:

MOTION
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The UAF Faculty Senate moves to approve the M.A. degree program in Cross-Cultural Studies.

EFFECTIVE: Fall 2001 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal on file in the Governance Office, 312 Signers¹ Hall.

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Executive Summary
MA, Cross-Cultural Studies

The intent of this request is to convert the current Ed.S. in Cross-Cultural Education to an M.A. In Cross-Cultural Studies, to be administered through the Department of Alaska Native Studies and the Center for Cross-Cultural Studies, College of Liberal Arts, University of Alaska Fairbanks. This will serve to broaden the applicability and appeal of the degree/coursework currently available for graduate students under the Education Specialist degree to fields beyond education that also involve cross-cultural issues and utilize indigenous knowledge systems (e.g., ecological studies, natural resources, health care, community development, social services, justice, Native studies, etc.). The M.A. degree is also designed to incorporate and contribute to newly emerging bodies of scholarship that have much to offer in addressing critical needs of the state, and it will continue to be available to students by distance education, in combination with intensive seminars and summer courses on campus.

These program changes will help to improve the quality and availability of services and provide for more efficient utilization of existing resources as current faculty contribute to the instructional and research functions associate with the reconstituted program. No additional faculty resources are required, since instructional/advising responsibilities previously associate with the Ed.S. program will be shifted to the M.A. program. In addition, the revised program draws on several existing courses and will continue to utilize the established distance education course delivery system. Graduate students in education who have already completed an M.Ed. degree but wish to pursue advanced work in "cross-cultural studies" will still be able to do so, but as a second master's degree, rather than at the post-masters level.

Objective 1 - To extend graduate opportunities in cross-cultural studies to students outside Fairbanks and beyond the field of education, including people working in ecological sciences, natural resources management, health care, community development, social services, justice and Native Studies.

Objective 2 - To provide research and advanced study opportunities in comparative knowledge systems, world views and ways of knowing.

Objective 3 - To increase cross-cultural understanding through the dissemination of student/faculty research and cultural documentation.

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The UAF Faculty Senate passed the following at its Meeting # 97 on October 30, 2000:

MOTION
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The UAF Faculty Senate moves to delete the Ed.S.

EFFECTIVE: Fall 2001 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal on file in the
Governance Office, 312 Signers¹ Hall.

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Executive Summary
Education Specialist, Cross-Cultural Studies

This request for the deletion of the Ed.S. degree reflects the reconstruction of the current Ed.S. in Cross-Cultural Education into an M.A. in Cross-Cultural Studies to broaden it applicability and appeal for graduate students in a greater variety of fields involving cross-cultural issues and indigenous knowledge systems, and to incorporate newly emerging bodies of scholarship that have much to contribute in addressing critical needs of the state.

The Ed.S. has been a stand-alone degree within the UAF School of Education since the mid-1960s. It was initially created to provide a post-masters degree program for the preparation of school superintendents and was later expanded to include advanced study in the areas of cross-cultural education. Due to staffing reductions in the School of Education, the superintendents program was suspended in 1985, and then discontinued altogether at UAF when the responsibility for preparing school administrators was shifted to UAA in 1998. In the meantime, the Center for Cross-Cultural Studies (which had responsibility for the Ed.S. program in cross-cultural studies under SOE) was retained in the College of Liberal Arts when the School of Education was administratively shifted to the Graduate School in 1998, so this proposal is, in part, intended to bring the degree program in line with the academic unit under which it is to be administered.

The impact of the proposed revision on student enrollment will be relatively minor, as only five students have completed the Ed.S. since 1990, and there are no active students enrolled in the program at the present time. Graduate students in education who have already completed an M.Ed. degree but wish to pursue advance work in "cross-cultural studies" will still be able to do so, but as a second master's degree or an interdisciplinary Ph.D., rather than at the post-masters level.

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The UAF Faculty Senate passed the following at its Meeting # 97 on October 30, 2000:

MOTION
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The UAF Faculty Senate recommends that the "Guidelines for the Evaluation Process for Administrators" formulated by the Faculty Appeals and Oversight Committee be adopted for use by committees assigned the task of reviewing administrators.

EFFECTIVE: Immediately

RATIONALE: Each time an administrator is evaluated the committee assigned the task spends half their time developing a process for evaluation. This would save the committee time and also inform the administrators of the process prior to their evaluation.

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GUIDELINES FOR THE EVALUATION PROCESS FOR ADMINISTRATORS

1. Within the first three weeks of the Fall Semester the Supervisor of the Administrator to be reviewed will appoint an Ad Hoc Administrator Review Committee consisting of three faculty and two staff members from the Administrator's unit.

   In the case of evaluation of the Dean of the Graduate School, the Provost will appoint an Ad Hoc Committee consisting of one faculty drawn from the UAF Faculty Senate's Graduate Academic & Advisory Committee, two graduate program department chairs, two Deans/Directors, and a student representative from the Graduate Student Organization.

   In the case of evaluation of the Dean of Students, the Provost will appoint an Ad Hoc Committee consisting of one faculty member from the UAF Faculty Senate's Curricular Affairs Committee and one faculty member from the Graduate Academic & Advisory Committee, two Deans/Directors, and one student representative from ASUAF and one student from the Graduate Student Organization.

   Additionally, two members of the UAF Faculty Appeals and Oversight Committee shall serve in an ex officio capacity as representatives of the Faculty Senate.

   The Ad Hoc Committee will solicit input from all relevant constituencies on- and off-campus, including faculty, staff, and students. This may be accomplished through various instruments, e.g., a standard questionnaire completed anonymously and returned to the Committee Chair.

2. The Administrator to be evaluated will prepare a narrative self-evaluation of activities performed during the three year period (academic years) prior to the year of evaluation or since the last evaluation. This narrative should include reflections about how adequately s/he has fulfilled responsibilities of leadership consistent with his/her own performance expectations and those of faculty, staff, and students in the unit. Major or otherwise significant accomplishments should be highlighted. Any issues raised in the last evaluation should be referenced with a view to what progress has been made on those items. Finally, the self-evaluation should identify a limited set of reasonable goals for the unit over the next three years, with some discussion about specific strategies that may be undertaken through his/her administrative leadership.

3. The Ad Hoc Committee will interview a select sample of faculty, staff, students and others as relevant for further evaluative comments about the Administrator's performance.

4. The Ad Hoc Committee will interview the Administrator either in person or by conference call. The interview shall proceed on the basis of a selected set of questions which reference the Administrator's self-evaluation, the results of returned questionnaires, and the interviews of faculty, staff, and students.

5. The Ad Hoc Committee will prepare an evaluative summary, and submit its report to the Provost (in the case of evaluation of Deans and Directors) or to the Chancellor (in the case of evaluation of the Provost). The Ad Hoc Committee shall work as expeditiously as possible in completing its report and submit

it to the Provost or Chancellor by March 15 of the Spring Semester. The report shall be submitted also to the UAF Faculty Senate's Faculty Appeals & Oversight Committee for review.

(a) At a date to be set by the Provost, the Provost shall meet in joint conference with the Ad Hoc Committee and the Faculty Appeals & Oversight Committee for final review, recommendations, and disposition of the Administrator¹s evaluation. An evaluative summary of the Ad Hoc Committee's report will be made available to the faculty and staff of the Administrator's unit upon written request to the appropriate supervisor. The supervisor of the administrator will then provide his/her formal evaluation taking into account the Ad Hoc Committee's report.

(b) At a date to be set by the Chancellor, the Provost and the Chancellor shall meet to discuss the Ad Hoc Committee¹s evaluation of the Provost. During this meeting the Chancellor and Provost shall identify performance priorities for the next review period. The Chancellor shall meet in joint conference with the Ad Hoc Committee and the UAF Faculty Senate¹s Faculty Appeals & Oversight Committee to summarize his evaluation. The Chancellor shall prepare an executive summary of the Provost's evaluation to be made available to the University community upon written request to the Office of the Chancellor.

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The UAF Faculty Senate passed the following at its Meeting # 97 on October 30, 2000:

RESOLUTION
==========

Whereas, in recent years there has been a movement nationwide as well as within the Alaska legislature to evaluate higher education using the market driven approach of consumer satisfaction.

Whereas, a relationship has been shown to exist between a student¹s persistence and his or her expectations being met.

Whereas, unmet expectations and low satisfaction appear to be the key factor in the attrition of students in good standing from institutions of higher learning.

Whereas, it is a priority to attract and retain Alaskan students in the University of Alaska Fairbanks and keeping students satisfied while meeting their expectations, now,

Therefore, Be it Resolved, That the UAF Faculty Senate supports the use of the Noel-Levitz Student Satisfaction Inventory which will examine the student expectations at the University of Alaska Fairbanks. Specifically, it will examine what is satisfying and important to UAF students, compare student ratings to national benchmark data and check student perceptions against those of faculty and staff, and

Be It Further Resolved, That the UAF Faculty Senate encourages faculty whose classes are randomly selected to allow time to hand out the survey and to encourage students to return it at the next class period.

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The UAF Faculty Senate passed the following at its Meeting # 97 on October 30, 2000:

MOTION:
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The UAF Faculty Senate moves to send the motion on "The Baccalaureate Experience" back to committee.

EFFECTIVE: Immediately

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REFERRED BACK TO COMMITTEE

MOTION:
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The UAF Faculty Senate moves to accept "The Baccalaureate Experience: Core Curriculum Requirements" as updated by the Core Review Committee.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The Core Curriculum requirements were approved by the UAF Faculty Senate in April 1990 and this document was printed and distributed in August 1990. Since then the Senate has approved numerous changes and additions to the guidelines. This document includes all the changes and an updated philosophy statement.

The UAF Faculty Senate passed the following at its Meeting # 96 on September 25, 2000:

MOTION PASSED
============

The UAF Faculty Senate moves to withdraw the motion to amend the Constitution presented at the May 5, 2000 meeting concerning research faculty membership on the Senate.

EFFECTIVE: Immediately

RATIONALE: The Faculty Affairs Committee discussion raised several issues with this motion as presented and they will study the issue further before bringing it back to the Senate.

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FIRST READING

MOTION
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The UAF Faculty Senate moves to amend Article III, Section 2 of the UAF Faculty Senate Constitution as follows:

[[ ]] = Deletions
CAPS = Additions

ARTICLE III - Membership

Sect. 2 Voting members of the Senate must EITHER hold academic rank [[and must be]] WITH full-time CONTINUING APPOINTMENT AT [[permanent employees of]] the University of Alaska FAIRBANKS OR HOLD SPECIAL ACADEMIC RANK WITH TITLE PRECEDED BY ŒRESEARCH¹ AND HAVE A THREE-YEAR CONTINUING APPOINTMENT IN THE YEAR OF ELIGIBILITY AND ELECTION.

EFFECTIVE: Upon Chancellor approval

RATIONALE: The number of research faculty on campus has increased in recent years. Members of this faculty group seek participation in faculty governance as well as representation on the Faculty Senate. This change accommodates this group of faculty.

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The UAF Faculty Senate passed the following at its Meeting # 96 on September 25, 2000:

MOTION PASSED
============

The UAF Faculty Senate moves to approve the following Appeals Policy for Academic Decisions.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: This motion will bring UAF into compliance with the new UA Regulation 09.03.02 and extend UAF's appeals policy beyond grade appeals.

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APPEALS POLICY FOR ACADEMIC DECISIONS
Other Than Assignment of Grades

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that academic decisions (i.e., non-admission to or dismissal from any UAF program) are a faculty responsibility. Therefore, the University administration shall not influence or affect the review of academic decisions.

The following procedures are designed to provide a means for students to seek review of academic decisions alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

B. "Department Chair" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department, or the campus director if the faculty member is in the College of Rural Alaska).

C. The "dean/director" is the administrative head of the college or school offering the course or program from which the academic decision or action arises. For students at extended campuses the director of the campus may substitute for the dean/director of the unit offering the course or program.

D. The next regular semester is the fall or spring semester following that in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

III. Procedures

A. A student wishing to appeal an academic decision other than a

grade assignment must first request an informal review of the decision.

1. Notification must be received by the Provost within 15 days from the first day of instruction of the semester in which the decision takes effect.

2. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the Provost, after review of supporting documentation provided by the student, may adjust the deadlines accordingly. An extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

3. The Provost will request the appropriate department chair or dean to conduct an informal review of the decision and a determination of whether the original decision should be overturned or changed in any way. This review shall take no more than ten (10) days.

4. The Provost will consult with the student on the department chair/dean's recommendation. If the student does not find that recommendation acceptable, he/she may request the Provost to conduct a formal review.

B. The formal review will be conducted as follows.

1. This review is initiated by the student through a signed, written request to the Provost.

   a. The student's request for review may be submitted using university forms specifically designed for this purpose and available from the Office of the Provost.

   b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the decision, and that the university's administration can not influence or affect the outcome of the review.

   c. The request for a formal review must be received no later than 10 days after the student has learned the outcome of the informal review (IIIA4).

   d. The request must detail the basis for the allegation that the decision was made on a basis other than sound professional judgment based upon standard academic policies, procedures and practices.

2. The Provost will appoint a 5 member review committee composed of the following:

   a. One tenure-track faculty member from the academic unit in which the decision was made.

   b. Two tenure-track faculty members from within the college or school but outside of the unit in which the decision was made. If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.

   c. One tenure track faculty member from outside the college or school in which the decision was made.

If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.

d. The fifth member to be appointed by the Provost will be a non-voting student representative.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

f. The department chair of the program in which the decision was made will act as the program's monitor of all proceedings.

3. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 working days of receipt of the student's formal request.

a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

c. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) This is not the first properly prepared request for appeal.

2) The request was not made within the policy deadlines.

d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department head and dean within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

4. Acceptance for consideration of the student's request will result in the following:

a. A request for and receipt of a formal response from the program to the student's allegation.

b. A second meeting scheduled to meet within 10 days of the decision to review the request.

1) The student and a representative of the program will be invited to attend the meeting.

2) The meeting will be closed to outside participation, and neither the student nor instructor may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

5. The final decision of the committee will be made in private by a majority vote.

a. Actions which the committee can take if it accepts the student's allegation may include, but are not limited to, the following:

1) direct the program to reconsider the decision,

2) provide a final alternative decision.

b. The academic decision review committee proceedings will result in the preparation of written findings and conclusions.

c. A formal, written report of the decision must be forwarded to the student, program/department chair, dean and Provost within five days of the meeting. The Provost shall then be responsible for communicating the decision to other relevant offices (e.g., Admissions, Registrar).

d. The decision of the committee is final.

C. The entire process must be completed by the end of the semester in which the decision first took effect.

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The UAF Faculty Senate passed the following at its Meeting # 96 on September 25, 2000:

MOTION
=======

The UAF Faculty Senate moves to amend the UAF Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty: Initial Appointment, Annual Review, Reappointment, Promotion, Tenure, and Sabbatical Leave as attached.

EFFECTIVE: Immediately
Upon Chancellor's Approval

RATIONALE: Unit Criteria as a component of evaluation, tenure, and promotion was apparently removed from the last "Blue Book" due to an erroneous belief that the faculty union contracts rendered them void or redundant in the "Blue Book". This is emphatically not the case, and so we have reinserted the relevant paragraphs on Unit Criteria from the previous "Blue Book".

****

[[ ]] = Deletion
CAPS = Addition

III. PERIODIC EVALUATION OF FACULTY

B. UNIT STANDARDS AND INDICES. UNIT STANDARDS AND INDICES ARE THE RECOGNIZED VALUES USED BY A FACULTY WITHIN A SPECIFIC DISCIPLINE TO ELUCIDATE, BUT NOT REPLACE, THE GENERAL FACULTY CRITERIA ESTABLISHED IN A., ABOVE, FOR EVALUATION OF FACULTY PERFORMANCE ON AN ONGOING BASIS AND FOR PROMOTION, TENURE AND SABBATICAL REVIEW.

UNIT STANDARDS AND INDICES MAY BE, BUT ARE NOT REQUIRED TO BE, DEVELOPED BY THOSE UNITS WISHING TO DO SO. UNITS THAT CHOOSE NOT TO DEVELOP DISCIPLINE-SPECIFIC UNIT STANDARDS AND INDICES MUST FILE A STATEMENT SO STATING WITH THE CHANCELLOR'S OFFICE WHICH SHALL SERVE AS THE OFFICIAL REPOSITORY FOR APPROVED UNIT STANDARDS AND INDICES.

UNIT STANDARDS AND INDICES, IF DESIRED, WILL BE DEVELOPED BY THE FACULTY IN A DISCIPLINE. AFTER APPROVAL BY A MAJORITY OF THE DISCIPLINE FACULTY, THE UNIT STANDARDS AND INDICES WILL BE REVIEWED AND APPROVED BY THE COGNIZANT DEAN WHO WILL FORWARD THE UNIT STANDARDS AND INDICES TO THE PROVOST. THE PROVOST WILL REVIEW FOR CONSISTENCY WITH POLICY AND WILL FORWARD THESE STANDARDS AND INDICES TO THE SENATE FOR ITS AND THE CHANCELLOR'S APPROVAL.

UNIT STANDARDS AND INDICES WILL BE REVIEWED PERIODICALLY BY THE FACULTY OF THE UNIT. REVISION OF UNIT STANDARDS AND INDICES MUST FOLLOW THE ESTABLISHED REVIEW PROCESS. IF THE UNIT STANDARDS AND INDICES ARE NOT REVISED, A STATEMENT OF REAFFIRMATION OF THE CURRENT UNIT STANDARDS AND INDICES MUST BE FILED WITH THE CHANCELLOR'S OFFICE, FOLLOWING THE REVIEW.

UNIT STANDARDS AND INDICES, WHEN DEVELOPED BY THE FACULTY AND APPROVED BY THE SENATE AND THE CHANCELLOR'S OFFICE, MUST BE USED IN THE REVIEW PROCESSES BY ALL LEVELS OF REVIEW. THEIR USE IS NOT OPTIONAL.

IT SHALL BE THE RESPONSIBILITY OF THE CANDIDATE FOR TENURE OR PROMOTION TO INCLUDE THESE APPROVED STANDARDS AND INDICES IN THE APPLICATION FILE.

IV. EVALUATION PROCESS FOR RETENTION, PROMOTION, TENURE, AND POST TENURE REVIEW

A. Linkage of Promotion/Tenure. An award of tenure is concurrent with promotion and vice versa. Any faculty member applying for promotion to the associate level must also apply for tenure; and a faculty member at the rank of assistant professor may not apply for tenure without concurrently seeking advancement to the rank of associate professor.

B. Faculty with Academic Rank

1. Criteria and Eligibility. A record of continuing effective performance shall be expected. Procedures, performance criteria and requirements are set forth in the applicable union contracts, UAF Faculty Policies, and in policies of the Board of Regents and the regulations of the University system currently in effect and as they may change.

2. Review Process. Promotion and tenure of a faculty member results from a multi-level process of evaluation beginning in the academic unit of the candidate.

a. Constitution and Operation of the University-wide Peer Review committees.

(1) For the purpose of evaluation for tenure and/or promotion of members of the United Academics bargaining unit, a list of the names of seven tenured unit members will be presented BY THE UAF FACULTY SENATE to the Provost who will select the committee or committees. Each unit peer review committee may nominate one of its members to serve. The list will be determined from those nominees by vote of all faculty who serve on unit peer review committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No specific peer review committee can be represented by more than one person. A faculty member may not stand for promotion during the term of appointment to the list.

(2) For the purpose of pre or post tenure evaluation of members of the United Academics bargaining unit, a list of the names of seven faculty members will be presented BY THE UAF FACULTY SENATE to the Provost who will select the committee or committees. Each unit peer review committee may nominate one of its members to serve. The list will be determined from those nominees by vote of all faculty who serve on unit peer review committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No more than one faculty member on the list can be a member of any specific peer review committee. A faculty member may not stand for post tenure revue during the term of appointment to the list.

(3) For the purpose of evaluation for tenure and/or promotion of members of the ACCFT bargaining unit, a list of the names of nine faculty members will be presented BY THE CRA EXECUTIVE DEAN to the Provost who will select the committee or committees. The list will be selected from the tenured faculty in the ACCFT bargaining unit by vote of those faculty. Faculty shall remain on the list for a term of two years with the terms being

staggered. A faculty member may not stand for promotion during the term of appointment to the list. The Provost will appoint two members from the United Academics University-wide Promotion/ Tenure Committee to serve on the ACCFT Promotion/Tenure Committee.

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION:
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The UAF Faculty Senate moves to amend the Graduate Degree Requirements (page 39 & 43 of the 2000-2001 UAF Catalog) as follows:

[[ ]] = Deletions
CAPS = Additions

GENERAL UNIVERSITY REQUIREMENTS

Grade Point Average and Grade Requirements

You must have a cumulative GPA of 3.0 (B) for good standing and to graduate. You must earn an A or B grade (no P grades) in [[300-]] 400 level courses; a C grade will be accepted in 600-level courses provided you maintain a B grade average. For the purposes of graduate good standing and meeting degree requirements, all grades, including those generated from retaking a course, are included in the GPA.

MASTER'S DEGREES

Credit Requirements

a. Successfully complete a minimum of 30 semester credits.

b. Complete at least 21 semester credits, including those earned for the thesis and research/project, at the 600-level. Remaining credits may be applied from courses at the [[300- and]] 400-level.

c. No 100-, 200-, 300-, or 500-level credits may be applied toward master's degree requirements.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The above changes delete the use of 300-level courses as fulfilling graduate level course requirements. This brings UAF policy in the catalog into compliance with the Board of Regents' decision to disallow the use of 300-level courses for graduate study.

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The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION
=======

The UAF Faculty Senate moves provisionally to amend the UAF Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty: Initial Appointment, Annual Review, Reappointment,

Promotion, Tenure, and Sabbatical Leave as attached.

EFFECTIVE: Immediately
Upon Chancellor's Approval

RATIONALE: Unit Criteria as a component of evaluation, tenure, and promotion was apparently removed from the last "Blue Book" due to an erroneous belief that the faculty union contracts rendered them void or redundant in the "Blue Book". This is emphatically not the case, and so we have reinserted the relevant paragraphs on Unit Criteria from the previous "Blue Book".

The Faculty Appeals and Oversight Committee will make corrections to bring the policy into agreement with the ACCFT contract and submit it for reconsideration at the October 2000 Faculty Senate meeting.

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[[ ]] = Deletion
CAPS = Addition

III. PERIODIC EVALUATION OF FACULTY

B. UNIT STANDARDS AND INDICES. UNIT STANDARDS AND INDICES ARE THE RECOGNIZED VALUES USED BY A FACULTY WITHIN A SPECIFIC DISCIPLINE TO ELUCIDATE, BUT NOT REPLACE, THE GENERAL FACULTY CRITERIA ESTABLISHED IN A., ABOVE, FOR EVALUATION OF FACULTY PERFORMANCE ON AN ONGOING BASIS AND FOR PROMOTION, TENURE AND SABBATICAL REVIEW.

UNIT STANDARDS AND INDICES MAY BE, BUT ARE NOT REQUIRED TO BE, DEVELOPED BY THOSE UNITS WISHING TO DO SO. UNITS THAT CHOOSE NOT TO DEVELOP DISCIPLINE-SPECIFIC UNIT STANDARDS AND INDICES MUST FILE A STATEMENT SO STATING WITH THE CHANCELLOR'S OFFICE WHICH SHALL SERVE AS THE OFFICIAL REPOSITORY FOR APPROVED UNIT STANDARDS AND INDICES.

UNIT STANDARDS AND INDICES, IF DESIRED, WILL BE DEVELOPED BY THE FACULTY IN A DISCIPLINE. AFTER APPROVAL BY A MAJORITY OF THE DISCIPLINE FACULTY, THE UNIT STANDARDS AND INDICES WILL BE REVIEWED AND APPROVED BY THE COGNIZANT DEAN WHO WILL FORWARD THE UNIT STANDARDS AND INDICES TO THE PROVOST. THE PROVOST WILL REVIEW FOR CONSISTENCY WITH POLICY AND WILL FORWARD THESE STANDARDS AND INDICES TO THE SENATE FOR ITS AND THE CHANCELLOR'S APPROVAL.

UNIT STANDARDS AND INDICES WILL BE REVIEWED PERIODICALLY BY THE FACULTY OF THE UNIT. REVISION OF UNIT STANDARDS AND INDICES MUST FOLLOW THE ESTABLISHED REVIEW PROCESS. IF THE UNIT STANDARDS AND INDICES ARE NOT REVISED, A STATEMENT OF REAFFIRMATION OF THE CURRENT UNIT STANDARDS AND INDICES MUST BE FILED WITH THE CHANCELLOR'S OFFICE, FOLLOWING THE REVIEW.

UNIT STANDARDS AND INDICES, WHEN DEVELOPED BY THE FACULTY AND APPROVED BY THE SENATE AND THE

CHANCELLOR'S OFFICE, MUST BE USED IN THE REVIEW PROCESSES BY ALL LEVELS OF REVIEW. THEIR USE IS NOT OPTIONAL.

IT SHALL BE THE RESPONSIBILITY OF THE CANDIDATE FOR TENURE OR PROMOTION TO INCLUDE THESE APPROVED STANDARDS AND INDICES IN THE APPLICATION FILE.

IV. EVALUATION PROCESS FOR RETENTION, PROMOTION, TENURE, AND POST TENURE REVIEW

A. Linkage of Promotion/Tenure. An award of tenure is concurrent with promotion and vice versa. Any faculty member applying for promotion to the associate level must also apply for tenure; and a faculty member at the rank of assistant professor may not apply for tenure without concurrently seeking advancement to the rank of associate professor.

B. Faculty with Academic Rank

1. Criteria and Eligibility. A record of continuing effective performance shall be expected. Procedures, performance criteria and requirements are set forth in the applicable union contracts, UAF Faculty Policies, and in policies of the Board of Regents and the regulations of the University system currently in effect and as they may change.

2. Review Process. Promotion and tenure of a faculty member results from a multi-level process of evaluation beginning in the academic unit of the candidate.

a. Constitution and Operation of the University-wide Peer Review committees.

(1) For the purpose of evaluation for tenure and/or promotion of members of the United Academics bargaining unit, a list of the names of seven tenured unit members will be presented BY THE UAF FACULTY SENATE to the Provost who will select the committee or committees. Each unit peer review committee may nominate one of its members to serve. The list will be determined from those nominees by vote of all faculty who serve on unit peer review committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No specific peer review committee can be represented by more than one person. A faculty member may not stand for promotion during the term of appointment to the list.

(2) For the purpose of pre or post tenure evaluation of members of the United Academics bargaining unit, a list of the names of seven faculty members will be presented BY THE UAF FACULTY SENATE to the Provost who will select the committee or committees. Each unit peer review committee may nominate one of its members to serve. The list will be determined from those nominees by vote of all faculty who serve on unit peer review

committees. Faculty shall remain on the list for a term of two years with the terms being staggered. No more than one faculty member on the list can be a member of any specific peer review committee. A faculty member may not stand for post tenure revue during the term of appointment to the list.

(3) For the purpose of evaluation for tenure and/or promotion of members of the ACCFT bargaining unit, a list of the names of nine faculty members will be presented BY THE CRA EXECUTIVE DEAN to the Provost who will select the committee or committees. The list will be selected from the tenured faculty in the ACCFT bargaining unit by vote of those faculty. Faculty shall remain on the list for a term of two years with the terms being staggered. A faculty member may not stand for promotion during the term of appointment to the list. The Provost will appoint two members from the United Academics University-wide Promotion/ Tenure Committee to serve on the ACCFT Promotion/Tenure Committee.

****

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION
=======

The UAF Faculty Senate moves to delete the B.A. in Physical Education, the B.S. in Exercise Science, and the Minor in Physical Education.

EFFECTIVE: Fall 2000 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #114 on file in the Governance Office, 312 Signers¹ Hall.

****

Executive Summary

As a consequence of the Program Assessment conducted in the mid 1990s, the Physical Education and Exercise Science degrees came under review and preliminary consideration was given to phasing out the degrees. In May 1997, following a resignation of the sole faculty member in Physical Education and Exercise Science, new admissions to the degree programs and minor were suspended. From 1997 through fall 1999, existing majors and minors in these degree programs were provided courses through lecturers and adjunct faculty. All of the students impacted completed their coursework by December 1999 and will have graduated by spring 2000.

Since May 1997, the degree programs have functioned without full or part-time faculty, without a budget, and with no staff. Consequently,

there will be no personnel effects, no budgetary effects, no effects on facilities, and no effects on current student enrollment if deletion of the degrees is approved.

It is important to retain the courses within the discipline of PE and offer them as service courses as demands warrants. Several of the aquatic courses are taught periodically by American Red Cross Instructors or Instructor Trainers. A number of the courses have been taught as needed by the Athletic coaches. Two courses continue to be cross-listed, one with Education and taught by Education, and the other with Psychology and taught by Psychology. Finally, several courses are extremely useful for teacher education and advancement, as well as teacher training in PE. Courses will be offered as demand warrants during the academic year and during summer sessions.

****

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION:
======

An Associate of Applied Science degree earned at any regionally accredited college or university may be used to meet requirements for a minor for the Bachelor of Arts degree.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: Currently we accept only those AAS degree programs listed in the Catalog (Pg. 30, 2000-2001 Catalog). There are other associate of applied science degrees offered through UAF (TVC) that cannot be used in this manner unless approved through the petition process. In addition, UAF recognizes any AAS degree from an accredited institution towards the Bachelor of Technology degree.

****

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION:
======

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Standing, Permanent) of the Bylaws, as follows:

CAPS - Addition
[[ ]] - Deletion

[[STANDING

3. The Graduate & Professional Curricular Affairs Committee will include five Senate members and will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related

to instruction and mentoring of graduate students. The committee will also have responsibility for oversight, review and approval of all professional degree courses and programs including 500-level courses. The Dean of the Graduate school, Director of the Library, the Univesity Registrar, and one graduate student, are non-voting ex-officio members.

PERMANENT

1. The Graduate School Advisory Committee will include three full-time faculty members appointed by the Senate President, three full-time faculty members appointed by the Provost, and one graduate student selected by the Provost from nominations submitted by the graduate faculty and student senate. The graduate student must have completed a minimum of one full year of attendance at UAF. Each department with a graduate program is limited to no more than one member. The Dean of the Graduate School and the President of the Faculty Senate are ex-officio non-voting members. The Dean of the Graduate School will convene regular meetings, and must convene additional meetings if requested by two members of the committee. The committee will advise the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial and tax-related issues and dealings with other universities. All recommendations regarding curricular matters will go to the Graduate Curricular Affairs Committee and the Faculty Senate for approval.]]

PERMANENT

1. THE GRADUATE ACADEMIC & ADVISORY COMMITTEE WILL INCLUDE TEN FACULTY MEMBERS. THE DEAN OF THE GRADUATE SCHOOL, DIRECTOR OF THE LIBRARY, THE UNIVESITY REGISTRAR, AND TWO GRADUATE STUDENT, ARE NON-VOTING EX-OFFICIO MEMBERS. THE COMMITTEE WILL BE RESPONSIBLE FOR THE REVIEW AND APPROVAL OF GRADUATE COURSES, CURRICULUM AND GRADUATE DEGREE REQUIREMENTS, AND OTHER ACADEMIC MATTERS RELATED TO INSTRUCTION AND MENTORING OF GRADUATE STUDENTS. THE COMMITTEE WILL ALSO HAVE RESPONSIBILITY FOR OVERSIGHT, REVIEW AND APPROVAL OF ALL PROFESSIONAL DEGREE COURSES AND PROGRAMS INCLUDING 500-LEVEL COURSES. THE COMMITTEE WILL ADVISE THE DEAN OF THE GRADUATE SCHOOL AND THE PROVOST ON ADMINISTRATIVE MATTERS PERTINENT TO THE OPERATION AND GROWTH OF GRADUATE STUDIES AT UAF, INCLUDING FINANCIAL AND TAX-RELATED ISSUES AND DEALINGS WITH OTHER UNIVERSITIES.

EFFECTIVE: Immediately

RATIONALE: The UAF Faculty Senate committee structure is more effectively and efficiently served by combining the duties of the Graduate & Professional Curricular Affairs and the Graduate School Advisory Committee.

****

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION
======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION
======

The UAF Faculty Senate moves to endorse the 2000-2001 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

****

2000 -2001 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs
Sukumar Bandopadhyay, SME (02)
Dolly Garza, SFOS (01)
Michael Hannigan, CRA (02)
Chris Hartman, CSEM (01)
Ron Illingworth, CRA (01)
Jonathan Rosenberg, CLA (02)
Judy Shepherd, CLA (01)
Eduard Zilberkant, CLA (02)
Ex-Officio: ^Ann Tremarello, Registrar's Office
Wanda Martin, Advising Center
Student

Faculty Affairs
Alvin Amason, CLA (01)
Mark Box, CLA (02)
Godwin Chukwu, SME (02)
Mike Davis, CRA (02)
Peter McRoy, SFOS (02)
Barry Mortensen, CRA (2)
Jonathan Wiens, CSEM (01)
Ex-Officio:

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker
and Honorary Degree Recipients
John Gimbel, CSEM (01)
Jenifer McBeath, SALRM
Trina Mammoon, CLA (01)
Claus-M. Naske, CLA
Non-University: Phil Younker
Student:
Ex-Officio: Paul Reichardt, Provost

Core Review (Elected)
Jin Brown, Communication, CLA (02)
Suzanne Bordelon, English, CLA (01)
Jill Faudree, Math, CSEM (02)
Doug Schamel, CSEM, Sciences (02)
Larry Vienniau, Humanities, CLA (02)
Jordan Titus, Psy/Soc/SW, CLA (01)
vacant, Engineering/Management (01)
Student:
Ex-Officio: ^Director, Library
Sue McHenry, RSS

Developmental Studies Committee (Elected)
Nancy Ayagarak, Kuskokwim, CRA (00)
Patty Baldwin, RSS (01)
John Bruder, Bristol Bay, CRA (01)
Lisa Buttrey-Thomas, Science, CSEM (00)
Richard Carr, English, CLA (01)
Jerah Chadwick, Devel. Studies, CRA (01)
John Creed, Chukchi, CRA (01)
Marty Getz, Math, CSEM (02)
Cindy Hardy, TVC (02)
Ron Illingworth, Interior Campus, CRA (01)
Wanda Martin, Advising Center (01)
Joe Mason, Northwest, CRA (02)
Jane Weber, TVC (02)
Ex-Officio: ^Jake Poole, TVC

Faculty Appeals & Oversight Committee (Elected)
Godwin Chukwu, SME (01)
Brian Himelbloom, SFOS (01)
Ed Husted, CRA (01)
Oscar Kawagley, SOEd. (02)
George Khazanov, CSEM (01)
Kristy Long, CRA/ACE (01)
Joan Moessner, CLA (02)
Mitch Roth, CSEM (02)
Dennis Schall, SOEd. (01)
Rick Steiner, SFOS (02)

vacant, CLA (01)
vacant, CNRDM (02)

Faculty Development, Assessment & Improvement
Barbara Butcher, CRA/ACE (01)
Burns Cooper, CLA (01)
Linda Curda, CRA (01)
Rheba Dupras, CLA (02)
Deborah McLean, SOEd. (01)
Tom Robinson, SOM (01)
Alexei Rybkin (01)

Graduate Academic & Advisory Committee
James Gardner, CSEM (01)
John Gimbel, CSEM (01)
Chuen-Sen Lin, CSEM (02)
Charles Mason, CLA (01)
Maribeth Murray, CLA (02)
Roger Ruess, CSEM (02)
Harikumar Sankaran, SOM (02)
3 vacancies
Ex-Officio: Joe Kan, Graduate Dean.
Tamara Lincoln, Libraries
Ann Tremarello, Director, A&R
Larry Duffy, Senate President
Graduate Student
Graduate Student

****

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION
=======

The UAF Faculty Senate moves to adopt the following calendar for its 2000-2001 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center Ballroom reserved well in advance.

****

UAF FACULTY SENATE
2000-2001
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
96	9/25/00	Monday	1:30 p.m.	audioconference
97	10/30/00	Monday	1:30 p.m.	face-to-face
98	12/11/00	Monday	1:30 p.m.	audioconference
99	2/5/01	Monday	1:30 p.m.	audioconference
100	3/5/01	Monday	1:30 p.m.	face-to-face

101	4/2/01	Monday	1:30 p.m.	audioconference
102	5/7/01	Monday	1:30 p.m.	audioconference/ face-to-face

Location: Wood Center Ballroom

****

The UAF Faculty Senate passed the following at its Meeting #95 on May 1, 2000:

MOTION
======

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 2000. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 1, 2000

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

The UAF Faculty Senate passed the following at its Meeting #94 on April 3, 2000:

MOTION
======

The UAF Faculty Senate moves to amend the Bachelor of Business Administration degree requirements to the following:

BACHELOR OF BUSINESS ADMINISTRATION

All majors must earn a "C" or better in all Common Body of Knowledge courses, department-specific general requirements, major specific requirements, and specific math and statistics requirements.

Core Curriculum Requirements 38-39 credits

B.B.A. Degree Requirements [[91-92]] 82-85 credits

Complete the following in addition to the core:

Mathematics:
- MATH 161 Algebra for Business and Economics 3 credits
- (Math 262 should be taken to complete the mathematics requirement for the core.)

Social Science and Statistics (10 credits):
- STAT 200 Elementary Probabilities and Statistics 3 credits
- ECON 200 Principles of Economics 4 credits
- ECON 227 Intermediate Statistics for Economics and Business 3 credits

Common Body of Knowledge (31-34 credits):
- AIS 101 EFFECTIVE PERSONAL COMPUTER USE OR DEMONSTRATED COMPUTER LITERACY 0-3 CREDITS
- ACCT [[101 and 102 Elementary Accounting]] 161 AND 262 ACCOUNTING CONCEPTS & USES 6 credits
- AIS 310 Management Information Systems 3 credits [[or AIS 316 Accounting Information Systems]]
- BA 325 Financial Management 3 credits
- BA 330 Legal Environment of Business 4 credits
- BA 343 Principles of Marketing 3 credits
- BA 360 Production/Operations Management 3 credits
- BA 390 Organizational Theory and Behavior 3 credits
- BA 462 [[Administrative Policy]] CORPORATE STRATEGY 3 credits
- ECON 324 Intermediate Macroeconomics or ECON 350 Money and Banking 3 credits

Major complex* [[30]] AT LEAST 27 credits

Minor complex** (optional) 15 credits or more

Electives [[13]] 11 or more credits

Minimum credits required for degree [[130]] 123 credits

OF THE ABOVE, AT LEAST 39 CREDITS MUST BE TAKEN IN UPPER DIVISION (300 LEVEL OR HIGHER) COURSES.

*Departmental requirements for majors may exceed the minimum indicated. Specific requirements are listed in the Degrees and Programs section of the catalog.

**[[The minor must be selected outside of the School of Management.]] Requirements for minors may exceed 15 credits. Specific requirements are listed in the Degree and Programs section of the catalog.

EFFECTIVE: Fall 2000
Upon Chancellor's Approval

RATIONALE: Changes are a result of amendment made over the past several years and reflect revised standards of AACSB. Deletes requirement that the minor must be selected from outside the School of Management to allow Business Administration and Economics students to complete an Accounting minor.

****

The UAF Faculty Senate passed the following at its Meeting #94 on April 3, 2000:

MOTION
======

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Standing, Permanent) of the Bylaws by adding E. 9. (Steering Committee, Bachelor of Arts and Sciences Degree Program).

[[ ]] = Deletion
CAPS = Additions

STANDING

A. An Administrative Committee will be composed of the chairpersons of all standing Senate Committees and of permanent Senate committees except the University-wide Promotion and Tenure Committee, [[and]] the Committee to Nominate Commencement Speakers and Honorary Degree Recipients, AND THE BAS STEERING COMMITTEE.

PERMANENT

9. The BAS Steering Committee is responsible for overseeing the BAS degree program. Specific duties of the Committee include: 1) evaluating proposals for including or deleting courses within the BAS degree and making recommendations to the CLA Academic Council and the Faculty Senate; 2) developing and evaluating procedures for advising BAS majors; 3) developing and assessing the BAS degree program. The Committee is responsible for establishing procedures for selecting the BAS coordinator and will select the coordinator for a 2-year term.

The committee shall be composed of one faculty member elected from each of the following units: (CLA, CSEM, SOEd, CRA); one faculty member appointed by Faculty Senate; one representative from the Advising Center; the BAS coordinator; and the Dean of the School of Education and the CLA dean or dean designee as ex-officio members.

EFFECTIVE: Immediately

RATIONALE: The BAS Degree Program consists of courses

offered within different schools and colleges at UAF. Creating the Steering Committee as a Permanent Committee of the Faculty Senate retains faculty oversight of the degree program while at the same time providing logistical support and means of accountability.

It would be inappropriate for the Bachelor of Arts and Science Degree Program to have a seat on the Administrative Committee where other degree programs do not.

****

The UAF Faculty Senate passed the following at its Meeting #94 on April 3, 2000:

RESOLUTION
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Norm Swazo as President-Elect of the UAF Faculty Senate for 2000-2001 by acclamation.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #93 on March 6, 2000:

RECEIVED
MAR - 7 2000
CHANCELLORS OFFICE

MOTION PASSED (14 yes, 5 nays)
==========

The UAF Faculty Senate moves to amend the Department Head Policy to be consistent with Collective Bargaining Agreements.

EFFECTIVE: Immediately

RATIONALE: This motion would bring the description of Department Head duties in line with current Collective Bargaining Agreement's. It would also close a loophole in Department Head Elections Policy that previously allowed Deans and Directors to reject democratically elected Department Heads at will.

The first change (to the description of Department Head duties) is a cleanup measure requested by the Administrative Committee & Provost, to bring the policy in line with present union contracts. The changes have been reviewed by representatives of both faculty unions for accuracy.

The second change removes a statement that under present policy theoretically allows deans and directors to unilaterally reject the elected choice of a department for it's head. Removing this clause would reaffirm the democratic process of Department head election, and remove suspicion of improper electioneering from the deans/directors.

3/5/00
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 4/24/00
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

CAPS = Additions
[[ ]] = Deletions

The following is a description of the role and duties of the department CHAIR [[head]], and procedures for the election of department CHAIRS [[heads]] at the University of Alaska Fairbanks. The size and composition of departments and programs are defined by each individual college and school.

I ROLE OF THE DEPARTMENT CHAIR [[HEAD]]

A. The department CHAIR [[head]] is the administrative and academic officer of the department and as such has the primary responsibility and authority for: (1) leadership in developing high quality academic programs which fulfill department, college, and university objectives; (2) leadership in the implementation of college and university policies and programs at the department level; (3) leadership in developing resource requests and an appropriate departmental budget; and (4) service on the college/school executive committee.

B. The department CHAIR [[head]] is first a faculty member. The department CHAIR [[head]] is primarily a teacher-scholar serving as a leader of his/her department colleagues. The department CHAIR [[head]] is a role model for faculty responsibility.

C. The department CHAIR [[head]] is responsible for providing mechanisms and processes for members' participation in discussion and decision making within the department. All members of the department should be informed of these mechanisms and processes. Regular meetings should be held for purposes of communicating information, discussing issues, and making decisions on department matters.

D. The department CHAIR [[head]] is expected to communicate faculty perspectives and concerns to the administration and other segments of the community as appropriate. The

department CHAIR [[head]] is the primary spokesperson the faculty of the department. The department CHAIR [[head]] will also convey administration views and concerns to the faculty.

II DUTIES OF THE DEPARTMENT CHAIR [[HEAD]]

The department CHAIR [[head]] is responsible, either directly or by delegation, for performance of at least the specific duties enumerated below (the duties are not prioritized) WHICH SHALL BE PERFORMED IN ACCORDANCE WITH THE EXTANT COLLECTIVE BARGAINING AGREEMENTS ON THE ROLE AND STATUS OF DEPARTEMENT CHAIR [[HEADS]].

A. Academic Programs

1. Initiate, plan, oversee implementation of, and review the preparation and offering of the academic program, after appropriate involvement of members of the department and consultation with the dean.

2. Ensure interdepartmental coordination and cooperation.

3. Take leading role in ensuring academic program quality.

4. Ensure reports are prepared as needed. Ensure that course schedule are prepared in a timely manner.

5. Ensure catalog is current.

6. Supervise departmental office and ensure that files and records are maintained.

7. Keep the dean informed of departmental and faculty activities. Act as a liaison with the University community.

B. Personnel

1. Coordinate and evaluate professional activities of all members of the department, to include providing guidance to faculty concerning expectations regarding promotion and tenure. [[Provide periodic evaluation of

faculty performance in accordance with UAF promotion and tenure policy.]] Request and obtain faculty activity reports as appropriate to this process.

2. Provide recommendations for appointments, promotion, sabbatical leaves, tenure, and release of faculty after consultation with members of the department.

3. [[Assign, with faculty consultation, workload in accordance with university, college/school policy.]] REVIEW AND RECOMMEND TO DEAN/DIRECTOR WORKLOADS AS PROPOSED BY FACULTY MEMBERS.

4. Take lead role in departmental faculty and staff recruitment and retention.

5. Provide for the management and supervision of support staff.

6. Appoint appropriate committees within the department.

7. Facilitate support for faculty teaching, research and service activities.

8. Function as spokesperson and advocate for the department, both within and outside the University community.

C. Students

1. Administer the departmental student advisement program and counsel students.

2. Recruit students in cooperation with other members of the department and the dean.

3. Act on student petitions.

4. Provide for the management of student assistants.

5. Address student concerns as appropriate.

D. Budget, Inventory, Facilities, Etc.

1. Initiate resource and budget requests with justifications.

2. Maintain fiscal control of departmental budgets.

[3. Serve as a voting member of the college/school budget/executive committee.]

[4.] 3. Ensure upkeep of equipment and facilities assigned to the department.

III ELECTION AND TERMS OF SERVICE OF THE DEPARTMENT CHAIR [[HEAD]]

A. Departments Involved

The procedures will apply to every unit that is considered a department.

B. Eligibility to Vote

All full-time faculty members holding academic rank who are affiliated with the department are eligible to vote. Visiting faculty who are in an academic rank position are eligible to vote.

A full-time faculty member currently holding academic rank is affiliated with a department if:

1) the CHAIR [[head]] of that department evaluates the faculty member or;
2) the CHAIR [[head]] of the department [[signs]] REVIEWS the faculty member's workload agreement.

C. Eligibility to be Nominated and Serve as Department CHAIR [[Head]]

Only tenured members of a department who are eligible to vote are eligible to be nominated and serve as department CHAIR

[[head]]. Only in exceptional circumstance, where the majority of the department faculty feel that options are severely limited, should there be deviation from this policy.

D. Procedures for Elections [[and Ratification]]

1. By March 15, those faculty in the department who are eligible to vote will establish a list of nominees for department CHAIR [[head]]. The names of the nominees will be placed on an official secret ballot for the department and distributed from the dean's office to those faculty eligible to vote.

2. Faculty members eligible to vote but who are absent because of sabbatical leave, leave of absence, or for other official reasons will be provided with an absentee ballot.

3. Secret ballots are to be cast and. the person receiving a simple majority of the votes cast will be elected. In the case of a tie which cannot be resolved by the voters, the dean shall select the department CHAIR [[head]] from those faculty involved in the tie vote.

4. If no nominee receives a simple majority of the votes, a run-off election of the top two nominees shall be held immediately under the same procedures outlined above. The deadline for accepting ballots for the run-off election will be the last working day prior to April 15.

5. [[If ratified by the Dean, official appointment of the elected department head will be made by the dean]] DEPARTMENTS AND THE PROVOST WILL BE NOTIFIED OF ELECTION RESULTS by May 15.

E. Term of Elected Department CHAIR [[Head]]

A department CHAIR [[head]] shall serve for a term of two years, beginning July 1, following his/her election. The department CHAIR [[head]] may continue in the position indefinitely by a simple majority of the voting faculty of the department, [[and the ratification of the Dean.][

F. [[Non Ratification of Election, Grievance,]] DEPARTMENT CHAIR [[HEAD]] DISPUTES, Vacancies, AND Recall

[[1. In the event a dean does not ratify the department's election of a department head, the dean shall discuss the reasons in writing with the department and hold another election no later than May 1. In the event an impasse develops, final authority to appoint an acting department head for one year shall rest with the Provost.]]

[[2.]] 1. If an action of the department CHAIR [[head]] is appealed by a simple majority of the eligible voting members of the department and the issue cannot be resolved within the department, the matter shall be referred to the dean for arbitration. If necessary, the dean will refer the matter to the Provost. (See Section F [[.5.]] 6 for recall procedure.)

[[3.]] 2. If the department CHAIR'S [[head's]] position becomes vacant due to unexpected prolonged leave, illness, death, resignation, or other circumstances, the dean shall appoint a department faculty member to act as department CHAIR [[head]]. An election to fill this position will be held the following April 15.

[[4.]] 3. The department CHAIR [[head]] shall appoint an acting department CHAIR [[head]] whenever their absence from the department is for a period of less than two months. If this absence extends beyond two months, the procedure defined in Section F. [[3.]] 2. above is to be followed.

[[5.]] 4. Election of a new department CHAIR [[head]] may be requested by petition to the dean signed by three-quarters of the eligible voting members of the department or by the petition of the Dean to the department approved by 3/4's of the voting members of the department. After the election by the faculty [and ratification by the Dean], the new department CHAIR [[head]] will take office immediately and serve the unexpired term.

G. Acknowledgement for Department CHAIR [[Head]] Duties

A Department CHAIR's [[Head's]] duties may be acknowledged through release time, remuneration, and/or their service component of their faculty duties. Any acknowledgement must be agreed upon between the Department CHAIR [[Head]] and the Dean and must be consistent with UAF and Board of Regent's policies AND EXTANT COLLECTIVE BARGAINING AGREEMENTS.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #93 on March 6, 2000:

RECEIVED
MAR - 7 2000
CHANCELLORS OFFICE

MOTION PASSED
==========

The UAF Faculty Senate moves to amend the policy on Course Restrictions (page 40, 1999-2000 UAF catalog) for graduate degrees as follows:

CAPS = Additions
[[ ]] = Deletions

Course Restrictions

You may not use correspondence courses, credit by examination, audited courses, 500-level courses or courses taken under the credit/no credit option to fulfill the basic course requirements of any degree program. No more than [[six]] TWELVE credits of special topics courses (693 or 695) or individual study (697) may be used toward a graduate degree. Requests for exceptions to the limit must be approved by the dean of the Graduate School.

EFFECTIVE: Immediately

RATIONALE: During this period of smaller course offerings and graduate enrollments, many programs serve students with combinations of these courses. These courses are not always independent study courses where students lack group interaction. The 693 courses often take advantage of a faculty member or visiting faculty member's special expertise. The 695 courses are trial courses which typically become part of the standard graduate program. The 697 courses are often tutorials where a distance student commutes part of the semester or classes at the 400 level which students take as 697 courses by including independent research and class presentations. Such customized approaches to the education of students make distance delivery possible and make it possible to offer students graduate education in efficient and effective ways.

R. W. Patterson 3/5/00
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 3/30/10
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #93 on March 6, 2000:

MOTION PASSED (unanimous)
==========

RECEIVED
MAR - 7 2000
CHANCELLORS OFFICE

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Standing, Permanent) of the Bylaws, as follows:

CAPS - Addition
[[ ]] - Deletion

STANDING

E. 2 The Faculty [[and Scholarly]] Affairs Committee [[will deal with policies related to workload, appointment, termination, promotion, tenure, sabbatical leave]] SHALL REVIEW ISSUES DEALING WITH FACULTY PREROGATIVE AND RECOMMEND POLICY CHANGES TO THE FACULTY SENATE. ISSUES OF FACULTY PREROGATIVE INCLUDE academic freedom, FACULTY ETHICS, research and creative activity, AND LEGISLATIVE AND FISCAL ISSUES THAT MAY IMPACT FACULTY CONCERNS AT THE UNIVERSITY. THE COMMITTEE WILL ACT AS A FACULTY ADVOCATE WITH LEGISLATORS AND CANDIDATES. IN ITS CONCERN FOR FISCAL ISSUES THE COMMITTEE SHALL MONITOR BUDGET APPROPRIATIONS TO THE UNIVERSITY AND EVALUATE ANY NOTICE TO THE FACULTY OF FINANCIAL EXIGENCY. IN PERFORMING THESE DUTIES, THE COMMITTEE WILL COORDINATE AS NECESSARY WITH THE RELEVANT OFFICERS (AND/OR THEIR REPRESENTATIVES) OF THE EXTANT COLLECTIVE BARGAINING UNITS.

PERMANENT

E. [[5. The Legislative and Fiscal Affairs Committee will follow legislative and fiscal issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.]]

PERMANENT

E. 6. [[Committee members shall review issues dealing with faculty prerogative and make recommendations for policy changes to the Faculty Senate.]]

EFFECTIVE: Immediately

RATIONALE: Responsibilities that have been the traditional purview of the Faculty and Scholarly Affairs Committee are now mandatory items of collective bargaining and are, therefore, included in collective bargaining agreements of extant faculty unions. United Academics/AAUP-AFT and ACCFT are, by Alaska labor law, the sole bargaining agents for represented faculty and have the legal authority to negotiate terms of agreement with the University Administration on these items.

The UAF Faculty Senate committee structure is more effectively and efficiently served by transferring the duties of the Permanent Committee (Legislative and Fiscal Affairs) to the Standing Committee (Faculty and Scholarly Affairs). With this amalgamation of duties, the committee may resume its former name of the Faculty Affairs Committee.

R. W. Tobin 3/5/00
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 3/27/00
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #93 on March 6, 2000:

MOTION PASSED (15 yes, 7 nays)
==========

The UAF Faculty Senate moves to commit the motion to amend the policy on Graduate Assistantships back to committee.

EFFECTIVE: Immediately

R.W. [signature] 3/5/00
President, UAF Faculty Senate Date

****

REFERRED BACK TO COMMITTEE

MOTION:
======

The UAF Faculty Senate moves to amend the policy on Graduate Assistantships (page 52, 1999-2000 UAF catalog) by adding the following statement:

> Graduate students will not be permitted to accept additional income from other employment during semesters they are employed as full-time teaching assistants. Special permission may be obtained from the Graduate School Dean.

EFFECTIVE: Immediately

RATIONALE: Students are given teaching assistantships to aid in their graduate study. Further employment jeopardizes our academic mission.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #93 on March 6, 2000:

MOTION PASSED
==========

Department heads are requested to submit to Graduate and Professional Curricular Affairs a request to add GRE/GMAT scores as a requirement for admission to their graduate program descriptions in the UAF catalog.

EFFECTIVE: Immediately

RATIONALE: A motion was approved to delete GRE/GMAT scores from the University requirements for admission to graduate study if the applicants have an undergraduate GPA of at least 3.0. This motion will give departments that want to require GRE scores for all applicants regardless of GPA the opportunity to bypass the normal paperwork required for changes to the University catalog.

R. W. Gatterdam 3/15/00

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #93 on March 6, 2000:

MOTION FAILED (5 yes, 11 nays)
==========

The UAF Faculty Senate moves to amend the policy on Admission Requirements (page 32, 1999-2000 UAF catalog) for graduate degrees as follows:

CAPS = Additions
[[ ]] = Deletions

2. Transcripts--If you've attended other colleges and/or universities, you must request official transcripts from [[each]] THE college or university [[you attended.]] THAT GRANTED THE BACHELOR'S DEGREE. [[The]] OFFICIAL transcripts should be sent to the Office of Admission by the schools. [[Transcripts will not be accepted if you submit them.]] OTHER TRANSCRIPTS MAY ALSO BE REQUIRED IF THE DEPARTMENT WANTS TO USE SPECIFIC, SPECIALIZED UNDERGRADUATE COURSES TO DEMONSTRATE COMPETENCY TO UNDERTAKE GRADUATE LEVEL COURSES.

EFFECTIVE: Immediately

RATIONALE: Current policy creates a nightmare for students who have taken college courses from various institutions in addition to the bachelor's degree, such as special interest courses or recency credits to maintain teacher certification. Often students can not get these transcripts despite repeated efforts and their graduate program is at risk. UAF should require transcripts only from those institutions which awarded the baccalaureate degree or which awarded courses which are prerequisites or foundation knowledge for UAF graduate programs.

Marshall L. Lind, Chancellor
907 474-7112
FAX 907 474-6725
fychanc@uaf.edu
www.uaf.edu

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor
320 Signers' Hall
P.O. Box 757500
Fairbanks, Alaska 99775-7500

MEMORANDUM

TO: Administrative Committee
UAF Faculty Senate

FROM: Marshall L. Lind, Chancellor

DATE: April 17, 2000

SUBJECT: Certificate and A.A.S. in Emergency Medical Services

I hereby request a 90-day extension on the motion to approve a certificate and A.A.S. degree in Emergency Medical Services.

Please notify me of your concurrence at your earliest convenience.

Thank you.

Approved by Senate Admin Committee 4/24/00
P. W. Carlton

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #93 on March 6, 2000:

RECEIVED
MAR - 7 2000
CHANCELLORS OFFICE

MOTION PASSED
==========

The UAF Faculty Senate moves to approve a Certificate and A.A.S. degree concentration in Emergency Medical Services (EMS) which includes eight new courses.

EFFECTIVE: Fall 2000 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #57-65 on file in the Governance Office, 312 Signers' Hall.

[signature] 3/5/00
President, UAF Faculty Senate Date

APPROVAL: [signature] DATE: 7/25/00
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

SUBMITTED BY COLLEGE OF RURAL ALASKA
(Submitted by Emergency Services)

57. NEW COURSE: EMS 180 - Paramedicine I (7+2+15) 8 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.
58. NEW COURSE: EMS 182 - Paramedicine II (6+4+15) 8 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.

59. NEW COURSE: EMS 186 - Clinical Rotation I (0+8+4) 4 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.
60. NEW COURSE: EMS 271 - Paramedicine III (4+10+13) 9 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.
61. NEW COURSE: EMS 275 - Clinical Rotation II (0+8+4) 4 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.
62. NEW COURSE: EMS 277 - Clinical Rotation III (0+6+3) 3 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.
63. NEW COURSE: EMS 283 - Paramedic Internship (0+36) 12 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.
64. NEW COURSE: EMS 287 - Update in Paramedicine (2+2+3) 3 credits; offered Alternating Semesters; effective Fall 2000 or upon BOR approval.
65. NEW PROGRAM: Certificate & AAS, Emergency Services - Emergency Medical Services - New certificate & AAS degree concentrations in Emergency Medical Services under the renamed Emergency Services Program; Certificate will include 31 EMS credits; AAS will include BIOL 211 & 212 and 54 EMS credits for a total of 71 credits; effective Fall 2000 or upon BOR approval.

****

Executive Summary
Certificate & A.A.S. degree concentration in
Emergency Medical Services (EMS)

The UAF-TVC Fire Science (to be renamed, "Emergency Services") Program requests approval to initiate new Certificate and A.A.S. degree concentrations in Emergency Medical Services (EMS).

The Fire Science Program currently has Certificate and A.A.S. concentrations in Municipal Fire, Wildland Fire, and Hazardous Materials Control. Student also receive State certifications for Fire Fighter I and Emergency Medical Technician (EMT).

This new EMS degree concentration will enable students to expand their prehospital emergency care skills and be eligible to take the National

Registry Examination to become licensed paramedics. There is an ever increasing demand for paramedics within fire departments, rescue squads, rural community health aids, clinics and hospitals throughout Alaska and the Lower 48. Most large faire departments give hiring preference to licensed paramedics. This proposed curriculum will provide students with the knowledge and skills to become employed as licensed paramedics or within a closely related health care occupation.

The UAF-TVC Fire Science program has become nationally recognized as one of the best in the U.S. with students coming from all over Alaska, Canada and the Lower 48. It offers a unique learning environment where students can obtain high quality classroom education, hands-on training and practical vocational experience through ten local fire and rescue organizations. Students who have State EMTII and EMT III certifications and one year of Human Anatomy and Physiology will be given enrollment preference. This new EMS curriculum offers two semesters of didactic sessions and clinical rotations in Fairbanks followed by two semesters of clinical rotations and internship at prearranged hospital sites in Anchorage or large cities in the Lower 48. The field internship provides experience on an advanced life support mobile intensive care vehicle under the direct supervision of a paramedic preceptor. The outcome assessment goal for all UAF-TVC graduates will be to obtain a minimum score of 80% on the National Registry Exam and an 80% employment rate.

A survey of the large fire departments throughout Alaska was conducted which shows a need to hire 20 to 25 paramedics within two to five years and 50 to 73 paramedics within five to ten years. Although the health industry was not survey, it is expected that their needs for licensed paramedics will be similar. A student survey showed 60 interested in enrollment. The majority of the 196 licensed paramedics within Alaska have received their paramedic training in the Lower 48.

All but four UAF-TVC Fire Science graduates seeking paramedic training have chosen to go to the Lower 48. The Aurora North Academy in Anchorage offers the only paramedic program in Alaska with an average annual enrollment of 20 students. Although UAA currently has an A.A.S. degree in Paramedical Technology in their catalog, there is no active program in place. UAA has awarded three A.A.S. degrees through nontraditional certified experience credit. This new UAF-TVC EMS degree concentration will complement Aurora North and the program at UAA by meeting the future paramedic hiring needs of Alaska. This new UAF-TVC degree concentration in EMS will likely double the current average number of 28 graduates per year and exceed 30% of all the Associate degrees conferred by the College of Rural Alaska (CRA).

UNIVERSITY OF ALASKA FAIRBANKS

Tanana Valley Campus

College of Rural Alaska

510 Second Avenue, Fairbanks, Alaska 99701

ntown Center 907-474-7400
FAX 907-474-1164
FAX 907-474-1128

Hutchison Career Center 907-474-5240
FAX 907-474-7335
FAX 907-474-5186

DATE: October 25, 1999

TO: Michael J. Burns, Chair, University of Alaska Board of Regents
Arvid W. Weflin, Coordinator, CRA Division of Industrial Service Technology
Ruth Lister, Director, Tanana Valley Campus
Ron Illingworth, Chair, CRA Curriculum Council
Ralph Gabrielli, Dean, College of Rural Alaska
Ronald W. Gatterdam, President, UAF Faculty Senate
Marshall Lind, Chancellor, University of Alaska Fairbanks
Mark R. Hamilton, President, University of Alaska

FROM: Michael G. McGowan, Associate Professor of Fire Science

SUBJECT: Proposal for Emergency Medical Services (EMS)
Certificate and A.A.S. Degree Concentrations

Associate of Applied Science (A.A.S.) and Certificate degrees in Emergency Medical Services

The UAF-TVC Fire Science Program (to be renamed Emergency Services in the Fall 2000 catalog) is seeking approval to initiate new Certificate and A.A.S. degree concentrations in Emergency Medical Services (EMS). This will enable students to expand their prehospital emergency care skills and be eligible to take the National Registry Examination to become licensed paramedics. There is an ever increasing demand for paramedics within fire departments, rescue squads, rural community health aides, clinics and hospitals throughout Alaska and the Lower 48. Most large fire departments give hiring preference to licensed paramedics. The objective of this proposed curriculum is to provide students with the knowledge and skills necessary to become employed as licensed paramedics or within a closely related health care occupation. Our goals for outcome assessment will be a minimum of 80% score on the National Registry Examination and 80% employment rate for all UAF-TVC graduates.

The UAF-TVC Fire Science Program has become nationally recognized as one of the best in the U.S. with students coming from all over Alaska, Canada and the Lower 48. This program offers a unique learning environment where students can obtain high quality classroom education, hands-on training and practical vocational experience through ten local fire and rescue organizations. Our arctic environment, boreal forests and the oil industry offer students of emergency services challenges and opportunities second to none.

Objective and Rationale

The objective of this proposed curriculum is to provide students with the knowledge and skills necessary to become employed as licensed paramedics or within a closely related health care occupation. Our goals for outcome assessment will be a minimum of 80% score on the National Registry Examination and 80% employment rate for all UAF-TVC graduates.

The UAF-TVC Fire Science Program has become nationally recognized as one of the best in the U.S. with students coming from all over Alaska, Canada and the Lower 48. This program offers a unique learning environment where students can obtain high quality classroom education, hands-on training

and practical vocational experience through ten local fire and rescue organizations. Our arctic environment, boreal forests and oil fields offer our students challenges and opportunities second to none. The UAF-TVC Fire Science Program maintains an annual average of 100 majors with A.A.S. degree concentrations in Municipal Fire, Wildland Fire and Hazardous Materials Control. Of the top fifty institutions in the U.S. offering A.A.S. degrees in Fire Science, UAF-TVC ranked 15th in 1996 for the number of degrees conferred. In the last five years, this program has produced an annual average of 28 graduates or 17% of all the Associate degrees from the College of Rural Alaska (CRA). Past surveys have indicated a graduate job placement rate of 80% with an average annual income of $48.5K.

The proposed EMS A.A.S. degree concentration will strengthen our goal to make our graduates the most attractive candidates for job openings and promotions within the fields of emergency services and the health care industry. The new paramedic curriculum will increase student retention at UAF for the Bachelor of Technology (B.T.) degree in Emergency Services and student employment at the University of Alaska Fire Department.

10/25/99 Michael G McGowan	
Date	Coordinator, Fire Science (Emergency Services) Program, TVC,/CRA
10-25-99	
Date	Arvid Weflen, Division Coordinator, Industrial Service Technologies, TVC/CRA
10-25-99 Ruth Lister	
Date	Ruth Lister, Director, Tanana Valley Campus
28 Oct 99 Ronald D. Illingworth	
Date	Ron Illingworth, CRA Curriculum Council Coordinator
Ralph W Gabrielli	
Date	Ralph Gabrielli, Dean, College of Rural Alaska
Date	Ron Gatterdam, President, UAF Faculty Senate
Date	Marshall Lind, Chancellor, University of Alaska Fairbanks
Date	Mark Hamilton, President, University of Alaska
Date	Michael Burns, Chair, Board of Regents

The remaining pages of long proposal are stored in Faculty Senate Actions binder for AY1999-2000.

The UAF Faculty Senate passed the following at its Meeting #92 on February 7, 2000:

MOTION:
======

The UAF Faculty Senate moves to approve the 2001-2002 Academic Calendar as presented by the Registrar prepared in accordance with Senate policy and Board of Regents' policies and forward it to the Governance Coordinating Committee for action.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee has reviewed the draft 2001-2001 Academic Calendar for compliance with Senate policy and recommends approval of the calendar.

****

DRAFT
UNIVERSITY OF ALASKA FAIRBANKS - Fairbanks Campus
ACADEMIC CALENDAR 2001-2002
Classes begin after Labor Day for Fall Semester and after Civil Rights Day for Spring Semester.

FALL SEMESTER-2001

Registration and fee payment for the 2001 fall semester begins	Mon., Apr. 9, 2001
Application for admission deadline for fall semester	Wed., Aug. 1
Orientation for new students	Sun.-Wed., Sept. 2-5
Labor Day (no registration or fee payment)	Mon., Sept. 3
Residence halls open, 9 am	Mon., Sept. 3
First day of instruction	Thurs., Sept 6
Late registration begins	Thurs., Sept 6
Late registration and fee payment end	Fri., Sept. 14
Last day for 100% refund of tuition and materials fees	Fri., Sept. 14
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Sept. 21
Last day for 50% refund of tuition (only)	Fri., Sept. 21
Low grade reports for freshmen due not later than	Fri., Oct. 12
Last day to apply for 2001 fall graduation	Mon., Oct. 15
Last day for student-initiated and faculty-initiated withdrawals (W grade given for course)	Fri., Nov. 2
Registration and fee payment for the 2002 spring semester begin	Mon., Nov. 12
Thanksgiving holidays (no classes)	Thurs.-Sun., Nov. 22-25
Last day of instruction	Fri., Dec. 14
Final examinations	Mon.-Thurs., Dec. 17-20
Residence halls close, noon	Fri., Dec. 21
Grades due to the Registrar's Office	Fri., Dec. 21
Campus closed	5 p.m., Fri., Dec. 21, 2001 - 8 a.m., Wed., Jan 2. 2002

SPRING SEMESTER-2002

Application for admission deadline for spring semester	Mon., Dec. 3, 2001
Orientation for new students	Tues.-Wed, Jan. 15-16, 2002
Residence halls open, 9 a.m.	Mon., Jan. 14
Alaska Civil Rights Day (registration and fee payment continue)	Mon., Jan. 14
First day of instruction	Thurs., Jan. 17
Late registration begins	Thurs., Jan. 17
Late registration and fee payment end	Fri., Jan. 25

Last day for 100% refund of tuition and material fees	Fri., Jan. 25
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Feb. 1
Last day for 50% refund of tuition (only)	Fri., Feb. 1
Last day to apply for 2002 spring graduation	Fri., Feb. 15
Low grade reports for freshmen due not later than	Fri., Feb. 22
Spring recess	Mon.-Sun., Mar. 11-17
Last day for student-initiated and faculty-initiated withdrawals (W grade given for course)	Fri., Mar. 22
Registration and fee payment for the 2002 fall semester begin	Mon., Apr. 8
All Campus Day (no classes)	Fri., Apr. 26
Last day of instruction	Fri., May 3
Final examinations	Mon.-Thurs., May 6-9
Residence halls close, noon	Fri., May 10
Commencement**	Sun., May 12
Grades due to the Registrar's Office	Wed., May 15

**Saturday, May 11 may be an alternate date for Commencement (to coordinate with other MAU's).
Proposed by Ann Tremarello, January 25, 2000.

****

The UAF Faculty Senate passed the following at its Meeting #92 on February 7, 2000:

MOTION:
======

The UAF Faculty Senate moves to approve the Unit Criteria for Alaska Native Language Center (ANLC).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by Alaska Native Language Center (ANLC). With some minor changes, agreed upon by the department representative, Larry Kaplan, the unit criteria were found to be consistent with UAF guidelines.

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UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,
PROMOTION, TENURE, AND SABBATICAL LEAVE

AND

ALASKA NATIVE LANGUAGE CENTER
STANDARDS AND INDICIES

I. PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies" (hereinafter referred to as UAF Faculty Policies), supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks. Contained herein are

regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for UAF.

The University, through the UAF Faculty Senate, may wish to change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

II. INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment. Minimum degree, experience and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.

B. Academic Titles. Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline. Units wishing to appoint academic rank faculty within schools and colleges to titles must have the concurrence of the specific discipline in which the title resides.

C. Process for Appointment of Faculty with Academic Rank. Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's affirmative action policies and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank. Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's stated affirmative action policies and shall provide for participation in hiring by faculty and administrators in the unit. These procedures shall be on file in the Chancellor's Office.

E. Following the selection process, the dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the Chancellor or his/her designee.

F. Letter of Appointment. The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution, the part(s) defining the position may not. Subsequent letters of appointment may vary the work load distribution and nature of the assignment.

III. PERIODIC EVALUATION OF FACULTY

A. Criteria. As outlined in UAF Faculty Policies, Chapter IV.A.3. evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by activity and excellence in the following tripartite areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

B. Bipartite Faculty. Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

As defined in UAF Faculty Policy (IV.A.2.), only vocational/ technical faculty and extension agents may hold bipartite rank. No other faculty may hold bipartite rank.

The determination of which of the criteria defined above will apply to these faculty shall be in accordance with nstitutional needs for the given position, will be coordinated by the dean of the appropriate school or college in consultation with the director, in cases of joint appointment, and with the program faculty.

While bipartite faculty may choose to engage in a tripartite function, they will not be required to do so as a condition for evaluation, promotion, or tenure.

C. Definitions of Criteria.

1. Effectiveness in Teaching.

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom or through distance delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting.

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics which define effective teachers.

Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.

G. OFTEN DEAL WITH STUDENTS IN SMALLER GROUPS. BECAUSE OF THE DEMOGRAPHY OF ALASKA NATIVES AND THE ENDANGERED STATUS OF ALL ALASKA NATIVE LANGUAGES, INDIVIDUAL STUDY CLASSES ARE OFTEN THE ONLY MEANS OF PROVIDING CRUCIAL INSTRUCTION TO MEMBERS OF SMALL NATIVE GROUPS WHO HAVE THE POTENTIAL TO BECOME LINGUISTS AND LANGUAGE SPECIALISTS.

H. ARE REQUIRED TO MAKE THEIR OWN CLASSROOM MATERIALS TO A MUCH GREATER EXTENT THAN IN MOST OTHER DISCIPLINES, SINCE PUBLISHED INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES ARE LIMITED.

i. Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum materials, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings (required source of data)

and at least two of the following:

b. self-evaluation

c. peer/head classroom observation(s)

d. peer/head evaluation of course materials

2. Achievement in Research, Scholarly, and Creative Activity.

Inquiry and originality are central functions of a land grant/ sea grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media

appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Whatever the contribution, research, scholarly or creative activities must have the following characteristics:

- They must occur in a public forum.

- They must be evaluated by appropriate peers.

- They must be evaluated by peers external to this institution so as to allow an objective judgment.

- They must be judged to make a contribution.

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. THE MISSION OF ANLC PROVIDES FOR THE DISTRIBUTION OF NATIVE LANGUAGE PUBLICATIONS, INCLUDING GRAMMARS, DICTIONARIES, TEXTS AND INSTRUCTIONAL MATERIALS, TO THE PEOPLE OF ALASKA AND NATIVE GROUPS IN PARTICULAR. THE ALASKA NATIVE LANGUAGE CENTER¹S PUBLICATION PROGRAM IS AN EFFECTIVE MEANS OF ACCOMPLISHING THIS GOAL AND IS VIEWED AS A REPUTABLE PRESS IN THE FIELD OF NATIVE AMERICAN LINGUISTICS. ANLC IS FOREMOST IN PUBLISHING IN ATHABASKAN WORLDWIDE AND FOREMOST IN ESKIMO-ALEUT PUBLISHING IN NORTH AMERICA. MANUSCRIPTS TO BE PUBLISHED ARE SENT FOR REVIEW AND COMMENT TO APPROPRIATE SPECIALISTS OUTSIDE THE INSTITUTION WHEREVER POSSIBLE.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Presentation of research papers before learned societies.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

1. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

N. OTHER MEANS OF DISSEMINATING INFORMATION ABOUT ALASKA NATIVE LANGUAGES, SUCH AS MAPS, CD¹S, AUDIO TAPES, VIDEO TAPES, AND WEB PAGES.

O. INSTRUCTIONAL MATERIALS FOR ALASKA NATIVE LANGUAGES.

NOTE: GIVEN THE MISSION OF ANLC, THERE IS OFTEN AN OVERLAP BETWEEN RESEARCH AND PUBLIC SERVICE, SO THAT RESULTS OF RESEARCH ARE MOST OFTEN OF DIRECT BENEFIT TO THE ALASKAN PUBLIC AS WELL AS THE SCHOLARLY COMMUNITY. SINCE PUBLICATIONS ARE INTENDED FOR THE PUBLIC AND ESPECIALLY THE NATIVE COMMUNITY, THEY VERY OFTEN TAKE A DIFFERENT FORM FROM OTHER SCHOLARLY RESEARCH.

3. Effectiveness of Service

The notion of public service is intrinsic to the land grant/sea grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

a. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units; such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

(1) Providing information services to adults or youth.

(2) Service on or to government or public committees.

(3) Service on accrediting bodies.

(4) Active participation in professional organizations.

(5) Active participation in discipline-oriented service organizations.

(6) Editing or refereeing articles or proposals for professional journals or organizations.

(7) Consulting.

(8) TEACHING OF LINGUISTICS AND ALASKA NATIVE LANGUAGES IN NOT-FOR-CREDIT SITUATIONS.

Methods of delivering public service may include, but are not limited to:

(1) Leadership of or presentations at workshops, conferences, or public meetings.

(2) Training, facilitating, and consultative services.

(3) Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

(4) Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

b. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

(1) Service on university, college, school, institute, or departmental committees or governing bodies.

(2) Consultative work in support of university functions, such as expert assistance for specific projects.

(3) Service as department head or similar part-time administrator.

(4) Participation in accreditation reviews.

(5) Service in support of student organizations and activities.

(6) Academic support services such as library and museum programs.

(7) Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

c. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements and performance evaluations. In formulating standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities appropriate for that unit, and measures for evaluation. Effectiveness of public service is "demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards and honors from constituent groups; and reputation among peer deliverers of public service. Effectiveness of university service is demonstrated by such things as work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work, and work with students beyond formal teacher-student relationships.

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
======

The UAF Faculty Senate moves to amend the Policy on Approval of Academic Changes which includes the spring review cycle.

[[ ]] = Deletion
CAPS = Addition

The spring review cycle will include academic and course changes that do not require UAF Faculty Senate and Board of Regents approval. Changes in the spring review cycle will be approved effective the following Fall. [[, however, they may not be included in the course catalog.]] ANY CHANGES THAT INVOLVE A DIFFERENCE IN TUITION, E.G. CHANGE FROM LOWER DIVISION TO UPPER DIVISION, OR CHANGE IN PREREQUISITES, WILL BECOME EFFECTIVE THE FOLLOWING SPRING.

EFFECTIVE: Immediately
Upon Approval of the Chancellor

RATIONALE: Since the Fall course schedule goes to the printer around March 15, there is not time for course changes reviewed in the spring to be included. Course changes which involve an increase in tuition or change in prerequisite are felt to be unfair to the student who enrolls based on the published schedule.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
=======

The UAF Faculty Senate moves that UAF graduates who successfully complete an Honors Thesis and satisfy all other graduation requirements from the UAF Honors Program will have "University Honors Scholar" printed on their official transcript.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The phrase "University Honors Scholar" is routinely printed on diplomas of UAF graduates from the Honors Program who complete requirements for graduation with honors. Unfortunately, the phrase has not appeared on students' official transcripts. This past year the Faculty Senate authorized the "Honors Thesis Scholar" option, including a provision for the phrase "Honors Thesis Scholar" to be printed both on successful graduates' official transcripts and diplomas. If this can be done for Honors Thesis Scholars, it ought to be done for University Honors Scholars as well.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
======

The UAF Faculty Senate moves that, pending action to clarify the use of Unit Criteria in the faculty review process, UAF Regulations for the Evaluation of Faculty, section III, D. Unit Standards and Indices (Reprinted September 1997), shall apply to the extent it does not conflict with union contracts.

EFFECTIVE: Immediately

RATIONALE: Reference to Unit Criteria was inadvertently deleted from the UAF Regulations for the Evaluation of Faculty. The Faculty Appeals & Oversight Committee will present an appropriate motion to the Senate to reinsert Unit Criteria into policy and regulations.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
======

The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Curricular Affairs, Faculty & Scholarly Affairs; Faculty Development, Assessment, and Improvement; and Faculty Appeals Committee.

Janice Reynolds, Curricular Affairs
Susan Grigg, Faculty & Scholarly Affairs
Scott Huang, Faculty Development, Assessment & Improvement
Godwin Chuhwu, Faculty Appeals

EFFECTIVE: Immediately

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
======

The UAF Faculty Senate moves to amend the policy on Dual Enrollment (p. 12 UAF catalog) as follows:

[[ ]] = Deletion
CAPS = Additions

Dual Enrollment

The dual enrollment program allows high school students to register for UAF classes. This program is open to the following:
* High school seniors with a GPA of 2.5 or above may register for two classes for a maximum of six credits.
* High school seniors with a GPA of 2.0 to 2.5 may register for one class.
* High school juniors with a GPA of 2.75 or above may register for one class.
* All other students are encouraged to contact the director of Admissions for information on course enrollment at UAF.

*HIGH SCHOOL STUDENTS WHO DO NOT MEET THE ABOVE GPA REQUIREMENTS MAY ENROLL IN VOCATIONAL AND DEVELOPMENTAL COURSES, DEPENDING UPON PROGRAM REQUIREMENTS, AFTER OBTAINING APPROVAL SIGNATURES FROM THEIR PARENT (GUARDIAN), HIGH SCHOOL OFFICIAL, THE INSTRUCTOR OF THE CLASS, AND THE APPROPRIATE PROGRAM COORDINATOR.

[[Dual enrollment is available for many university classes appropriate for high school students. Two very popular areas of study are Airframe & Powerplant and Culinary Arts.]]

Pick up a Dual Enrollment Application Form (valid for one semester) from your high school counseling office. You must file an application for each semester you wish to attend.

EFFECTIVE: Spring 2000

RATIONALE: Current policy excludes students with a high school GPA of lower than 2.0 from taking any UAF courses. This change would allow enrollment in developmental and vocational courses only upon agreement by all designated parties.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
=======

The UAF Faculty Senate moves to approve the Accounting Technician Certificate.

EFFECTIVE: Fall 2000 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #42 on file in the Governance Office, 312 Signers' Hall.

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Executive Summary
Accounting Technician Certificate

A commonality among all Alaskan businesses, non-profits, organizations, and agencies is the language of accounting. All entities that deal with money need accounting clerks and jobs continue to beg for experienced or educated accounting technicians.

The University of Alaska Fairbanks requests approval of a certificate degree program for the College of Rural Alaska that would prepare students for entry level positions in accounting and bookkeeping. Training received in general accounting principles and practices, fund accounting, tax, payroll, mathematics, English composition, human relations, computer technology, and business would be applicable to working in private enterprises, corporations, non-profits, and government agencies. The certificate draws courses from, and would directly articulate with, the Associates of Applied Sciences in Applied Accounting for those students wishing to further their education in this field.

The knowledge and skills needed by accounting clerks in Alaska were determined in collaboration with a number of employers across the State of Alaska. Those determinations and the resulting program changes from the initial concept were verified by widely surveying diverse Alaskan employers. See letters of support in Appendix A. The program was also reviewed by the UAF College of Rural Alaska Faculty Council and the UAF faculty curriculum review committees for meeting academic standards. The degree is designed to meet needs of Alaskan industries, organizations and individuals for accounting and bookkeeping to meet generally accepted accounting standards and other documentation or legal requirements.

No additional funding needs are anticipated to implement this certificate program. The program will use existing courses, faculty and staff plus adjunct professors to ensure quality instructional delivery and conduct ongoing outcomes assessment to insure currency in the instructional program. Current library collections, equipment, and facilities are adequate.

In 1997 a certificate of applied business was approved and in two years department credit hours double, while graduates rose from 7 to 33 per year. Similar growth in credit hours and graduation rates are anticipated within two years of approving an Accounting Technician Certificate.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
=======

The UAF Faculty Senate moves to delete the M.A.T. in Geology.

EFFECTIVE: Fall 2000 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #23 on file in the Governance Office, 312 Signers' Hall.

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Executive Summary

The Department of Geology and Geophysics requests that the MAT program in Geology be deleted. This program has had two graduates in

the last 30 years, the last being in 1989. The program has had no student enrollment since 1989, and currently no resources (faculty or budgetary) are allocated to it. The Department offers no courses that are specific to this program and deletion will not effect other programs in the system. The School of Education offers MAT programs and these are the ones that most students enroll in. Deletion of the Geology MAT program "cleans up the catalog" by removing an unused and somewhat redundant program.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION
=======

The UAF Faculty Senate moves to approve the M.A. degree program in Rural Development which includes the addition of seven new courses.

EFFECTIVE: Fall 2000 or
Upon Board of Regents' Approval

RATIONALE: See full program proposal #8-14 and #17 on file in the Governance Office, 312 Signers' Hall.

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SUBMITTED BY COLLEGE OF RURAL ALASKA
(Submitted by Alaska Native & Rural Development)

8. NEW COURSE: RD 600 - Circumpolar Indigenous Leadership Symposium, 3 credits; offered Fall; effective Fall 2000.
9. NEW COURSE: RD 601 - Political Economy of the Circumpolar North (3+0) 3 credits; offered Fall; effective Fall 2000.
10. NEW COURSE: RD 625- Community Development Strategies: Principles & Practice (3+0) 3 credits; offered Spring; effective Fall 2000.
11. NEW COURSE: RD 650 - Community-Based Research Methods (3+0) 3 credits; offered Spring; effective Fall 2000.
12. NEW COURSE: RD 651 - Management Strategies for Rural Development (3+0) 3 credits; offered Spring; effective Fall 2000.
13. NEW COURSE: RD 652 - Indigenous Organization Management (3+0) 3 credits; offered As Demand Warrants; effective Fall 2000.
14. NEW COURSE: RD 655 - Circumpolar Health Issues (3+0) 3 credits; offered As Demand Warrants; effective Fall 2000.

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Executive Summary
M.A. in Rural Development

The Department of Alaska Native and Rural Development, College of Rural Alaska, University of Alaska Fairbanks, requests approval of a Master of Arts Program in Rural Development to be implemented in Fall Semester, 2000.

Rural Alaska communities face alarmingly high rates of unemployment, sharply limited economic opportunities, and a host of social, political, and ecological problems. In attempting to address these problems, many

communities find that indigenous leadership capacity is often limited and over-taxed. This reality highlights a pressing need in rural Alaska: the development of human capital. The need exists for indigenous and other rural leaders who are skilled in managing corporations, governments, and organizations in a responsible, effective, and culturally appropriate manner.

The M.A. program in Rural Development will enable these leaders to complete a flexible program of graduate study that prepares them for effective and culturally informed community development. The program will provide a broad overview of regional, national, and global forces influencing rural communities. It will also provide specific analytical, communication, and information technology skills necessary for leadership in rapidly changing environment. There will be a cultural dimension throughout the program recognizing traditional knowledge and involving indigenous elders. Rigorous academic standards will be maintained through a well-trained faculty and prominent guest presenters.

The RD M.A. degree will be available to both campus and place-bound students in rural communities. A cornerstone for the program will be a ten-day "Circumpolar Indigenous Leadership Symposium," to be held in the fall semester of each year. Internet, audio-conference, and other means will combine face-to-face seminars with distance delivery courses; a model used successfully in the RD B.A. degree program. Prospective M.A. students are typically place-bound due to employment, family obligations, community responsibilities, and personal preference. Moving to a campus is often impossible for mid-career employees.

The Rural Development M.A. Program has four major objectives:

1. Educate leaders for indigenous and other rural Alaska communities who understand the dynamic interrelationship of those communities with global economy and who are competent to fill community leadership and management positions.

2. Provide a quality program of advanced study for place-bound students in rural communities, combining face-to-face seminars and the development of a statewide network of rural leaders with cutting-edge distance delivery of instruction.

3. Build strong ties to business and community leaders in rural Alaska, including creation of professional development plans for indigenous employees seeking career advancement.

4. Create a model for innovation and flexibility in circumpolar graduate study that attracts international indigenous students and prominent national and international indigenous leaders and others as visiting scholars and affiliate faculty.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION:
======

The UAF Faculty Senate moves to amend the Ph.D. requirements (page 40 of the 1999-2000 UAF catalog) as follows:

[[ ]] = Deletion
CAPS = Addition

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy Degree is granted in recognition of scholarly attainment and proven ability. University of Alaska Fairbanks [[staff holding rank of assistant professor (or equivalent) or above]] TENURED FACULTY, TENURE TRACK FACULTY, AND RESEARCH FACULTY are not eligible to become candidates for the Ph.D. WITHIN THE DISCIPLINE IN WHICH THEY TEACH at the University of Alaska Fairbanks.

Requirements

1. The Ph.D. degree requires at least three full years of study beyond the baccalaureate degree. [[including up to 9 credits of applicable and acceptable work transferred from other institutions.]] (SEE TRANSFER CREDIT)
2. A minimum of [[one and one-half years (three semesters)]] 18 GRADUATE UAF CREDITS must be EARNED. [[spent in residence at UAF.]]
3. In addition to satisfactory completion of a plan of study developed in accordance with requirements listed above, the Ph.D. candidate must complete the following:
   a. Submit a Graduate Study Plan (GSP), Appointment of Committee form, and annual Report of Committee form to the Graduate School. It is suggested that the GSP and Appointment of Committee forms be submitted by the end of the first year of study.
   b. Maintain [[enrollment of at least 6 graduate credits per year (fall, spring, summer) or have an approved leave of absence on file.]] ACTIVE STATUS. (SEE REGISTRATION REQUIREMENT)
   c. Pass a written comprehensive examination.
   d. Complete a minimum of 18 UAF thesis credits and satisfactorily complete a thesis that is a substantial contribution to the body of knowledge in the area.
   e. Pass an oral defense of thesis examination.
   f. Apply for graduation and be registered for at least 3 graduate credits in the semester in which the degree is awarded.
   g. Complete all degree requirements within the 10-year time limit allowed.

EFFECTIVE: Fall 2000

RATIONALE: This motion gives faculty approval to the Ph.D. requirements and supports UAF's statewide mission of Graduate Education. It works for consistency in the catalog by using UAF credits as defining points.

Wording changes in the first paragraph "...tenured faculty, tenure track faculty, and research faculty....within the discipline in which they teach...." are changes approved by the Senate in April 1998 and modified by the Chancellor in May 1999.

****

The UAF Faculty Senate passed the following at its Meeting # 91 on December 6, 1999:

MOTION:
======

The UAF Faculty Senate moves to add the following guidelines in the section of the catalog (p. 40) which discusses Cooperative Programs.

The following are guidelines for collaborative Ph.D. Graduate Studies ACROSS MAU'S.

1. There shall be at least four faculty members on the Graduate Advisory Committee for each UAF Ph.D. student. At least two committee members shall be UAF faculty. One of the UAF committee members must be on a tenure-track appointment in a Ph.D. granting department. The committee shall be chaired or co-chaired by a UAF faculty.

2. The Graduate Advisory Committee and its chair and/or co-chairs must be approved by the program director and the Graduate Dean.

3. UAF rules and regulations on graduate studies shall apply to all UAF graduate students, including those concurrently enrolled at UAA or UAS.

4. The Graduate Advisory Committee must meet at least once a year to update the Graduate Study Plan and to review the student's progress toward the degree. The annual progress report must be signed by all committee members and submitted to the UAF Graduate Dean.

5. A comprehensive exam committee composed of the student's advisory committee and an additional member if appointed by the Graduate Dean will administer the Ph.D. comprehensive exam for each student.

6. The Ph.D. thesis defense is to be conducted on the UAF campus.

EFFECTIVE: Fall 2000

RATIONALE: This motion gives faculty approval to the policy currently in place regarding collaborations between faculty at different MAU's for mentoring Ph.D. students. It supports the use of the catalog to communicate Graduate School policy to students and faculty. This will be added to the catalog (p. 40) under Cooperative Programs.

The UAF Faculty Senate passed the following at its Meeting # 90 on November 1, 1999:

MOTION:
======

The UAF Faculty Senate moves to change the deadline for students to select the credit/no credit option as follows:

CURRENT POLICY: The credit/no credit option deadline is the 10th day of instruction for the semester.

PROPOSED CHANGE: The credit/no credit option deadline is the 3rd Friday following the first day of instruction.

EFFECTIVE: Spring 2000

RATIONALE: This change will put the deadline for this option in line with all other deadlines (adding classes, dropping classes, withdrawal deadline, etc.) that were adjusted several years ago. This adds two days (normally) to the amount of time a student has to select this option.

****

The UAF Faculty Senate passed the following at its Meeting # 90 on November 1, 1999:

MOTION:
======

The UAF Faculty Senate moves to amend the wording for substitutions under the Humanities and Social Science section for the Associate of Arts degree as follows:

[[ ]] = Deletion
CAPS = Additions

Two semester-length courses in a single Alaska Native language or non-English language or three semester-length courses (9 credits) in American Sign Language taken at the university level may substitute for TWO [[one]] of the [[required]] courses above. [[and the 3-credit humanities or social science elective.]]

EFFECTIVE: Fall 2000

RATIONALE: To provide consistency between the baccalaureate and associate degree options.

****

The UAF Faculty Senate passed the following at its Meeting # 90 on November 1, 1999:

MOTION PASSED AS AMENDED:
=====================

The UAF Faculty Senate moves to amend the policy on Advancement to Candidacy for Ph.D. as follows:

[[ ]] = Deletion
CAPS = Addition

Doctor of Philosophy

You may apply for advancement to candidacy for the Doctor of Philosophy degree if you are in good standing and have accomplished the following:

1. completed the full-time equivalent of two academic years of graduate study.

2. completed at least [[one semester in residence]] 9 UAF CREDITS [[at the University of Alaska Fairbanks]].

3. received approval of the [[finalized]] Graduate Study Plan.

4. obtained approval of the advisory committee for the title and synopsis of the thesis.

5. passed a written comprehensive examination.

EFFECTIVE: Fall 2000

RATIONALE: Follow current policy of having residence tied to UAF registration for credit (see page 41 in catalog).

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 89 on September 27, 1999:

MOTION APPROVED AS AMENDED (unanimous)
==========

The UAF Faculty Senate moves to amend the Graduate Student Admission requirements as follows:

[[ ]] = Deletions
CAPS = Additions

Graduate Admission Requirements:

You may be admitted to graduate status if you have a bachelor's degree from an accredited institution with at least a 3.0 ("B") cumulative grade point average in your undergraduate studies, and a 3.0 ("B") average in your major, and the major is deemed suitable for continuation of studies in the field of choice. SOME PROGRAMS REQUIRE THE GRE OR GMAT AND OTHER SPECIAL CRITERIA FOR ADMISSION OF STUDENT'S TO THEIR PROGRAM.

Results of the Graduate Examinations (GRE & GMAT)--Results of the GRE OR GMAT are required from all applicants IF THEIR UNDERGRADUATE GPA IS BELOW 3.0 AND THEY ARE SEEKING SPECIAL ADMISSION. [[except those applying for the MBA program. If you are applying to the MBA program, you are required to submit scores from the GMAT.]] Refer to the admission requirements of the specific degree program for which you are applying to determine what other tests might be required.

EFFECTIVE: Fall 2000

RATIONALE: The GRE and GMAT has become more difficult to administer in Alaska resulting in an increasing number of waivers.

R. W. Tallman 10/6/99
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 10/13/99
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 89 on September 27, 1999:

MOTION APPROVED (unanimous)
==========

The UAF Faculty Senate moves to amend the UAF Grade Appeals Policy as indicated below.

EFFECTIVE: Immediately

RATIONALE: These proposed changes to the UAF Grade Appeals Policy are intended to bring Senate policy in compliance with the new Board of Regent's policy and University Regulations.

R. W. Gatterdam 10/6/99
President, UAF Faculty Senate Date

APPROVAL: _____ DATE: 10/13/99
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

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[[ ]] = Deletion
CAPS = Additions

UAF GRADE APPEALS POLICY

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. A "grade" refers to final letter grades A, B, C, D, F, [[NB]] and Pass. The I (incomplete) designates a temporary grade, FOR ONE YEAR not a final grade, so it is not subject to appeal UNTIL IT BECOMES FINAL.

B. For the purpose of this procedure, "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course, or

2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or

3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

C. "Grading errors" denotes errors in the calculation of grades rather than errors in judgment.

D. [[All references to duration in "days" refers to university working days, which exclude weekends, holidays and days in which the university is officially closed.]] AS USED IN THE SCHEDULE FOR REVIEW OF ACADEMIC DECISIONS, A CLASS DAY IS ANY DAY OF SCHEDULED INSTRUCTION, EXCLUDING SATURDAY AND SUNDAY, INCLUDED ON THE ACADEMIC CALENDAR IN EFFECT AT THE TIME OF A REVIEW. FINAL EXAMINATION PERIODS ARE COUNTED AS CLASS DAYS.

E. "Department head" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department, or the campus director if the faculty member is in the College of Rural Alaska).

F. THE "DEAN/DIRECTOR" IS THE ADMINISTRATIVE HEAD OF THE COLLEGE OR SCHOOL OFFERING THE COURSE OR PROGRAM FROM WHICH THE ACADEMIC DECISION OR ACTION ARISES. FOR STUDENTS AT EXTENDED CAMPUSES THE DIRECTOR OF THE CAMPUS MAY SUBSTITUTE FOR THE DEAN/DIRECTOR OF THE UNIT OFFERING THE COURSE OR PROGRAM.

G. "FINAL GRADE" FOR THE PURPOSES OF THIS POLICY IS THE GRADE ASSIGNED FOR A COURSE UPON ITS COMPLETION.

H. A "GRADING ERROR" IS A MATHEMATICAL MISCALCULATION OF A FINAL GRADE OR AN INACCURATE RECORDING OF THE FINAL GRADE.

I. THE NEXT REGULAR SEMESTER IS THE FALL OR SPRING SEMESTER FOLLOWING THAT IN WHICH THE DISPUTED ACADEMIC DECISION WAS MADE. FOR EXAMPLE, IT WOULD BE THE FALL SEMESTER FOR A FINAL GRADE ISSUED FOR A COURSE COMPLETED DURING THE PREVIOUS SPRING SEMESTER OR SUMMER SESSION. THE SPRING SEMESTER IS THE NEXT REGULAR SEMESTER FOR AN ACADEMIC DECISION MADE DURING THE PREVIOUS FALL SEMESTER.

III. Procedures

A. Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention following the normal change of grade procedure.

1. It is a student's obligation to notify the instructor of any possible error immediately by the most direct means available. If this is through an oral conversation and/or the issue is not immediately resolved, it is the student's responsibility to provide the instructor with a signed, written request for review of the grade, with a copy to the unit department head and the dean of the college or school in which the course was offered.

2. Notification must be received by the instructor and/or department head within [[20]] 15 days from the first day of instruction of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).

3. The instructor is responsible for notifying the student in writing of his or her final judgment concerning the grade in question within [[10]] 5 days of receipt of the request, and for promptly submitting the appropriate change of grade form to the Director of Admissions and Records if an error occurred.

4. If the student does not receive a response from the instructor or the unit department head by the required deadline, the student must seek the assistance of the dean of the college or school in which the course was offered.

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student must bring the matter to the attention of the unit department head who will make every effort to contact the instructor BY THE 15TH CLASS DAY OF THE NEXT REGULAR SEMESTER..

a. If the instructor can not be contacted but course records are available, the department head WILL EFFECT RESOLUTION WITHIN 5 CLASS DAYS OF NOTIFICATION BY THE STUDENT. THE DEPARTMENT HEAD may correct a grading error through the regular change of grade process on behalf of the instructor.

b. If the instructor can not be contacted and course records are either unavailable or indecisive, the student may request a review following the procedure outlined below.

c. If the instructor can be contacted and elects to participate, then a constructive participation is to be welcomed by the review committee. The procedures of Paragraph III.A.5.a. or Paragraph III.A.5.b. will be instituted if the instructor withdraws from participation.

6. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the dean of students, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. An extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

B. If no such error occurred, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and satisfaction is not forthcoming from the appropriate department head.

1. This review is initiated by the student through a signed, written request to the department head with a copy to the dean of the college or school in which the course was offered.

a. The student's request for review may be submitted using university forms specifically

designed for this purpose and available at the Admissions and Records Office.

b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration can not influence or affect the outcome of the review.

c. The request for a review must be received no later than [[45]] 20 days after the first day of instruction in the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester). OR WITHIN 5 DAYS OF RECIPT OF NOTIFICATION OF THE PROCESS BY THE DEAN/DIRECTOR OF THE COLLEGE OR SCHOOL IN WHICH THE COURSE WAS OFFERED.

d. The request must detail the basis for the allegation that a grade was improper and the result of arbitrary and capricious grading and must present the relevant evidence.

2. It is the responsibility of the department head to formally notify both the instructor who issued the grade and the dean of the unit's college or school that a request for a review of grade has been received.

3. If the instructor of the course is also the department head, the Dean of the College will designate another department head within the college to act as the department's representative for all proceedings. If the instructor of the course is also the Dean of the College, the Provost will designate another Dean within the University to act as the college's monitor of all proceedings.

4. The dean will appoint a 5 member review committee composed of the following:

a. One tenure-track faculty member from the academic unit in which the course was offered

(other than the instructor of the course).

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the course was offered. If available, one of these two members will be selected from the members of the UAF Faculty Appeals and Oversight Committee.

c. One tenure track faculty member from outside the college or school in which the course was offered. If available, this member is to be selected from the members of the UAF Faculty Appeals and Oversight Committee.

d. [[At the option of the student whose grade is being reviewed, t]] The fifth member to be appointed by the dean will be a NON-VOTING student REPRESENTATIVE. [[or another tenure track faculty member outside the college or school in which the course was offered. If the fifth member is a faculty member, this member will be selected from the members of the UAF Faculty Appeals and Oversight Committee if one is available.]]

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

5. The committee must schedule a mutually agreeable date, time and location for the appeal hearing within 10 working days of receipt of the student's request.

a. During this and subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

c. The mandatory first item of business at this meeting is for the committee to rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) This is not the first properly prepared request for appeal of the particular grade.

2) The actions of the instructor do not constitute arbitrary and capricious grading, as defined herein.

3) The request was not made within the policy deadlines.

4) The student has not taken prior action to resolve the grade conflict with the instructor, as described under section III, A.

d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department head and dean within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

6. Acceptance for consideration of the student's request will result in the following:

a. A request for and receipt of a formal response from the instructor to the student's allegation.

b. A second meeting scheduled to meet within 10 days of the decision to review the request.

1) The student and instructor will be invited to attend the meeting.

2) The meeting will be closed to outside participation, and neither the student nor instructor may be accompanied by an advocate or representative. Other matters

of format will be announced in advance.

3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

7. The final decision of the committee will be made in private by a majority vote.

[[a. The committee is not authorized to award a grade (letter or pass/fail) or take any action with regard to the instructor.]]

[[b.]] a. Actions which the committee can take if it accepts the student's allegation of arbitrary and capricious grading must be directed towards a fair and just resolution, and may include, but are not limited to, the following:

1) direct the instructor to grade again the student's work under the supervision of the department head,

2) direct the instructor to administer a new final examination and/or paper in the course,

3) direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.

B. THE ACADEMIC DECISION REVIEW COMMITTEE PROCEEDINGS WILL RESULT IN THE PREPARATION OF WRITTEN FINDINGS AND CONCLUSIONS. CONCLUSIONS WILL RESULT IN ONE OF THE FOLLOWING:

1) THE REQUEST FOR A GRADE CHANGE IS DENIED.

2) THE REQUEST FOR A GRADE CHANGE IS UPHELD; THE REVIEW COMMITTEE REQUESTS THE COURSE INSTRUCTOR TO CHANGE THE GRADE; AND THE COURSE INSTRUCTOR CHANGES THE GRADE IN ACCORDANCE WITH MAU RULES AND PROCEDURES.

3) THE REQUEST FOR A GRADE CHANGE IS UPHELD; THE COURSE INSTRUCTOR IS EITHER UNAVAILABLE TO CHANGE THE GRADE OR REFUSES TO, AND THE REVIEW COMMITTEE DIRECTS THE DEAN/DIRECTOR TO INITIATE THE PROCESS SPECIFIED BY MAU RULES AND PROCEDURES TO CHANGE THE GRADE TO THAT SPECIFIED BY THE REVIEW COMMITTEE.

c. A formal, written report of the decision must be forwarded to the student, instructor, department head, dean and Director of Admissions and Records within five days of the meeting.

d. The decision of the committee is final.

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED
==========

The UAF Faculty Senate moves to approve the following changes to the Governance Coordinating Committee Procedures. The recommended changes clarify the role of the Governance Coordinating Committee in the governance structure at the University of Alaska Fairbanks.

EFFECTIVE: Upon Chancellor's Approval

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Add = CAPS
Delete = (( ))

UAF GOVERNANCE COORDINATING COMMITTEE PROCEDURES

INTRODUCTION

FACULTY, STAFF, AND STUDENT GOVERNANCE IS ESTABLISHED BY UNIVERSITY OF ALASKA BOARD OF REGENTS' POLICY. EACH GOVERNANCE ORGANIZATION OPERATES INDEPENDENTLY, BUT WITH FORMAL INTERCHANGES OF INFORMATION MADE POSSIBLE BY REPORTS AS PART OF REGULAR MEETINGS. FOR EXAMPLE, THE ASUAF AND STAFF COUNCIL PRESIDENTS ARE NON-VOTING MEMBERS OF THE UAF FACULTY SENATE, AND REPORT ON THE WORK OF THEIR INDIVIDUAL GOVERNANCE ORGANIZATIONS AT EACH MEETING OF THE FACULTY SENATE. THE FACULTY SENATE PRESIDENT ALSO DELIVERS A REPORT ON SENATE ACTIVITIES AT EACH MEETING OF THE STAFF COUNCIL.

ISSUES CAN ARISE WITHIN GOVERNANCE THAT REQUIRE THE ATTENTION OF MORE THAN JUST ONE GOVERNANCE BODY. IN SUCH A CASE, THE ISSUE CAN EITHER BE BROUGHT DIRECTLY TO EACH BODY BY AN APPROPRIATE INDIVIDUAL OR GROUP (E.G., ADMINISTRATION) OR IT CAN BE BROUGHT TO THE UAF GOVERNANCE COORDINATING COMMITTEE, WHICH IS THEN CHARGED WITH THE RESPONSIBILITY.

THE FUNDAMENTAL OBLIGATION OF THE COORDINATING COMMITTEE, ONE ASSOCIATED WITH THE REASON FOR ITS CREATION, IS TO ASSURE TIMELY CONSIDERATION OF AN ISSUE BY EACH GOVERNANCE BODY AND FINAL ACTION ON THE ISSUE: IT ACTS AS MONITOR OF PROGRESS AND GUARANTOR OF COMPLETION.

TO FURTHER AID THE COORDINATING COMMITTEE IN CARRYING OUT ITS OBLIGATIONS, IT ALSO SUPPORTS THE EXISTENCE OF CERTAIN STANDING COMMITTEES CONCERNED WITH CAMPUS-WIDE ACTIVITIES (SUCH AS THE HEALTH ISSUES COMMITTEE) AND RECEIVES REPORTS FROM OTHER COMMITTEES OUTSIDE ITS CONTROL WHO ARE ALSO CONCERNED WITH CAMPUS-WIDE ISSUES (SUCH AS THE POLICE ADVISORY BOARD).

THE COORDINATING COMMITTEE ALSO CREATES AD HOC COMMITTEES AS NEEDED TO ADDRESS PARTICULAR ISSUES NOT UNDER THE PURVIEW OF AN EXISTING COMMITTEE. THE PROCEDURES DETAILED HEREIN DEFINE THE STRUCTURE AND WORKING OF THE UAF

GOVERNANCE COORDINATING COMMITTEE.

ARTICLE I Name

Sect. 1. The name of this organization shall be the UAF Governance Coordinating Committee

ARTICLE II Purposes, Responsibilities, and Authority

Sect. 1 The purposes of the UAF Governance Coordinating Committee are:

A. The body will exist for the express purpose of coordinating unified action from the individual governance bodies and ((to establish conference committees)) to address issues of common concern.

B. Provide a mechanism of communication between the governance bodies.

C. ((Set up)) WORK WITH ((conference)) STANDING committees to consider issues affecting multiple constituencies. The committees will report to the UAF Governance Coordinating Committee ((and their respective governance bodies)).

D. Appoint members to ((permanent)) STANDING committees AS NEEDED, ensuring that there is representation from each of the governance constituencies((,)). ((e))Exceptions TO COMMITTEE COMPOSITION will be made when agreed upon by all constituencies.

E. CREATE AND APPOINT AD HOC COMMITTEES AS NEEDED.

((E))F. The body coordinates recommendations from the STANDING AND AD HOC committeeS.

((F))G. The body will ((recommend)) COORDINATE THE REVIEW AND ACCEPTANCE OF the academic calendar((.)) UPON RECEIPT FROM THE FACULTY SENATE ADMINISTRATIVE COMMITTEE. THE COORDINATING COMMITTEE WILL SUBMIT THE ACADEMIC CALENDAR TO THE CHANCELLOR FOR APPROVAL.

ARTICLE III Membership

Sect. 1 The UAF Governance Coordinating Committee will consist of the president and president-elect, or their designee, of the three governance bodies. In the case of ASUAF, the senate president will serve on the UAF Governance Coordinating Committee. (For the purpose of identifying membership, the three governance bodies are the Associated Students of the University of Alaska Fairbanks, Faculty Senate, and Staff Council.)

ARTICLE IV Leadership

Sect. 1 The chairperson of the UAF Governance Coordinating Committee will be elected from its members for a one-year term. The election will occur at the last UAF Governance Coordinating Committee meeting of the academic year, WHICH MUST FOLLOW THE COMPLETION OF ALL GOVERNANCE ELECTIONS.

ARTICLE V Committees

Sect. ((1))2 The ((conference)) STANDING committees of the UAF Governance Coordinating Committee shall include:

((Academic Computer Users Committee))
Intercollegiate Athletics Committee
((Chancellor's Advisory Committee on Public Safety, Transportation and Parking))
Rural Affairs Committee
UAF Grievance Council
Health Issues

Sect. ((2))1 A. ((Conference)) STANDING committees shall have at least one representative from each of the governance constituencies, exception will be made when agreed upon by all constituencies.

B. Terms of all ((conference)) committee members will be one year for students and two years for faculty and staff.

C. Committee chairs will be elected from and by the respective committees.

D. Committee chairs shall forward committee business to the UAF Governance Coordinating Committee for disposition, EXCEPT WHEN LIMITED BY UNIVERSITY OF ALASKA REGULATIONS.

E. Policy items from the ((conference)) STANDING committees must be forwarded to the individual governance bodies for action.

F. In addition to the committees' specific charges, the primary responsibility of the committees are formulation and oversight of university-wide policies under the purview of each committee.

G. Committees will meet ((at least monthly)) AS NEEDED during the academic year TO FULFILL THEIR DUTIES.

H. The chairs of the ((conference)) STANDING committees will report recommendations at the monthly UAF Governance Coordinating Committee meetings.

Sect. 3 ((Conference)) STANDING Committees Charges

((A. Academic Computer Users Committee

The charge of the Computer Users Committee shall be to:

1. review and assess the academic computing needs of the University of Alaska Fairbanks.
2. plan towards improving the academic computer capabilities at the University of Alaska Fairbanks.))

((B. Chancellor's Advisory Committee on Public Safety, Transportation and Parking

The charge of the Chancellor's Advisory Committee on Public Safety, Transportation and Parking shall be to:

1. review and make policy recommendations to the Chancellor and UAF Governance Coordinating Committee regarding campus safety, security, and the transportation system at UAF.
2. serve as an appeal board, deciding appeals regarding motor vehicle citations and privileges.))

((C))A. Intercollegiate Athletics Committee

The charge of the Intercollegiate Athletic Committee shall be to:

1. exercise oversight of the direction of the Intercollegiate Athletics Program.
2. investigate compliance with NCAA and conference regulations.
3. participate in the evaluation of intercollegiate programs

((D))B. Rural Affairs

The charge of the Rural Affairs committee shall be to:

1. oversee the general welfare of the UAF community not residing on the Fairbanks campus.
2. monitor all activities affecting compliance with the Rural College mission statement of the University of Alaska Fairbanks.

((E))C. UAF Grievance Council

The UAF Grievance Council will administer grievance procedures and make recommendations in compliance with Board of Regents grievance policy and University regulations.

((F))D. Health Issues Committee

The charge of the Health Issues committee shall be to:

1. address health issues which affect the work environment.
2. coordinate efforts with the Health Center, Fire Department, Risk Management, and Public Safety to find solutions to health issues.

Sect. 3 Ad Hoc Committees may be established as demand warrants.

SECT. 4 THE GOVERNANCE COORDINATING COMMITTEE WILL RECEIVE REPORTS FROM OTHER COMMITTEES OUTSIDE ITS CONTROL WHO ARE ALSO CONCERNED WITH CAMPUS ISSUES. EXAMPLES INCLUDE: POLICE ADVISORY BOARD, TECHNOLOGY BOARD, ONE-CARD COMMITTEE, AND ANY OTHER COMMITTEE DEEMED RELEVANT TO FACULTY, STAFF, AND STUDENTS.

ARTICLE VI Meetings

Sect. 1 The UAF Governance Coordinating Committee will ((hold monthly meetings)) MEET AT LEAST TWICE A SEMESTER during the academic year.

ARTICLE VII Quorum

Sect. 1 A quorum will constitute at least one member from each of the governing bodies.

ARTICLE VIII Parliamentary Authority

Sect. 1 The parliamentary authority shall be the latest edition of Robert's Rules of Order.

ARTICLE IX Amendments

Sect. 1 Amendments to the Procedures require a two-thirds vote from each of the three governing bodies.

Sect. 2 Amendments to the Procedures shall be forwarded to the Chancellor's office for approval.

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to approve the establishment of a new degree, the Bachelor of Arts and Sciences (BAS).

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: The Board of Regents has directed campuses to eliminate the Bachelor of Education in Elementary Education. The Bachelor of Arts and Sciences is designed to replace this degree, by providing a content alternative for the preparation of teachers, which will lead up to the 5th year post-baccalaureate program for teacher educators. National study groups consistently have recommended that content preparation be emphasized in the education of teachers, which the new degree program does by preparing teachers for the breadth of knowledge that they must possess in order to teach elementary students.

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FORMAT 3

NEW DEGREE PROGRAM REQUEST

I. COVER MEMORANDUM

A. Name of person preparing request: John Leipzig, Interim Dean
College of Liberal Arts

B. Brief Statement of the proposed program, its objectives and career opportunities:

1. A new degree in Arts and Sciences (BAS) which is interdisciplinary in nature constructed primarily to provide breadth and depth of content in those areas needed for students wishing to prepare themselves to teach in elementary schools.
2. A general studies degree requiring a breadth of content exploration in the arts and sciences available for students at the extended sites as well as at the

Fairbanks campus.

II. IDENTIFICATION OF THE PROGRAM

A. Description of the Program

1. Program Title: Bachelor of Arts and Sciences (BAS)
2. N/A
3. Admissions requirements and prerequisites. Standard entrance requirement for UAF. Entrance into the Post-Baccalaureate Teacher Education Program would follow School of Education policies and would be separate from admission to the BAS.
4. Course Descriptions: Except for the new interdisciplinary senior seminar courses, all courses currently are approved courses at UAF. The courses selected for inclusion were intended to meet Alaska Content Standards and NCATE Content Standards (included) as well as being vetted by both the Task Force and the CLA Academic Council as being those courses which would provide a diversified degree program in the arts and sciences.
5. Requirements for the degree: Attached. Three year cycle of course offerings follows the current offering cycles for the departmental offerings. All courses will be offered on an annual basis. Some extended campus offerings may be offered on an every other year basis.

B. Program Goals

1. Brief identification of objectives and subsequent means for their evaluation: Given the BOR mandate to develop content based teacher preparation programs, this degree will be the recommended preparation avenue for elementary teachers. Ultimately the acceptance rate of teachers trained on this program as well as their performance on the recently mandated teacher competence tests will indicate the strength of the program.
2. Relationship of program objectives to "Purposes of the University": As a Land-Sea-Space Grant university, UAF has the responsibility for the training of teachers. This degree will provide a stronger content preparation for elementary teachers as well as provide a general studies degree option for students wanting a broader interdisciplinary approach to higher education.
3. Occupational/other competencies to be achieved: Content preparation in the arts and sciences for those wishing to teach in the elementary schools or to receive a broad based interdisciplinary degree.
4. Relationship of courses to the program objectives: Courses were selected because they met the Alaska and NCATE Content Standards while providing a comprehensive overall general studies degree.

III. PERSONNEL DIRECTLY INVOLVED IN THE PROGRAM

A. List of Faculty involved in the Program including brief statement of duties and qualifications: Faculty from CLA, CSEM, CNRDM, School of Education and the College of Rural Alaska will cooperate in the offering of the courses. A list would include most of the teaching faculty in the university since all will be involved in the content preparation of future teachers.

B. Administrative and coordinating personnel: The program will be housed administratively in the College of Liberal Arts. The

Deans of the cooperating colleges in conjunction with the Director of the School of Education will provide the necessary personnel to administrate the program. A director of the program will coordinate all aspects of the degree.

C. Classified Personnel: Since most courses will be administrated by the departments the support for those courses will rest in the departments. Support for the degree will be attached to the director of the BAS program position in terms of having some dedicated classified support provided by the collaborating colleges and the School of Education.

IV. ENROLLMENT INFORMATION

A. Projected enrollment/present enrollment: Approximately 350 students are currently enrolled in elementary education programs. This number of students is anticipated to continue.

B. How determined/who surveyed/how surveyed: Data provided by the School of Education based on trend data for demand for the B.Ed.

C. Minimum enrollments to maintain program in years 1-5. Not applicable since this will be the primary preparation route for elementary teachers replacing the B.Ed.

D. Maximum enrollment which program can accommodate: Again not applicable since the degree is made up of a multitude of disciplinary offerings.

V. NEED FOR PROGRAM

A. Required for other programs: Will take the place of the B.Ed in Elementary Education.

B. Employment market needs: The Alaska Teacher Placement Service provides a yearly comprehensive report on "Statewide Educator Supply and Demand". This document contends that there will be an increasing demand for teachers in the state with a large gap between jobs available and those filled by UAF graduates. Included is the 1998 report.

VI. OTHER

The Board of Regents directive to eliminate B.Ed. programs necessitates that the colleges determine content alternatives for the preparation of teachers, which will lead up to the 5th year post-baccalaureate program for teacher educators. Especially important is the development of an elementary program that appropriately prepares teachers for the breadth of knowledge that they must provide to elementary students. Visiting in the life space of an elementary teacher provides guidance for the development of the present degree.

VII. RESOURCE IMPACT

A. Budget: Currently the Provost Office and the College of Rural Alaska are assessing the costs of this program. But with that said and irrespective of the design, if we are to prepare teachers at UAF the university ultimately has to bear the cost of doing so. To get us started CLA has committed to identify a person to take on the directorship of the BAS and to work with the Advising Center and the other colleges to ensure that

sufficient resources are available to support the programs startup.

B. Facilities/space needs: Delightfully, I can report that no additional space will be required for the program.

C. Credit hour production: Since the bulk of the courses are disciplinary driven the credit hours will stay with the disciplines offering the courses.

D. Faculty: Disciplinary faculty cover courses. A cross-disciplinary team will advise the director or the BAS on Academic, Advising and other issues.

E. Library Media materials: The structure of the degree being interdisciplinary means that specialized library media are unnecessary.

VIII. RELATION OF PROGRAM TO OTHER PROGRAMS IN THE SYSTEM

A. Effects of enrollments elsewhere in the system: We intend to coordinate the offerings with the BLA at UAS. This coordination will allow us to maximize delivery and minimize cost. UAA doesn't have the extensive off campus delivery demand but we will be looking at this degree as well.

B. Does it duplicate/approximate programs anywhere in the system? If so, what is the justification for the duplication: Not really but if anything the BLA at UAS is the closest approximation. We will be working together to ensure rural access to degrees to prepare teachers. With this said still the BAS is a more depth intensive curriculum with a greater concentration in science and mathematics than the BLA.

C. How does the program relate to research and service activities? Service to teachers in the state is an advantage of this program. The program will provide opportunities for students interested in elementary teaching to become involved in the classrooms early in the degree process which certainly enhances our service mission. In terms of scholarship this degree would provide the opportunity for researchers to ascertain the impact of heightened content preparation in terms of teacher success on competency exams and students progress.

IX. IMPLEMENTATION/TERMINATION

A. Date of Implementation: Optimistically Fall of 1999 with catalog copy the following year.

B. Plans for recruiting students: Will be the primary recruiting tool for students wishing to be elementary teachers. Will coordinate with the Executive Director of Admissions and Enrollment Management regarding student recruitment.

C. Termination date, if any: This will follow the standard review process for all degrees.

D. Plans for phasing out program if it proves unsuccessful: If required, the Provost will appoint a task force to phase out the program.

E. Assessment of the Program: An outcomes assessment plan will include a review of student performance on the PRAXIS exams. Admission into the post-baccalureate licensure

program will be a further indication of successful preparation of students in the program. Additional assessment will be patterned after the requirements for the NCATE self-study and will lead toward accreditation of the program.

F. Admission to the B.Ed. program will not be suspended until the B.A.S. is deliverable in rural Alaska.

X: REGENTS GUIDELINES

The proposed BAS will provide one of the strongest content bases for the preparation of elementary teachers currently available in the states. This degree meets or exceeds the Alaska Content Standards as well as the NCATE content standards. With the Regents directive of eliminating B.Ed. programs in favor of content driven preparation programs this is a strong response to that initiative. Two faculty committees and four deans at UAF have been involved in this process to date and the goal is to provide a credible interdisciplinary degree that meets the needs for elementary school teacher preparation. This degree meets intent and quality requirements for a general studies degree which will provide an excellent content preparations base for future teachers.

CATALOG COPY FOR THE B.A.S.

BACHELOR OF ARTS AND SCIENCES REQUIREMENTS

Requirements		Credits
Complete the baccalaureate core (Must complete ART/MUS/THR 200X, HIST 100X, ANTH/SOC 100X, ENG/FL 200X, MATH 107X, COMM 131X and two different science discipline breadth-emphasis laboratory courses selected from (BIOLOGY, CHEMISTRY, PHYSICS, & GEOSCIENCE). Two years of a non-English Language highly recommended)	38-39	
Complete the following B.A.S. Arts and Sciences major requirements in addition to the core:		
Mathematics (MATH 205 and MATH 206)		6
Science (Two additional breadth-emphasis laboratory courses in the two science disciplines not completed for the baccalaureate core)		8
Social sciences (GEOG 101, HIST 131 or HIST 132, HIST 461 and PS 101)		12
Literature, grammar and writing (ENGL 306 or ENGL 307; ENGL 317; and 3 credits from ENGL 271, ENGL 272, ENGL 313, ENGL 314, J/B 311)	9	
Psychological and language development (PSY 240 and either LING 101 or LING 303)	6	
Creative Expression (An applied course or courses in Music, Theatre, Photography, or Art)		3
Understanding diversity and culture (ANTH 242 and one other approved three credit course selected from a list to be developed by the appropriate review committee.	6	
Interdisciplinary senior seminars (LAS 410 and either LAS 420 or LAS 430 Each course will be written intensive and 1/2 oral intensive.)	6	

Minor Complex*..... at least 15

Electives..... at least 7

Minimum credits required for degree..... 120*

Of the above, at least 39 credits must be taken in upper division (300-level or higher) courses. Courses which are taken to fulfill the Arts and Sciences major can also be counted for content minors or second majors.

*Departmental requirements for minors may exceed the minimums indicated. Specific requirements are listed in the Degrees and Programs section.

Interdisciplinary senior seminars for the B.A.S. degree: A brief description

Three new courses were created (LAS 410, 420, 430) to provide a integrative experience across content areas tied to teaching practice. B.A.S. students will be required to take the Scientific Research (LAS 410) course and either the Social Science Inquiry and Research (LAS 420) or the Humanities: Creative Activities and Research (LAS 430) course.

LAS 410 covers the formulation and testing of scientific hypotheses using field observation and experimentation. Students will be required to complete two projects one of which would involve working within a local K-12 school.

LAS 420 and LAS 430 examine critical events which have shaped the modern world from the perspectives of different disciplines and differently situated actors. Both courses examine the processes in the social sciences or humanities that help us make sense of our world and how different people hold differing worldviews. LAS 420 and LAS 430 have project assignments that would have students working on K-8 teaching assignments. Both courses will involve School of Education Faculty working with College of Liberal Arts faculty.

All three LAS courses have been developed to be written intensive and 1/2 oral intensive. These three courses should clarify for the outside observer that the intent of the degree is to prepare K-8 teachers.

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED
==========

The UAF Faculty Senate moves to approve the following procedure regarding laguage credit for the Core Curriculum:

CREDIT FOR TESTING: UAF will accept as language credit for the CORE curriculum the successful completion of accredited testing in languages not offered by UAF. ONLY tests that are equivalent to the first two semesters of specifically LANGUAGE STUDY (5+5 or 3+3+3 in ASL) will count toward CORE. Other language tests and transfer credit will continue to be accepted for humanities credit.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Currently, UAF lacks a formal procedure for handling work in languages not offered as UAF, as it pertains to the core curriculum option in the "Perspectives on the Human Condition." This motion provides a procedure.

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to approve the following minimum requirements for Master's Degrees.

Master's Degree Requirements

The University of Alaska Fairbanks offers two catagories of master's degrees: 1) research-oriented (thesis or project) and 2) practice-oriented (non-thesis) master's degrees. Research-oriented programs prepare graduate students for scholarly or research activity directed mainly toward the acquisition of new knowledge, while that of practice-oriented graduate programs prepare graduate students for professional practice directed mainly toward application or transmission of existing knowledge. All degree requirements must be completed within a seven-year time period. The minimum requirements for a master' s degree at the University of Alaska Fairbanks are as follows (individual departments may have additional requirements):

Requirements

1. Formulate a unified degree program, in cooperation with your graduate advisory committee. Degree programs must be composed of courses in the discipline or clearly related to and/or supportive of that discipline. All courses to be applied toward the degree must be approved by the advisory committee and follow the requirements set forth by the department that sponsors the degree.

2. Specific requirements for the master's degree are:

   a. Submit a Graduate Study Plan (GSP), Appointment of Committee form, and annual Report of Committee form to the Graduate School. It is suggested that the GSP and Appointment of Committee forms be submitted by the end of the first year of study.

   b. Be registered for at least 6 credits per year (fall, spring, summer) or have an approved leave of absence on file.

   c. Pass a written and/or oral comprehensive examination which may be combined with a project or thesis defense, OR in some programs (e.g. the MBA program) a capstone course OR SYNTHESIZING PAPER, that includes demonstration of the ability to synthesize information in the field at a level appropriate for a master's degree, may be substituted for a comprehensive examination.

d. Submit an Advancement to Candidacy form to the Graduate School. Once submitted, this form supplants the GSP and serves to formally establish specific degree requirements.

e. If a thesis or project is required, pass an oral defense of the thesis/project.

f. Submit an application for graduation and be registered for at least 3 graduate credits in the semester in which the degree is to be awarded.

g. Complete all degree requirements within the seven year time limit allowed.

Credit Requirements

a. To earn a master's degree, you must satisfactorily complete a minimum of 30 semester credits.

b. At least [[24]] 21 semester credits, including those earned for thesis and research/project, must be at the 600-level. The rest may be made up of 300-400 level credits.

c. No 100-, 200- or 500-level credits may be applied toward master's degree requirements.

d. A maximum of 12 semester credits of thesis (699) and/or research (698) may be applied toward degree requirements. You may enroll in more than 12 thesis and/or research credits, but only 12 may be applied toward your degree. When a thesis is required, it must carry 6 or more credits. In nonthesis programs, a maximum of 6 credits may be devoted to research.

EFFECTIVE: Fall 1999

RATIONALE: The master's degree requirements, passed during UAF faculty senate meeting #71 eliminated all non-thesis master's degrees except those that fall under the professional category. Eliminating these non-thesis degrees has serious ramifications for students pursuing master's degrees in several programs. The intent of the original motion was to set minimum standards and reduce the disparity in requirements for different categories of master's degrees. In the end the motion served to complicate the master's degree requirements and left at least 23 master's degrees out of compliance with the new requirements. Bringing these degrees into compliance would likely result in a drop in graduate applications since these new requirements are more stringent than those of many universities across the nation. This new motion makes minor alterations to the master's degree requirements as they existed prior to meeting #71 and insures that non-thesis master's degrees which are a vital part of the UAF graduate curriculum will continue to be offered in a manner competititve with similar programs at other universities.

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The UAF Faculty Senate passed the following at its Meeting #88 on

May 3, 1999:

MOTION PASSED
==========

The UAF Faculty Senate moves to recommend that the Board of Regents change its policy 05.10.01, section I (Tuition and Student Fees) to enable foreign students to be exempt from the non-resident surcharge after their first year.

EFFECTIVE: Immediately

RATIONALE: Previously, foreign students at UAF were treated like out-of-state students: they paid resident tuition after their first year. The rules changed, however, and now they pay non-resident tuition for all their years at UAF. This reduces foreign students' incentives to attend our University, at a time when we seek to internationalize our student body. Most foreign students are serious about their academic work, contribute diversity to the campus community, and link our programs/activities to those abroad. Further, the cost of eliminating non-resident tuition for foreign students is likely to be recouped through a substantial increase in the number of such students at UAF.

****

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend the UAF Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty: Initial Appointment, Annual Review, Reappointment, Promotion, Tenure, and Sabbatical Leave as attached.

EFFECTIVE: Immediately
Upon Chancellor's Approval

RATIONALE: The Senate's motion will revise and simplify the two documents of the Faculty Appointment and Evauation Policies and the Regulations for the Evaluation of Faculty. The two items are now covered by the collective bargaining agreement between the University of Alaska and the applicable bargaining union.

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For full documents see:

Draft UAF Faculty Appointment and Evaluation Policies (4/20/99)
http://www.uaf.edu/uafgov/www/draftpol.html

Draft UAF Regulations for the Evaluation of Faculty (4/20/99)
http://www.uaf.edu/uafgov/www/draftreg.html

[[ ]] = Deletion
CAPS = Addition

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to recommend to the Provost that the following administrators be reviewed on a four year cycle:

Executive Dean, College of Rural Alaska
[[Director, School of Agriculture & Land Resource Management
Director, UAF Museum
Director, Institute of Marine Science
Director, Bristol Bay Campus
Director, Chukchi Campus
Director, Interior-Aleutians Campus
Director, Tanana Valley Campus
Director, Geophysical Institute]]
Dean, School of Fisheries & Ocean Sciences
[[Director of Library]]
Dean of Graduate School
[[Director, School of Mineral Engineering]]
Dean, College of Natural Resource Development & Management
[[Director, School of Management
Director, School of Education]]
Dean, College of Liberal Arts
Dean, College of Science, Engineering, & Math
[[Director, Institute of Arctic Biology
Director, Institute of Northern Engineering
Director, Kuskokwim Campus
Director, Northwest Campus
Director, Alaska Cooperative Extension
Director, Center for Distance Education
Director, Arctic Region Supercomputer Center
Director, International Arctic Research Center]]

(If interim administrators are still in place after four years they should be considered for evaluation.)

(Any other administrators will be reviewed on an ad hoc basis when requested by 25 percent of the faculty in their unit.)

EFFECTIVE: Immediately

RATIONALE: The Appeals and Oversight Committee was tasked during fall semester 1998 with reviewing the policy for the evaluation of administrators. The primary qualification for selection for periodic review by the Provost's Office was administrators holding academic rank whose positions directly impact the academic programs and whose performance directly affects the ability of faculty to carry out their academic duties.

The committee met at its ninth and last meeting of the Spring semester and reviewed previous policy (Dec. 17, 1990, Mtg. #23, May 7, 1990, Mtg. #19 and Feb. 8,1996, Mtg. #61) concerning evaluation of administrators. The committee recommended resubmission of the list of

administrative positions for periodic review based on the rationale determined by previous Senate motions.

****

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION PASSED
==========

The UAF Faculty Senate moves to recommend a plan for the evaluation of the Office of Chancellor, University of Alaska Fairbanks.

EFFECTIVE: Immediately

RATIONALE: The purpose of any assessment is to enhance the quality and contribution of the University. The Faculty Appeals & Oversight Committee sought information from other colleges regarding their experience with senior officer evaluation. The Chancellor Assessment Plan is based on information derived from a publication by The Association of Governing Boards of Universities and Colleges, Washington, D.C.; Presidential Assessment--A Guide to the Periodic Review of the Performance of Chief Executives, by John Nason, 1984.

****

CHANCELLOR ASSESSMENT

PURPOSE

The purpose of the evaluation is to enable the Board to assess the performance of the Chancellor.

To develop strategies to enhance strengths and correct weaknesses.

To define by the Chancellor and perceive by the President and Board of Regents the scope and role of the Office and the Chancellor's performance in it.

CHANCELLOR EVALUATION: OBJECTIVES

Identify specific areas of institutional management that need improvement.

Develop evaluation procedures and foster the kind of interaction that would direct university resources toward educational change and service.

Encourage a mutually supportive relationship between the various governing boards and the Chancellor.

Clarify the balance between internal and external views of the decision making process.

Provide the Chancellor with an assessment of the way in which s/he

is perceived to be fulfilling the institution's expectations by faculty, staff, students, alumni and the public.

Support other aspects of University performance review by focusing attention upon management and by using evaluation as a vehicle to analyze institutional assumptions and priorities.

EVALUATION COMPONENTS

A conscious intent to evaluate through foresight and planning.

Appoint an individual or committee to take charge of the evaluation review. The committee should consist of faculty, staff, students and alumni.

Any review of the Chancellor's performance should take into account the unique characteristics of the University and its governance structure.

Prior to an evaluation, criteria must be explicit, understood and agreed to by all concerned.

Consider beginning with a self-evaluation. This may be the most important component of the whole process.

The Chancellor should have an opportunity to review and respond to the committee's report.

The committee must be sensitive to the Chancellor's legitimate concerns and yet insist on having the final word.

After the review committee has considered the results of the evaluation, it should be made public by the Chancellor's supervisor.

Time is an important factor in conducting evaluations. An evaluation frequency of five years is recommended, with the evaluation process completed within a four month time period.

EVALUATION CRITERIA

Academic Management and Leadership:

Demonstrates exemplary leadership and management in educational matters including respect for professorial evaluation procedures and recognition of the value of the tripartite mission (teaching, research, and service) of the University of Alaska Fairbanks.

Demonstrates: respect for academic freedom, concern about curriculum, concern about recruitment and retention of faculty, staff, and students.

Relates in a positive manner to university faculty and school administrators.

Generates and sustains a vision of what the University should be.

Administrative Management and Leadership

Demonstrates exemplary administrative skills that enhances the University's mission and purpose. This would include: appropriate staffing, delegation of authority, supervision, long-range planning, etc.

Demonstrates good personnel policies; a willingness to consult others and to act decisively when action is needed.

Ability to relate in a positive manner with labor groups.

Budget and Finance

Demonstrates exemplary practices involving university finances to include understanding of the institution's finances through effect management of its resources.

Effectively communicates the institution's budget and financial decisions to internal and external clientele.

Provides leadership and direction to effective financial management policies and procedures. Is knowledgeable and equitable in resource allocation.

Fund Raising

Demonstrates effective leadership in securing public and private funding for the tripartite mission of the University.

External Relations

Represents the University in a knowledgeable and effective manner to the public.

Provides leadership and recognition of important external groups such as: alumni, local and state officials, and prospective students.

Provides leadership to the establishment of effective community relations with school boards, chambers of commerce, service clubs, advisory councils, and native organizations.

Internal Relations

Demonstrates impartial leadership across schools and departments.

Effectively articulates and gives direction to a vision for the campus.

Facilitates a positive morale.

Chancellor Self-Assessment Guidelines

A resume of expectations and objectives on assuming the office.

An assessment report that specifies the degree to which expectations and objectives were achieved.

Discussion of major factors which may have altered expectations and the manner in which these factors where addressed.

Description of mechanism used to redefine goals and objectives.

Outline and description of areas of major concern over next five years.

Description of possible institutional changes that might address areas of future concern.

Goals and objectives which the Chancellor might wish to achieve over the next evaluation period.

SUMMARY OF GUIDELINES FOR CHANCELLOR EVALUATION

Chancellor prepares statement of self-assessment, including the objectives defined upon assuming office and progress toward achieving those objectives.

Appointment of Chancellor evaluation committee. Faculty Senate will initiate the evaluation process by forwarding a list of recommendations for the membership of the evaluation committee to the University President.

Develop plan of evaluation by which the Chancellor will be appraised.

Review the quality of leadership with University constituencies: administrative officers, faculty, students, and leaders of the community.

Evaluation committee prepares its preliminary report and submits it to Chancellor for response.

****

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION
========

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION
========

The UAF Faculty Senate moves to endorse the 1999-2000 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

****

1999-2000 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs
Sukumar Bandopadhyay, CNRDM/SME (00), Chair, Curriculum Review
Carol Barnhardt, SOEd. (00)
Charlotte Basham, CLA (00), Chair
Tom Clausen, CSEM (00)
Dolly Garza, SFOS (01)
Chris Hartman, CSEM (01)
Ron Illingworth, CRA (01)
Judy Shepherd, CRA (00)
Janice Reynolds, CLA (00)
Ex-Officio: ^Ann Tremarello, Registrar's Office
^Ed Murphy, CSEM
Wanda Martin, Advising Center
vacant, Student

Faculty & Scholarly Affairs
Alvin Amason, CLA (01)
Susan Grigg, CLA (00)
Bret Luick, ACE (00)
Barry Mortensen, CRA (00)
John Olson, CSEM (00)
Norm Swazo, CLA (01)
John Yarie, CNRDM/SALRM (01), Convener
Ex-Officio: ^Jim Sedinger, IAB

Graduate & Professional Curricular Affairs
Claudette Bradley-Kawagley, SOEd. (01)
James Gardner, CSEM (01), Chair
Renee Manfredi, CLA (00)
Harikumar Sankaran, SOM (00)
Vikas Sonwalkar, CSEM (00)
Ex-Officio: Joe Kan, Graduate Dean.
Dennis Stephens, Libraries
Ann Tremarello, Director, A&R
Graduate Student

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker and Honorary Degree Recipients
Larry Duffy, CSEM (00)
John Gimbel, CSEM (01)
Jenifer McBeath, SALRM (00)
Trina Mammoon, CLA (01)
Claus-M. Naske, CLA
Non-University: Phil Younker
Student:
Ex-Officio: Paul Reichardt, Provost

Core Review (Elected)
Jin Brown, Speech, CLA (00)
Suzanne Bordelon, English, CLA (01)
Jerry Harrington, CSEM, Sciences (00)
Thomas Riccio, Humanities, CLA (00)
Jordan Titus, Psy/Soc/SW, CLA (01)
Jonathan Wiens, Math, CSEM (00)

vacant, Engineering/Management (01)
Student:
Ex-Officio: ^David Bantz, Library
Sue McHenry, RSS

Developmental Studies Committee (Elected)
Nancy Ayagarak, Kuskokwim, CRA (00)
John Bruder, Bristol Bay, CRA (01)
Lisa Buttrey-Thomas, Science, CSEM (00)
Richard Carr, English, CLA (01)
Jerah Chadwick, Devel. Studies, CRA (01)
Richard Clausen, Math, CSEM (00)
Cindy Hardy, TVC (00), Co-Chair
Ron Illingworth, Interior Campus, CRA (01)
Wanda Martin, Advising Center (00)
Joe Mason, Northwest, CRA (00)
vacant, Chukchi, CRA (01)
, RSS (00)
Jane Weber, TVC (00), Co-Chair
Ex-Officio: ^Ruth Lister, TVC

Faculty Appeals & Oversight Committee (Elected)
Godwin Chukwu, CNRDM (01)
Ray Gavlak, ACE (00)
Don Kramer, SFOS (00)
Kristy Long, ACE (01)
Tara Maginnis, CLA (00)
Jenifer McBeath, CNRDM (00), Convener
Pham Quang, CSEM, Math (00)
Norm Swazo, CLA (01)
vacant, CSEM (01)
vacant, CRA (00)
vacant, CRA (01)
vacant, SFOS (01)
vacant, SOEd. (99)
vacant, SOEd. (00)

Faculty Development, Assessment & Improvement
Barbara Butcher, ACE (01)
Burns Cooper, CLA (01)
Linda Curda, CRA (01)
Scott Huang, SME (00)
Tom Robinson, SOM (01)
Dennis Schall, SOEd. (00)
Dan White, CSEM (00), Chair
^Jim Collins, SOM
^David Bantz, Library

Graduate School Advisory Committee
John Gimbel - FS appointee (01), Convener
Jacob Joseph - Provost appt. (00)
Judith Kleinfeld - FS appointee (00)
Charles Mason - Provost appt (01)
Brenda Norcross - FS appointee (00)
Roger Ruess - Provost appt (01)
Mary Ann Sweeney - Graduate Student
Ex-Officio: Joe Kan, Graduate Dean
Larry Duffy, Senate President-Elect

Legislative and Fiscal Affairs
Steve Johnson, CRA (00)
Kara Nance, CSEM (00), Convener

Eduard Zilberkant, CLA (00)
Wendy Redman, SW Univ. Rel.
^Fred Husby, CNRDM
^Bob Trent, SME

OTHER

UAF Governance Coordinating Committee
Larry Duffy, President-Elect
Ron Gatterdam, President

UAF Faculty Alliance Representatives
Larry Duffy, President-Elect
Ron Gatterdam, President
Madeline Schatz, Past-President

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION
========

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 1999. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 3, 1999

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

****

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

MOTION
=======

The UAF Faculty Senate moves to adopt the following calendar for its 1999-2000 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center Ballroom reserved well in advance.

****

UAF FACULTY SENATE

1999-2000
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
89	9/27/99	Monday	1:30 p.m.	audioconference
90	11/1/99	Monday	1:30 p.m.	face-to-face
91	12/6/99	Monday	1:30 p.m.	audioconference
92	2/7/00	Monday	1:30 p.m.	audioconference
93	3/6/00	Monday	1:30 p.m.	face-to-face
94	4/3/00	Monday	1:30 p.m.	audioconference
95	5/1/00	Monday	1:30 p.m.	audioconference/ face-to-face

Location: Wood Center Ballroom

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

RESOLUTION OF APPRECIATION

FOR

JOAN K. WADLOW

WHEREAS, Joan K. Wadlow began her academic career in higher education with baccalaureate and Ph.D. degrees from the University of Nebraska-Lincoln; and

WHEREAS, Joan K. Wadlow received a master's degree from the Fletcher School of Law & Diplomacy; and

WHEREAS, Joan K. Wadlow has a certificate from the Graduate Institute of International Studies, Geneva, Switzerland as a Rotary Scholar; and

WHEREAS, Joan K. Wadlow has served academe as a professor of political science; and

WHEREAS, Joan K. Wadlow has served academe as a dean, vice-president of academic affairs and provost; and

WHEREAS, Joan K. Wadlow participated as a member of the University President's Mission to Israel; and

WHEREAS, Joan K. Wadlow has lectured on conflict resolution for the ministry of economic affairs for the government of Taiwan; and

WHEREAS, Joan K. Wadlow traveled to Vietnam in November 1995 as a member of one of the first official delegations to visit that country after normalization of relations; and

WHEREAS, Joan K. Wadlow has conducted educational accreditation visitations in Kenya, Zimbabwe, Britain, and Spain; and

WHEREAS, Joan K. Wadlow has received teaching and community service awards, and has published on topics such as U.S. foreign policy, international education and educational equity; and

WHEREAS, Joan K. Wadlow participated as a panel member for "Opening Our Own Doors: Women and Higher Education in Wyoming" at the American Heritage Center's 7th Annual Symposium, "Schoolmarms and Scholars: Women Educators of the American West" at the University of Wyoming; and

WHEREAS, Joan K. Wadlow has served a three-year term on the Defense Advisory Committee on Women in the Service (DACOWITS), an appointment made by the U.S. Secretary of Defense; and

WHEREAS, Joan K. Wadlow is past chair of the International Affairs Commission of the National Association of State Universities and Land Grant Colleges (NASULGC); and

WHEREAS, Joan K. Wadlow is past chair of the executive committee of the Board of Directors of the Associated Western Universities, is a former member of the Board of Directors for the National Merit Scholarship Corporation and the Commission on Minorities of the American Council on Education; and

WHEREAS, Joan K. Wadlow has served as past-president of the Northcentral Association--one of the largest accrediting organizations in the world; and

WHEREAS, Joan K. Wadlow is currently a member of the Commission on Colleges of the Northwest Association of Schools and Colleges; and

WHEREAS, Joan K. Wadlow is a member of the National Collegiate Athletic Association (NCAA) Division II President's Commission; and

WHEREAS, Joan K. Wadlow presently serves on the Board of Directors of the Greater Fairbanks Chamber of Commerce, the Alaska SeaLife Center, the Associated Western University, and the Washington Center; and

WHEREAS, Joan K. Wadlow received the 1998 Alumni Scholar Achievement Award of the Rotary International Foundation; and

WHEREAS, Joan K. Wadlow is a member of the Fairbanks Rotary Club, the Alaska Airlines Community Advisory Board, and a past member of the Key Bank of Alaska Board of Directors; and

WHEREAS, Joan K. Wadlow has served nine years as Chancellor at UAF; and

WHEREAS, Joan K. Wadlow developed a long-range strategic plan to lead UAF into the 21st century; and

WHEREAS, Joan K. Wadlow completed a $12.1 million dollar private fundraising campaign, the first ever, for the university; and

WHEREAS, Joan K. Wadlow spearheaded public and private partnership sectors to address Alaska and arctic issues aggressively; and

WHEREAS, Joan K. Wadlow has sought alternative funding to maintain momentum for UAF during a decade of shrinking state dollars; and

WHEREAS, Joan K. Wadlow has demonstrated a commitment to the students of UAF through these fundraising efforts; and

WHEREAS, Joan K. Wadlow has shared with UAF and the Fairbanks community her determined drive for excellence; and

WHEREAS, Joan K. Wadlow will now enjoy the fruits of her career through retirement with her husband Dick and her Newfoundland on the Oregon Coast; and

WHEREAS, The faculty of the University of Alaska Fairbanks, through its Faculty Senate, wish to acknowledge the outstanding contributions to higher education of Joan K. Wadlow, the UAF Chancellor; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges and proclaims to all that Joan K. Wadlow has rendered outstanding service to the faculty, staff, students, alumni, and administration of UAF and to the citizens of Alaska, and hereby expresses its deep appreciation.

****

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

RESOLUTION OF APPRECIATION

FOR

MADELINE F. SCHATZ

WHEREAS, Madeline Schatz has served the UAF Faculty in a manner faculty; and

WHEREAS, Madeline Schatz has served as Senator to the UAF Faculty Senate from 1995-1997, as a member of the Curricular Affairs Committee from 1995-97; and

WHEREAS, Madeline Schatz has served as President-Elect of the UAF Faculty Senate from 1997-1998, as a member of the UAF Governance Coordinating Committee from 1997-99, as a member of the UA Faculty Alliance of the UA Systemwide Governance Council from 1997-99; and

WHEREAS, Madeline Schatz has served as a member of the Provost's Search Committee in 1998, as a member of the Presidential Evaluation Committee of the Board of Regents in 1998; and

WHEREAS, Madeline Schatz has served as President of the UAF Faculty Senate from 1998-1999; and

WHEREAS, The UAF Faculty Senate wishes to recognize the outstanding service rendered the faculty and the University by the work of Madeline Schatz as she concludes her term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Madeline Schatz and expresses its appreciation for her exemplary service.

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The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

RESOLUTION OF APPRECIATION

FOR

CLIFTON A. LANDO

WHEREAS, Clif Lando has for many years served the UAF Faculty and merits the greatest admiration and respect of that faculty; and

WHEREAS, Clif Lando has served on the Fairbanks Assembly from 1978-1980, as a member of the Academic Council from 1979-1980, chaired the Baccalaureate Sub-Committee from 1978-1980; and

WHEREAS, Clif Lando has served as a Senator on the UAF Faculty Senate from 1992-1994, as Chair of the Curricular Affairs Committee from 1992-1994, on the Administrative Committee from 1992-1994; and

WHEREAS, Clif Lando has served as an alternate on the UAF Faculty Senate from 1996-1997, and again as a Senator from 1997-1999, as a member of the Graduate and Professional Curricular Affairs Committee from 1997-1999; and

WHEREAS, Clif Lando has served UAF and its faculty as Head of the Department of Mathematical Sciences, Acting Dean of the College of Liberal Arts, and in other capacities too numerous to enumerate; and

WHEREAS, On the occasion of his retirement, the UAF Faculty Senate wishes to recognize the outstanding service rendered the faculty and the University by the work of Clif Lando; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Clif Lando and expresses its appreciation for his exemplary service.

****

The UAF Faculty Senate passed the following at its Meeting #88 on May 3, 1999:

RESOLUTION OF APPRECIATION

FOR

MAYNARD G. PERKINS

Whereas, Maynard Perkins served on the UAF Assembly from 1989-1990; and

Whereas, Maynard Perkins served as an alternate on the UAF Faculty Senate from 1988-1989, and as a Senator from 1989-1999, this being the longest consecutive term of any Senate member to date; and

Whereas, Maynard Perkins served on the UAF Faculty Senate Curricular Affairs Committee from 1989-1999, as chair from 1996-1997; and

Whereas, Maynard Perkins served on the UAF Faculty Senate Developmental Studies Committee from 1989-1999, as co-chair from 1989-1994; and

Whereas, Maynard Perkins served on the UAF Faculty Senate Administrative Committee from 1989-1994 and again in 1996-1997; and

Whereas, Maynard Perkins has been teaching for 22 years, eleven of which have been spent teaching in rural Alaska for the University of Alaska Fairbanks; and

Whereas, Maynard Perkins excels in the audioconferenced delivery of classes to distant students; and

Whereas, Maynard Perkins has successfully worked with students who are considered to be developmentally unprepared to succeed at college level work; and

Whereas, Maynard Perkins is highly respected by his colleagues, students and fellow UAF Faculty Senators; and

Whereas, Maynard Perkins will be retiring from UAF at the end of the Spring semester 1999; now

Therefore Be It Resolved; That the University of Alaska Faculty Senate does express its sincere appreciation to Maynard Perkins for his dedicated service to the University of Alaska Fairbanks, its rural education mission, and the students who have benefited from his untiring quest for excellence.

The UAF Faculty Senate passed the following at its Meeting # 87 on April 5, 1999:

MOTION
=======

The UAF Faculty Senate moves to amend the petition process (exceptions to academic policy) as follows:

CAPS = Additions
[[ ]] = Deletions

1. For matters involving the CORE CURRICULUM: Faculty advisor, head of the department in the curricular area involved, through the Graduation Office to the chair of the Core Review Committee. An appeal of the chair's decision will be referred to the Provost for resolution.

2. For matters involving the MAJOR OR MINOR DEGREE REQUIREMENTS: Faculty advisor, department head in the major or minor area, to the Graduation Office. An appeal of this decision will be referred to the Dean in the major or minor area for resolution.

3. For OTHER matters: Faculty advisor, dean/director of the college/school of the student's major (who will consult with the appropriate department head(s)) to the Graduation Office. An appeal of this decision will be referred to the Provost for resolution.

4. FOR PETITIONS SEEKING TO WAIVE OR SUBSTITUTE DEGREE REQUIREMENTS OR OTHER MATTERS ON THE BASIS OF DISABILITY, THE UAF COORDINATOR OF DISABILITY SERVICES WILL BE CONSULTED.

   By the end of September, the Registrar's Office will supply the Curricular Affairs Committee with a brief summary of petition actions taken during the previous academic year.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The Senate's motion revising and simplifying the petition process did not make provisions for students with disabilities. Those who have interpreted the ADA and in particular Section 504 recommend that when petitions are sought on the basis of a student's disability, that the disability services office be consulted to determine if the student's documentation supports the request.

****

The UAF Faculty Senate passed the following at its Meeting # 87 on April 5, 1999:

MOTION
=======

The UAF Faculty Senate authorizes the UAF Honors Program to institute an Honors Thesis Scholar Option as a part of its offering.

Applicants for the Honors Thesis Scholar Option must have a cumulative GPA of 3.5 or above, or a GPA of 3.5 for the semester preceding application. They will present a letter of application no later than the end of their junior year, along with two letters of recommendation, to the Director of the Honors Program. Students accepted to complete the Honors Thesis Scholar Option must complete 12 hours of credit in honors courses and must complete an Honors Thesis (paper, project, performance, or other substantial work agreed upon by the thesis committee) for 3 hours of credit in their senior year. Of the 12 hours of honors courses, a total of 9 may come from the honors core offering. At least 3 of the 12 hours must be accomplished as contract hours in connection with a regular upper-division course in the student's major. Graduates who successfully defend their honors thesis and fulfill course requirements will have "Honors Thesis Scholar" printed on their diploma and on their official transcript.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The Honors Program currently offers honors graduate designation to members of the program who successfully complete 27 hours of honors credit in addition to a 3-hour honors thesis and who maintain a 3.5 GPA. In the past, the honors program has best served the needs of students who enter UAF directly out of high school and has attracted an impressive number of National Merit Scholars and recipients of UAF Chancellor's scholarships. The addition of the Honors Thesis Scholar Option will enable the honors program to better satisfy the needs of nontraditional students, transfer students, and others who show promise later in their academic careers. The Honors Thesis Scholar Option would be available to all UAF students, whether on the main campus or residing away from Fairbanks. The Honors Thesis Scholar Option also would give UAF departments a way to encourage excellent students who show particular promise as they concentrate on upper-division courses in their major.

****

The UAF Faculty Senate passed the following at its Meeting # 87 on April 5, 1999:

MOTION
=======

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Permanent) of the Bylaws by deleting E.2. (The Service Committee) and renumbering the remaining sections as appropriate.

EFFECTIVE: Immediately

RATIONALE: Duplication of the Provost's Outreach Working Group which includes a Senate representative. This action minimizes duplication and accomplishes the same result.

****

The UAF Faculty Senate passed the following at its Meeting # 87 on April 5, 1999:

MOTION
=======

The UAF Faculty Senate moves to recommend that the Provost continue to ask the Senate for representation on the Outreach Working Group.

EFFECTIVE: Immediately

****

The UAF Faculty Senate passed the following at its Meeting # 87 on April 5, 1999:

MOTION REFERRED BACK TO COMMITTEE
==========

The UAF Faculty Senate moves to recommend to the Provost that the following administrators be reviewed:

1999-2000
Executive Dean, College of Rural Alaska
Director, School of Agriculture & Land Resource Management
Director, UAF Museum
Director, Institute of Marine Science
Director, Bristol Bay Campus
Director, Chukchi Campus
Director, Interior-Aleutians Campus
Director, Tanana Valley Campus
Director, Geophysical Institute
Dean, School of Fisheries & Ocean Sciences

2000-2001
Director of Library
Dean of Graduate School
Director, School of Mineral Engineering

2001-2002
Dean, College of Natural Resource Development & Management
Director, School of Management
Director, School of Education*
Dean, College of Liberal Arts*
Dean, College of Science, Engineering, & Math*
Director, Institute of Arctic Biology*
Director, Institute of Northern Engineering*
Director, Kuskokwim Campus
Director, Northwest Campus
Director, Alaska Cooperative Extension
Director, Center for Distance Education

*If present temporary person is still in place in 2001

EFFECTIVE: Immediately

RATIONALE: The Appeals and Oversight Committee was tasked during fall semester 1998 with reviewing the policy for the evaluation of administrators. The primary qualification for selection for periodic review by the

Provost's Office was administrators holding academic rank whose positions directly impact the academic programs and whose performance directly affects the ability of faculty to carry out their academic duties.

****

The UAF Faculty Senate passed the following at its Meeting # 87 on April 5, 1999:

RESOLUTION
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of Larry Duffy as President-Elect of the UAF Faculty Senate for 1999-2000 by acclamation.

The UAF Faculty Senate passed the following at its Meeting # 86 on March 8, 1999:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to amend Section 3, (ARTICLE V: Committees), E., PERMANENT, 8. of the Bylaws as follows:

[[ ]] = Deletion
CAPS = Addition

8. The Faculty Appeals and Oversight Committee shall be composed of two tenured faculty members, elected from each college/school and confirmed by the Faculty Senate.

FACULTY APPEALS WILL BE DEALT WITH IN ACCORDANCE WITH THE APPROPRIATE UNION CONTRACT.

THE COMMITTEE WILL ACT AS A POOL TO BE DRAWN UPON TO ACT AS THE UNITED ACADEMICS REPRESENTATIVES TO THE APPEALS BOARD. THE CHAIR OF THE FACULTY APPEALS AND OVERSIGHT COMMITTEE WILL SELECT, FROM THE COMMITTEE, MEMBERS OF THE UNITED ACADEMICS BARGAINING UNIT WHO WILL SERVE ON THE PARTICULAR APPEALS BOARD.

[[A promotion/tenure appeals subcommittee composed of five tenured faculty will hear all promotion and/or tenure reconsideration requests and report its findings to the Chancellor according to University of Alaska Fairbanks Regulations, Section IV,B,4. The subcommittee will be selected by the Chair of the Faculty Appealsand Oversight Committee and will not Include faculty from the units in which the requests for reconsideration originated. No two faculty from the same unit, as currently elected to the committee, will be selected for the subcommittee.]]

[[Committee members shall constitute a hearing panel pool to serve as needed on grievance hearing panels, as specified in Regents' Policy 04.08.08.VI.A.]]

Committee members shall oversee the process of evaluation of academic administrators.

[[A non-retention appeals subcommittee composed of five tenured faculty will hear all non-retention reconsideration requests and report its findings to the Chancellor. This subcommittee will conduct business in the same fashion as the promotion/tenure appeals subcommittee, i.e., will review the available documents and made a determination on whether or not appropriate policy and due process was followed.]]

Committee members shall review issues dealing

with faculty prerogative and make recommendations for policy changes to the Faculty Senate.

EFFECTIVE: Immediately

RATIONALE: Deletion of the appeals subcommittees are a result of union negotiations and are now reflected in the new union contracts. The changes reflect the need to clarify the committee's role under the United Academic contract, Article 7.34.a.

The addition of a hearing panel pool reflects activities of the committee stipulated by the UAF Grade Appeals Policy.

****

The UAF Faculty Senate passed the following at its Meeting # 86 on March 8, 1999:

MOTION PASSED
==========

The UAF Faculty Senate moves that graduate degree credit will be transferable within the UA system and from any other accredited institution for courses where the student has received a grade of B or better with the following stipulations: up to 1/2 of all graduate degree credits may be transferred with no more than 1/3 of all graduate degree credits transferred from any other accredited institution outside the UA system. For use in a specific graduate program, the student's graduate committee must approve the transfer credit and it must be clearly indicated in the Graduate Study Plan and on the Advancement to Candidacy Form.

EFFECTIVE: Immediately

RATIONALE: UAF graduate students are currently prevented from transferring more than 9 graduate credits. This motion would change university policy to permit transfer of a higher proportion of graduate degree credits. The stipulations of this policy provide greater flexibility in transferring graduate credits especially from within the UA system. Currently there is no stipulation concerning the grade of graduate credits transferred to UAF. This motion would impose a minimum grade of "B" for all graduate transfer credits. Individual departments could have other standards that permit exclusion of some credit transfers.

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The UAF Faculty Senate passed the following at its Meeting # 86 on March 8, 1999:

RESOLUTION PASSED AS AMENDED
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Whereas, as recognized by the policies of the American Association of University Professors (AAUP), effective shared university governance is necessary for the sound administration of an

institution of higher learning for the common good of the community, and

Whereas, as recognized in AAUP policies, an effective system of shared governance is necessary to insure that an institution of higher learning adheres to the principles of academic freedom with respect to academic matters in the classroom and in research, academic matters of institutional policy, and issues which are in the general public interest, and

Whereas, as recognized by AAUP policies, in the search for chief administrative officers of institutions of higher learning, such as university presidents and chancellors, faculty should have a primary role in accordance with the long-standing principles of shared university governance, and

Whereas, in order for a university to work toward the common good, faculty, staff, students, and stakeholders from the general public should be allowed to participate in the search for chief administrative officers of institutions of higher learning, such as university presidents and chancellors, as well as searches for other administrative officers, and

Whereas, when the appointment process for an administrative officer such as a chancellor ignores the long-established processes of shared university governance, the ability of that administrator to effectively govern the institution will be jeopardized, now

Therefore Be It Resolved, That the UAF Faculty Senate strongly condemns unilateral action of President Hamilton in appointing replacement Chancellors and demands that any further academic appointments be made in accordance with accepted academic standards.

The UAF Faculty Senate passed the following at its Meeting # 85 on February 8, 1999:

MOTION
=======

The UAF Faculty Senate moves to approve the 2000-2001 Academic Calendar as presented by the Registrar prepared in accordance with Senate policy and Board of Regents' policies and forward it to the Governance Coordinating Committee for action.

EFFECTIVE: Immediately

RATIONALE: Curricular Affairs reviewed two drafts of the 2000-01 academic calendar and forwards the following calendar to the full Senate. This calendar meets Senate policy requiring a study day prior to finals.

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UNIVERSITY OF ALASKA FAIRBANKS - Fairbanks Campus
ACADEMIC CALENDAR 2000-2001

Classes begin after Labor Day for Fall Semester and after Civil Rights Day for Spring Semester.

FALL SEMESTER-2000

Registration for the 2000 fall semester begins	Mon., Apr. 3, 2000
Fee payment begins	Wed., July 5
Application for admission deadline for fall semester	Tues., Aug. 1
Orientation for new students	Sun.-Wed., Sept. 3-6
Labor Day (no registration or fee payment)	Mon., Sept. 4
Residence halls open, 9 am	Mon., Sept. 4
Financial aid disbursement begins	Tues., Sept. 5
First day of instruction	Thurs., Sept. 7
Late registration begins	Thurs., Sept. 7
Late registration and fee payment end	Fri., Sept. 15
Last day for 100% refund of tuition and materials fees	Fri., Sept. 15
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Sept. 22
Last day for 50% refund of tuition (only)	Fri., Sept. 22
Low grade reports for freshmen due not later than	Fri., Oct. 13
Last day to apply for 2000 fall graduation	Fri., Oct. 16
Last day for student-initiated and faculty-initiated withdrawals (W grade given for course)	Fri., Nov. 3
Registration and fee payment for the 2001 spring semester begin	Mon., Nov. 13
Thanksgiving holidays (no classes)	Thurs.-Sun., Nov. 22-26
Last day of instruction	Fri., Dec. 15
Final examinations	Mon.-Thurs., Dec. 18-21
Residence halls close, noon	Fri., Dec. 22
Grades due to the Registrar's Office	Fri., Dec. 22
Campus closed	5 p.m., Fri., Dec. 22, 2000 - 8 a.m., Wed., Jan 3, 2001

SPRING SEMESTER-2001

Application for admission deadline for spring semester	Wed., Dec. 1, 2000
Residence halls open, 9 a.m.	Mon., Jan. 15
Alaska Civil Rights Day (registration and fee payment continue)	Mon., Jan. 15
Orientation for new students	Tues.-Wed., Jan. 16-17, 2001
Financial aid disbursement begins	Tues., Jan. 16
First day of instruction	Thurs., Jan. 18
Late registration begins	Thurs., Jan. 18
Late registration and fee payment end	Fri., Jan. 26
Last day for 100% refund of tuition and material fees	Fri., Jan. 26
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Feb. 2
Last day for 50% refund of tuition (only)	Fri., Feb. 2
Last day to apply for 2001 spring graduation	Tues., Feb. 15
Low grade reports for freshmen due not later than	Fri., Feb. 23
Spring recess	Mon.-Sun., Mar. 12-18
Last day for student-initiated and faculty-initiated withdrawals (W grade given for course)	Fri., Mar. 23
Registration for the 2001 fall semester begin	Mon., Apr. 9
All Campus Day (no classes)	Fri., Apr. 27
Last day of instruction	Fri., May 4
Final examinations	Mon.-Thurs., May 7-10
Residence halls close, noon	Sun., May 13
Commencement	Sun., May 13
Grades due to the Registrar's Office	Wed., May 16
Fee Payment for the 2001 fall semester begins	Mon., July 2

****

The UAF Faculty Senate passed the following at its Meeting # 85 on February 8, 1999:

MOTION
=======

The UAF Faculty Senate moves to approve the new MFA degree program in Art and forward it to the Chancellor and Board of Regents.

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: See new course requests #2-7 and full program proposal #8 on file in the Governance Office, 312 Signers' Hall.

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Executive Summary
MFA Degree Program in Art

Civilizations throughout history have all held one thing in common, that is the rich tapestry of art. The visual arts are fundamental to the human experience. We therefore propose the establishment of a Master of Fine Arts degree program in the visual arts. This program will serve students in the areas of ceramics, compute art, drawing, native arts, painting, printmaking and sculpture in their quest for professional excellence. At present, Alaska is the only state in the country not offering the M.F.A. degree and it marks the highest level of professionalism in the field. The inclusion of this degree program means that this

University would be one of only two schools nationally to offer a degree program with a concentration in Native Arts beyond the Associate level.

MFA Program Description:

The MFA in visual art is the terminal degree in the field. It customarily requires 60 graduate credit hours. Students take between 9 and 15 credits per semester. Two thirds of their classes must be in studio art. The graduate career culminates in a solo gallery exhibition of a substantial body of original work. An oral examination must be passed prior to advancement to candidacy. The work must be consistent and thematically coherent and must adhere to the highest professional standards. A written thesis is required which documents and discusses ideas and execution of the exhibition.

The MFA Program will:

Produce well-trained and competent artists to be qualified in various state and federal arts organization, galleries, museums, colleges and universities.

Supply the necessary background for students to participate in state, national and international art competitions and exhibitions. This participation is extremely important to the professional careers in the visual arts.

Enhance the University of Alaska's interests by producing highly trained, knowledgeable, and competent visual artists for the benefit of the people of Alaska.

The University will evaluate the MFA Program by the following criteria:

Number and quality of enrolled graduate students.

Number and quality of positions in the art field achieved by graduates of the program.

The Art Department will evaluate the MFA Program by the following criteria:

Quality and quantity of artwork produced by students enrolled in the program.

Maturity of artistic development achieved by its students while enrolled in the program and the continued achievements of graduates of the program.

Relationship of the MFA Program to the Purpose of the University:

The MFA program will substantially enhance the scope and richness of the University experience for the entire University community. It will enhance and enrich the artistic life of the entire state. The unique Native Art component of the program will encourage enrollment, retention and graduation of Native students. The TA's associated with the program will provide for more and more varied course offerings, bringing art and an appreciation of art to a wider audience. An important consequence of this program will be the general betterment of the artistic environment of the community.

Assessment of the MFA Program:

MFA graduates typically choose these career paths: College art instructors, Museum and Gallery positions, Independent curators, Arts Administrators, Elementary and Secondary Teachers, Workshops and Residences, Graphic Designer/ Computer Graphic Artists, Art therapy and Artists.

We will send questionnaires to employers of our graduates

after they are placed to assess the type of education they received to determine where our strengths and weaknesses are in the program. Specific data from the information received will then be analyzed for curricular improvement.

We will use the resource of visits by artists of national and international renown to provide feedback for our graduates and the program.

We supply the necessary background for students to participate in state, national and international art competitions and exhibitions. This can be evaluated by the criteria outlined in our own unit criteria that states the level of professional standard for each type of exhibition. This is also the standard outlined by the College Art Association.

We will provide access and overall site maintenance for a departmental web site that will help track our graduates. It will provide a means to check on employment and progression of their careers.

We will send questionnaires to all graduates after completion of the program requesting information assessing the program impact on the students¹ lives and on the advancement of their careers.

Resource Impact:

Budget

We are requesting a 50-50 match for 4 TAs between CLA and the graduate school. The cost of 2 TAs is presently fully funded by CLA. This would allow us to add two more TA positions without any additional cost to the college. This affords us the opportunity to add a program without any additional costs for faculty or funding for lecture positions. We are also requesting that the Graduate School continue its 50-50 funding with Summer Sessions for a TA to coordinate the Summer Art Education Institute. John Leipzig, CLA Interim Dean, has said that he will guarantee the four teaching TAs.

Faculty workload

Advising students and teaching graduate classes is a significant impact on faculty workload. We anticipate that graduate TAs will each teach 3 classes per year and that this will more than offset the impact on faculty workload. We anticipate 4 TAs who will teach classes plus one who will manage the Art Education Institute. In total 12 classes can be covered by TAs. In the art department this equates to 2 full-time teaching loads. We will not have more than 7 graduates with this TA funding. Work load will not be reduced so we will be able to offer more classes than we do now; in particular we will be able to add the new graduate classes without overloading our faculty.

Facilities

MFA students need studio/office space. Painters and sculptors need ventilated space. At present, there are 3 spaces for graduate students, which are not adequately ventilated for solvent use. While not required to start the MFA program, these upgrades are highly desirable.

Graduate students need to continue their use of periodicals and access to media facilities. If the current periodicals continue to be supported it will provide part of the need for library resources.

Graduate students use studio facilities more than

undergraduates. They will be taught maintenance as part of their program and this will offset their greater use of the facilities. Their maintenance activities will not serve to replace equipment that is completely worn out.

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The UAF Faculty Senate passed the following at its Meeting # 85 on February 8, 1999:

MOTION
=======

The UAF Faculty Senate moves that post-baccalaureate teacher licensure programs be subject to graduate policy and regulations and that students in the licensure programs be considered graduate students.

EFFECTIVE: Upon Implementation of Post-baccalaureate programs

RATIONALE: The post-baccalaureate teacher licensure programs are graduate-level programs. UAF Graduate School Admission Standards apply to the post-baccalaureate licensure programs. Students in the post-baccalaureate certification programs are counted as UAF graduate students. This policy brings UAF into compliance with National Graduate Student Policy

The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION PASSED (unanimously)
==========

The UAF Faculty Senate moves to amend the New Degree Program Request (Format 3) and Major Program Change (Format 5) in the Academic Course and Degree Procedures Manual to include a full description of the student learning outcomes assessment process for new programs and revision for major program changes.

EFFECTIVE: Immediately

RATIONALE: Development and implementation of student learning outcomes assessment programs are professional teaching duty are also a requirement of our institutional accreditation. This motion brings us into compliance with accreditation standards.

****

The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION RECOMMITTED TO COMMITTEE
==========

The UAF Faculty Senate moves to establish a Departmental Honors policy. Criteria for award of departmental undergraduate honors include:

1. An overall GPA of 3.0 and 3.5 in the student's major
2. Evidence of exceptional academic achievement in one or more of the following areas:
   a. completion of significant research under guidance of university faculty member;
   b. completion of a specific cluster of advanced courses with a GPA of 3.5 or higher;
   c. completion of a senior thesis with distinction;
   d. score at or above the 85th percentile on specialty GRE test or other "standard" test;
   e. completion of an outstanding portfolio of student work.

Departments wishing to award this honors designation will submit a plan to the curricular affairs committee, indicating the specific evidence of exceptional academic achievement the department requires. Departments with approved plans are responsible for notifying the registrar's office of their honorees one month before graduation. Names of students receiving departmental honors will be listed with other student honorees in the commencement program, and the designation will appear on students' transcripts.

EFFECTIVE: 1999-2000 academic year

RATIONALE: UAF lacks a system for recognizing outstanding graduates in their fields of study, which this proposal would establish. Also, departmental

honors will be an incentive spurring student achievement in UAF's disciplines and programs.

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The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves to recommend that the draft common grading system submitted by the UA Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: Last year the Senate approved the recommendations of the Curricular Affairs Committee as their response to the UA Faculty Alliance common grading policy. This fall, representatives from all three campus curricular affairs committees and the registrars have worked together to formulate a new draft based on the recommendations made last year.

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12/1/98

PROPOSED REGENTS' POLICY 10.XX.XX

UNIVERSITY OF ALASKA COMMON GRADE SYSTEM

The University of Alaska will establish a common grade system which will be applicable across the university system. This policy has a corresponding university regulation.

PROPOSED UNIVERSITY REGULATION 10.XX.XX

UNIVERSITY OF ALASKA COMMON GRADE SYSTEM

Grading System

All course grades are academic letter grades unless otherwise specified in the catalog or class schedule. The method of grading is an integral part of the course structure and is the same for all students taking the course, except for students auditing a course or electing the credit/no-credit option. Instructors are expected to give each student a written course syllabus at the beginning of the course that includes the course grading policy, the subject matter of the course, and the course requirements. Non-academics grading options such as credit/ no-credit, pass/no-pass and pass/fail are available at the option of a MAU.

Grades

A

Indicates a thorough mastery of course content and the outstanding performance in completion of all course requirements. (Includes A- if accepted at that MAU.)

B
Indicates an above average level of acquired knowledge and above average performance in completion of course requirements. (Includes B+ and B- if accepted at that MAU.)

C
Indicates an average level of acquired knowledge and average performance in completion of course requirements. (Includes C+ and C- if accepted at that MAU.)

D
The lowest passing grade, it indicates a below average level of acquired knowledge and below average performance in completion of course requirements. (Includes D+ and D- if accepted at that MAU.)

F
Indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements.

CR
Credit. Indicates that full course credit was awarded under the credit/no-credit option and the student's work was equivalent to "C" or better.

Credit/No-Credit Student Option. The Credit/No-Credit option is a student-initiated grading option that encourages students to explore areas of interest not related to their academic major (i.e., undesignated electives). The instructor is not aware that this option has been selected by the student and grades the student using the grading basis approved for that course (A-F, P/NP, or P/F). Students are awarded credit for the course if their final grade is "P" or "C" or higher, and a grade of "CR" is entered in the student's transcript. If performance falls below that level ("D", "F", "NP") neither the grade "NC" nor the course is recorded in the student's transcript.

The student may elect the CR/NC option for one undesignated elective each semester during the first two weeks of the semester, with a maximum of 15 credits earned by this option applied to an Associate or Baccalaureate degree. Courses in a student's major or minor, GER/core, or specific degree requirements are not allowed under this option. If a student later changes a major or minor and the course becomes a requirement, the course may be accepted in the new major or minor at the discretion of the new department. The CR/NC option is not available for graduate courses, nor can this option be used on courses repeated for GPA improvement. A student may either elect credit/no-credit status or change from it during the first two weeks of any regular semester or for a prorated length of time in a compressed course period (e.g., the summer session or in any fall- or spring- semester course completed in less than the full duration of the semester) by filing the appropriate forms.

P
Pass. Indicates the satisfactory completion of course requirements under either the pass/fail or the pass/no-pass option. A satisfactory level of work is equivalent to a "C" or better in an undergraduate course and "B" or better in a graduate course.

NP
No pass. Indicates failure to meet a minimal level of understanding of course content and/or completion of course requirements.

Pass/No-Pass and Pass/Fail Course Options. These grading systems are established at the time the course is approved and must apply to the class as a whole; it is not a student option. When a course is graded Pass/No-Pass or Pass/Fail, the faculty member must clearly explain this fact to the students at the beginning of the class. For performance comparison only, a grade of "P" (Pass) is considered equivalent to a grade of C or higher in undergraduate courses and a grade of B or higher in graduate courses. Pass/No-Pass and Pass/Fail grades are used to determine satisfactory academic progress and may be used to meet degree requirements. In the Pass/Fail course option, a "F" is recorded in the student's transcript and used in computing the GPA.

DF
Deferred grade. Indicates that the course requirements may extend beyond the end of one semester; e.g., thesis, project, research courses, internships, etc. A final grade and credit will be withheld without penalty until the course requirements are met within an approved time.

NB
No-basis for grade. Indicates that a student has not completed the coursework by the end of the semester. No credit is given nor is NB calculated in GPA. This is a permanent grade and may not be used to substitute for the Incomplete, "I." The "NB" is not used at UAA and UAF.

I
Incomplete. Indicates that a student has not completed the coursework by the end of one semester. Credit will be withheld without penalty until the course requirements are met within an approved time, not to exceed one year.

AU
Audit. A student-option registration status indicating that the student has enrolled for informational instruction only. No course credit is granted. The student may be given a "W" if he or she does not attend the course being audited.

W
Withdrawal. This is a registration status that indicates withdrawal from a course after the official course drop date.

Computation of Grade Point Average (GPA)

The grade point average (GPA) is a weighted numerical average of the grades earned in courses by level (undergraduate or graduate) at a MAU. To compute a GPA, the cumulative number of grade points earned by level at a MAU is divided by the total number of credits for which a grade was received. Grade points for a course are calculated by multiplying the numerical value of the grade awarded, according to the chart below, by the number of credits attempted for the course. As an example, the number of credits (for example, 3) is multiplied by the grade point value of the grade (for example, A=4) to give the total grade point (for example, 12) for each course. The sum of the grade points is then divided by the total number of credits attempted to give the GPA. UAA and UAF use the 4-point system as a measure of scholastic

success (A, B, C, D, F only), while UAS includes plus and minus grades. Grades of AU, CR, NC, P, NP, I, and W do not carry grade points and therefore do not affect the GPA. Non-credit courses, transfer credits and credit-by-examination do not affect the GPA calculations. All grades (original and retakes) for a course completed are included on the student's academic record, but only the last grade earned for a course is computed in the GPA unless the course is one that can be repeated for credit.

Once the student completes the Bachelor's degree, the student's GPA in future work is calculated only on the credits and grades earned since the degree was awarded. An exception to this is made if the student is officially admitted to a second bachelor's degree program. Undergraduate courses taken while in a graduate degree program are calculated in the student's graduate GPA.

Academic letter grades at UAA and UAF carry the following grade points:

A=4.00
B=3.00
C=2.00
D=1.00
F=0.00

Academic letter grades at UAS carry the following grade points:

A =4.00
A- =3.70
B+ =3.30
B =3.00
B- =2.70
C+ =2.30
C =2.00
C- =1.70
D+ =1.30
D =1.00
D- =0.70
F =0.00

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The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to recommend that the draft course level definitions submitted by the UA Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: Last year the UAF Faculty Senate approved the recommendations made by the Curricular Affairs and the Graduate & Professional Curricular Affairs on the draft course level definitions. This fall, representatives from all three campus curricular affairs committees and the registrars have worked together to formulate a new draft based on the recommendations made last year.

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12/1/98

DRAFT REPLACEMENT FOR UNIVERSITY REGULATION 10.04.09 AND
PROPOSED STATEMENT FOR UAA, UAF AND UAS CATALOGS

COURSE DEFINITION SYSTEM

A. Course Numbering System

Each course offered by the University is identified by the department designator and a three-digit course number. The designator commonly abbreviates the name of a discipline or department (for example, ENGL for English). In general, the first numeral of the three-digit course number indicates the course level and the year in which the course is ordinarily taken, For example, ENGL 111 is a 100-level course and is ordinarily taken by first-year (freshman) students, and ENGL 318 is a 300-level course taken by third-year (junior) students.

B. Course Level Expectations

Students are expected to demonstrate learning skills commensurate with the appropriate course level, and are expected to meet, prior to registering, prerequisites for all courses as listed with the course descriptions. Prerequisites indicate the preparation and/or background necessary to undertake academic study. If a student has not taken and passed the necessary prerequisites, but feels confident of performing the course work, the student may request permission from the instructor of the course to enroll in the class. An instructor withdrawal may be initiated for those students who enroll without either prerequisites or instructor permission.

Courses numbered 001-049 are career development courses intended to fulfill special needs of students or the community and are not designed as preparation for 100-level college work. They are offered for Continuing Education Units (CEU) or for non-credit. Courses numbered 050-099 usually cover basic or developmental material and are intended to help prepare students to enter 100-level college courses. They are applicable to some vocational certificates. The 100-level courses generally require learning basic concepts. The 200- 300-, and 400-level courses require increasing sophistication in the ability to extract, summarize, evaluate, and apply relevant class material. The 500-level courses are specifically designed for professional development at the post-baccalaureate level, while the 600-level courses for advanced degrees demand rigorous analysis, synthesis, and research skills.

C. Non-degree and Preparatory Courses

001-049: Career development or community interest courses. These courses are intended to fulfill special needs of students or the community and are not designed as preparation for 100-level college work. Career development courses are offered for Continuing Education Units (CEU). One CEU is granted for satisfactory completion of 10 contact hours of classroom instruction or for 20 contact hours of laboratory or clinical instruction. Community
interest courses not offered for credit. They are not applicable to any degree requirements (even by petition).

050-099. Remedial or preparatory courses. These courses are applicable to some vocational certificates but not to any

associate degrees, baccalaureate degrees, master's degrees, or professional certificates. These are developmental courses that provide supplemental preparation for introductory college courses.

D. Academic Credit Courses

Lower Division Courses

100-199: Freshman-level courses. These courses are applicable to certificates, associate, and baccalaureate degrees. They introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

200-299: Sophomore-level courses. These courses are applicable to certificates, associate, and baccalaureate degrees. They provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experience, or field, require previous college experience, or develop advanced skills.

Upper Division Courses

As a general guideline upper division courses require at least junior standing or equivalent experience in addition to any stated prerequisites. The student is expected to have adequate preparations and background to complete courses at this level. Upper-division courses may not be required as prerequisites for lower-division courses.

300-399: Junior-level courses. These courses are applicable to baccalaureate degrees and may be applicable to some associate degrees. They may not be applied to both a baccalaureate and a master's degree. These courses build upon previous course work and require familiarity with the concepts, methods and vocabulary of the discipline.

400-499: Senior-level courses. These courses are applicable to the baccalaureate degree and may be applicable to some associates degrees. They may also be applied to graduation requirements for some master's degrees with prior approval of the student's Graduate Study Committee. They may not be applied to both a baccalaureate and a master's degree. These courses require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems. These courses generally require a substantial background of study in lower-level courses.

600-699: Graduate-level courses. These courses are for post-baccalaureate study towards advanced degrees with approval of the student's Graduate Study Committee. A few well qualified undergraduates may be admitted to graduate courses with appropriate approval of the instructor. These courses may be used to meet graduation requirements for some baccalaureate degrees with prior approval of the major department. A student may not apply such a course to both a baccalaureate and a graduate degree.

D. Professional Development Courses.

500-599: Professional development courses. These courses are intended as post-baccalaureate education for various professional groups who desire to continue their education at a level distinct from graduate-level education. Courses are neither

graduate nor undergraduate in nature. These 500-level courses shall not be stacked with any credit courses, shall not apply toward any degree, certification or credential program, and are not interchangeable with 600-level courses.

RATIONALE:

To meet the requirements of existing Regents' Policy 10.04.09:

Course Definitions

The University of Alaska will develop a course definition system which clearly distinguishes among the various types of coursework provided and the level of academic experience expected for their successful completion. This system will be constructed with the consistency needed across University of Alaska institutions to facilitate systemwide academic advising. This Policy has a corresponding University Regulation.

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The UAF Faculty Senate passed the following at its Meeting #84 on December 7, 1998:

RESOLUTION PASSED (1 nay)
==========

WHEREAS, the University of Alaska Fairbanks Faculty Senate considers the appointment of individuals to the University of Alaska Board of Regents to be of crucial importance, and

WHEREAS, this board governs Alaska's only public university system, and women and men from Alaska's diverse ethnic and cultural landscape should be appropriately reflected in its composition, and

WHEREAS, the Board of Regents must work in close association with and supervise the activities of the President of the University, and

WHEREAS, academic concerns and political matters of the state should be entirely separate issues, and

WHEREAS, a regent should have first-hand experience with a very large organization that has multiple objectives, functions, and geographic locations, and

WHEREAS, a regent must be a goodwill ambassador as well as a zealous defender and protector of the University of Alaska on all fronts, and

WHEREAS, a regent must possess a wide range of knowledge in order to understand issues from the perspective of faculty, staff, researchers, students, and community members at large, and

WHEREAS, a regent must possess the vision for Alaska to think far into the future, and must base decisions on the goal of maintaining the University of Alaska as one of the State's greatest and most important resources, now

THEREFORE BE IT RESOLVED, That the University of Alaska Fairbanks Faculty Senate encourages the Honorable Tony Knowles, Governor of the State of Alaska, to use every resource and counsel available to him, and urges him to weigh his thoughts carefully in order to place individuals on the Board of Regents who will act in the best interest of the University of Alaska and the great State of Alaska.

The UAF Faculty Senate passed the following at its Meeting # 83 on November 16, 1998:

MOTION PASSED
==========

The UAF Faculty Senate moves to approve the Unit Criteria for Music.

EFFECTIVE: Immediately

Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Music Department. With some minor changes, agreed upon by the department representative, David Stech, the unit criteria were found to be consistent with UAF guidelines.

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UNIT CRITERIA

for Evaluation of Faculty for Promotion and Tenure

Department of Music
University of Alaska Fairbanks

STATEMENT OF PURPOSE.

These unit criteria are to supplement the University of Alaska Fairbanks Policies and Regulations for the Evaluation of Faculty for Promotion and Tenure (hereafter referred to as the "University Policies and Regulations") and to clarify their application to faculty of the UAF Department of Music. These unit criteria are subordinate to the University Policies and Regulations.

INTRODUCTION.

These criteria define for the University Promotion/Tenure Review Committee the kinds of music performance and conducting events that are most appropriately assigned to the categories of Teaching, Research and Service.

With respect to performance or conducting activities done under the category of research, the professional prestige of any performance or conducting event is determined by the visibility of the performance forum and the likelihood that a printed review could result. Also affecting visibility of the event is the level of sophistication of the audience, and the reputation of the forum in the eyes of the music professionals in the same performance discipline.

A review can be a significant part of a performer's professional record; however, the lack of a printed review for any one concert should not be construed as a negative assessment of the work of the artist. The artist has no control whether a reviewer is present or whether a review is ultimately printed.

Each live performance is itself a separate creative act where the professional risk is not reduced by the fact that the

same program may have been done previously in another location.

Performers are evaluated and chosen for professional management sponsorship after a screening process that parallels the review process used for printed forums. Vitae and recordings of prior concerts are carefully evaluated by sponsors before contractual terms are agreed upon.

The value of university and public school service in music is fully recognized. In many aspects of music performance, service represents a major part of the professional time commitment, even for faculty with heavy teaching loads. Music faculty participation in such events brings favorable notice to the institution as a whole.

Finally, public performance or exhibition activity was described as the appropriate research product for the discipline. Chancellor Patrick O'Rourke wrote, in a memorandum to the Executive Council in 1985:

> "Each faculty member must be involved in some effort to make a valid contribution to the body of knowledge in his/her own discipline. This contribution can be made in a variety of ways: research and publication in learned journals, monograph publications, papers at professional meetings, sculpting, painting, music composition, and other performance media which may be appropriate to the discipline. The medium is not near as important as the effort to make a contribution."

SUGGESTIONS FOR DEPARTMENTAL USE OF THE UNIT CRITERIA

It is recommended the faculty member including music performance or conducting activities as part of their promotion and tenure files classify their creative activities according to the categories defined below. The candidate should describe explicitly which events were refereed, juried, or otherwise screened, and precisely how this process was accomplished.

The Departmental Peer Review Committee and Department Chair should offer its collective opinion as to whether the events listed by the candidate appear in the appropriate categories.

The Unit Criteria document defines how the following professional activities apply to the discipline of music:

I. TEACHING

II. RESEARCH/SCHOLARLY ACTIVITY

III. UNIVERSITY/PUBLIC SERVICE

for the three levels of professional forum:

a. local and surrounding community

b. statewide; mostly outside the local community

c. national or international; mostly outside the state.

MUSIC PERFORMANCE activities defined as part of TEACHING

DEFINITIONS: Performance done as an adjunct to formal course instruction, principally to provide role models for students in the classroom environment.

LOCAL: Local solo and ensemble events done as part of studio teaching, master classes, student recitals, or non-solo participation with credit-producing university music ensembles.

Method for Evaluation: This activity should be evaluated by use of the Learning Assessment System (LAS).

STATEWIDE: Similar activities done as part of formal course instruction delivered at other units of the University.

Method for Evaluation: Opinion of professional peers on site, if such opinions are available. Also measured by whatever evaluation tool might be in place at that event.

NATIONAL: Similar activities done as part of formal teaching done at institutions beyond the state or done at institutions outside the U.S.

Method for Evaluation: Opinion of professional peers on site, if such opinions are available. Also measured by whatever evaluation tool might be in place at that event.

Statewide and national teaching activities should not be confused with workshop-type performance activities described in Public and University Service.

MUSIC PERFORMANCE activities defined as part of RESEARCH/SCHOLARLY ACTIVITY

DEFINITION: Formal concerts given clearly independently of formal instruction or service activities. Shall include performance of music created through electronic music synthesis.

LOCAL: Faculty solo recitals, chamber music, and solo concerto events where the visibility of the event is limited to the local community.

Method for Evaluation: Based upon opinions expressed by music faculty, or by members of the Performing/Fine Arts/ JB Promotion & Tenure Review Committee.

STATEWIDE: Similar events where the visibility of the events extends beyond the community but appears limited to the confines of the state

Method for Evaluation: Faculty who do much performing should be expected to have received some printed press reviews for some of the concerts. Unsolicited written comments may also be used to substantiate the impact and success of the performance.

NATIONAL: Similar events given mostly at nationally or internationally recognized forums. A forum located in the state such as the Fairbanks Summer Arts Festival, the Anchorage

Festival, or the Sitka Festival may be included in this category if the professional visibility of the individual is judged to go beyond the State. Also includes faculty participation at an internationally-known music ensemble or at a nationally-visible professional forum. Includes sound recordings commercially and distributed beyond the State.

Method for Evaluation: Faculty engaged in such activities Are expected to have accumulated reviews for some of the events, if they appeared as a soloist. For evaluation of nationally-released sound recordings, the existence of printed reviews would reflect significance of the product in the professional world.

In the absence of published reviews, the Department Chair or the Department Peer Review Committee could (at their discretion) solicit opinions from knowledgeable persons who attended out-of-town performances. Faculty members desiring to engage local peers should discuss specifics with the Department Head well in advance of the concert event.

The principal determinant for measuring the impact placement of an event is the scope of professional visibility achieved.

Special recognition will be given to those performances which

1) expose the performer to critical public evaluation by professional peers, or

2) major statewide events in which the performer was selected from a national or international pool of performers, or

3) where the performer placed well in a formal competition, or in a similar juried evaluation process.

MUSIC PERFORMING
activities defined as part of PUBLIC AND UNIVERSITY SERVICE

DEFINITION: defined as that done in a non-solo capacity to support departmental ensembles, or done as part of University public relations events. Performance done to benefit an extra-university host or sponsor, especially where the host or sponsor is principally involved with activities other than sponsorship of the performance arts.

LOCAL: Performances given at a municipal event, given to benefit of a host or sponsor such as service organization, church, public school or private business. Also includes performances with municipal non-profit performance groups (e.g. municipal band, light opera theatre, youth orchestra) or other activities done as part of public relations events held locally.

Method for Evaluation: Since such activities are done to benefit the sponsor or host directly, no printed review should be expected. Evaluation can be based upon the opinion of faculty peers who attended the event. There is no formalized tool to measure quality for such events. The invitation to participate should be judged as significant in and of itself.

STATEWIDE: Similar performances given out of town. Also

includes performances with departmental-sponsored music ensembles on tour in the state; performing at music clinics at state regional music festivals by invitation, or performing done at public schools, for purposes of recruitment. Local events may be included in this category if the event drew an audience which is statewide.

Method for Evaluation: Opinion of professional peers on site, if such opinions are available. The importance of the event could be assessed according to the professional prestige of the sponsor or the host. There is no formalized tool to measure quality for such events. The invitation to participate should be judged as significant in and of itself.

NATIONAL or INTERNATIONAL: Similar events done outside of the state. A local or statewide event may be included in this category if the event drew an audience which was national or international in scope.

Method for Evaluation: There is no formalized tool to measure quality for such events. The invitation to participate should be judged as significant in and of itself. The importance of the event could be assessed according to the professional prestige of the sponsor or the host.

MUSIC CONDUCTING
activities defined as part of TEACHING

DEFINITION: Conducting done by the instructor as part of required day-to-day preparation of credit-bearing music ensemble courses.

LOCAL: Conducting activities as defined above, including department-sponsored performance.

Method for Evaluation: Through use of the Learning Assessment System (LAS).

STATEWIDE: Similar activities done as part of formal credit-bearing course instruction delivered University wide.

Method for Evaluation: Opinion of professional peers on site, if such opinions are available. Also measured by whatever evaluation tool might be in place at that event.

NATIONAL or INTERNATIONAL: Similar activities done as part of formal credit-bearing course instruction done at institutions beyond the state or done internationally.

Method for Evaluation: Opinion of professional peers on site, if such opinions are available. Also measured by whatever evaluation tool might be in place at that event.

MUSIC CONDUCTING
activities defined as part of RESEARCH/SCHOLARLY ACTIVITY

DEFINITION: Formal concerts given independently of formal instruction and independent of service activities, except where noted below.

LOCAL: Conducting of non-credit producing department-sponsored music ensembles given locally. Conducting of faculty chamber recitals given locally would be considered part of this category.

Method for Evaluation: Based primarily upon opinions by music unit faculty who attended the performance. Printed reviews would not normally be expected. The provision to allow occasional credit-producing events into the category is NOT to be misunderstood to mean that any successful course-related performance may be automatically included in this category. The assertion by the candidate that the "exceptionally favorable" test was met would need to be supported by Departmental Peer Review and Chair evaluations.

STATEWIDE: Similar events where the visibility extends beyond the community (e.g., if televised to the general public, or if noted in out-of-town press).

Method for Evaluation: Faculty do much conducting would be expected to have received some printed reviews for some of the concerts. Letters of appreciation, or other unsolicited written comments recognizing the merit of the performances, could also be used to substantiate the impact and success of the performance.

NATIONAL: Similar events given mostly at nationally or internationally recognized forums. May include local performance if visibility is judged to extend to beyond the state. Also includes faculty conducting appearances with a national, or internationally, known music ensemble or at nationally, or internationally, visible concert forums. Sound recordings commercially marketed and distributed beyond the State would also be included in this category.

Method for Evaluation: The significance of such participation would derive from the visibility or prestige of the ensemble. For evaluation of nationally-released sound recordings, the existence of printed reviews, would reflect the significance of the product in the professional world.

In the absence of published reviews, the Department Chair or the Departmental Peer Review Committee could (at their discretion), solicit opinions from knowledgeable persons who attended out-of-town performances. Such evaluations, if available, can supplement the candidate's professional file. Faculty members desiring to implement this evaluation tool should suggest the possibility of the music executive well in advance of the concert advance. The lack of external peer evaluations should not reflect negatively on the record of the faculty candidate

The principal determinant for categorizing conducting events described above is the scope of the professional visibility achieved by the performance, and to a lesser degree, where the performance actually took place.

Special recognition should be given to those performances which

1) exposed the conductor to critical public evaluation by professional peers,

2) major statewide events in which the conductor was elected from a national or international pool of conductors, or

3) where the conductor placed well in a formal competition or in a similar juried evaluation process.

MUSIC CONDUCTING
activities defined as part of UNIVERSITY AND PUBLIC SERVICE

DEFINITION: to benefit an extra-university host or sponsor, especially where the host or sponsor is principally involved with activities other than sponsorship of the performing arts.

LOCAL: Performances given at a municipal event sponsored by a service organization, church, public school, or private business. Also includes conducting municipal band, light opera theater, youth orchestra, conducting of departmental ensembles for public school music ensembles (including those out-of-town groups which were hosted locally).

Method for Evaluation: There is no formalized tool to measure quality for such events. The invitation to participate should be judged as significant in and of itself.

STATEWIDE FORUM: Similar performances given out-of-town. Also includes conducting of department-sponsored music ensemble on tour of the state. Also includes conducting of music clinics at state region festivals by invitation and other clinics done around the state.

Method for Evaluation: There is no formalized tool to measure quality for such events. The invitation to participate should be judged as significant in and of itself.

NATIONAL or INTERNATIONAL: Similar events done where professional visibility of the conductor extends beyond the confines of the state or local region. May include being a clinician at a nationally-recognized event held locally, if sponsors of the event have a previously established record of selecting clinicians from a national pool.

Method for Evaluation: The importance of the event could be assessed according to the professional prestige of the sponsor or the host. There is no formalized tool to measure quality for such events. The invitation to participate should be judged as significant in and of itself.

PROFESSIONAL PERFORMANCE EXPECTATION DOCUMENT
SUMMARY OF UNIT CRITERIA DESIGNATIONS AND PROFESSIONAL EXPECTATIONS

I. Teaching	A. Local and surrounding community
II. Research	B. Statewide; mostly outside the local community
III. University and Public Service	C. National or International, mostly outside of the state.

PROFESSIONAL VISIBILITY EXPECTED FOR
PROMOTION TO DIFFERENT ACADEMIC RANKS

Lecturer (non-tenure)	IA
Instructor (non-tenure)	IA
Instructor (tenure)	IA, IIA, IIB, IIIA
Assistant Professor (tenure)	IA, IIA, IIB, IIIA
Associate Professor (tenure)	IA, IIA, IIB, IIC, IIIA, IIIB
Professor (tenure)	IA, IIA, IIB, IIC, IIIA, IIIB

Criteria for tenure are assumed to be the same as those used for promotion to the rank of Associate Professor.

Candidates for promotion are expected to have a record of recent professional activities beyond the professional record used to achieve promotion to previous rank.

****
The UAF Faculty Senate passed the following at its Meeting # 83 on November 16, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to recommend that the proposed Regents' Policy 09.03.00--Student Dispute Resolution as submitted by the Board of Regents to the Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee discussed the revised draft policies on Student Dispute Resolution, forwarded to the Faculty Senate for review and moves to forward them to the full Senate, with its recommendation that they be accepted.

****

Date: 12 October, 1998

To: Pat Ivey, Executive Officer, for distribution to Systemwide Governance Organizations

From: 'Nanne Myers, Assistant Vice President for Academic Affairs, for the Policy Revision Work Group

Subj: Re-draft of Regents' Policy/University Regulation 09.03.01--Student Dispute Resolution

Last spring, as a result of the dissatisfaction expressed in this policy and regulation by the Faculty Alliance and the Coalition of Student Leaders, the drafting team met with representatives of the Faculty Alliance. It was agreed that the team would revise the policy and regulation to reflect the AAUP guidelines for review of assignment of final grades. The resulting drafts are herewith forwarded for your consideration, with apologies that they were not available at the beginning of the semester. Editing reflects changes

from the first draft forwarded for review by governance.

The changes to the policy are summarized below.

09.03.02.A The word "generally" is inserted to indicate that an informal resolution is not a necessary first step in the initiation of a review.

09.03.02.B.2 This section has been substantively changed to make a policy statement that only faculty may authorize a change in grade.

09.03.02.B.3 This paragraph is rewritten but not substantively changed

The regulation has been revised to address reviews of final grade assignments as distinct from all other reviews of academic decisions, and reflect student concerns regarding eligibility for services while a review is in progress.

The review of final grade assignment results in a process by which a faculty committee may change a grade given by an instructor. It is important to note, as the AAUP guidelines point out, that institutions receiving federal funds are legally obligated to provide procedures by which students might successfully challenge grades that they believe may have been tainted by race or sex discrimination. A copy of the AAUP statement is attached.

On the advice of the Systemwide Academic Council, procedures for resolving other academic disputes are left to definition by MAU rules and procedures. The chancellor or designee is specified as the person to make the final decision, since in some cases, e.g., for decisions regarding graduate studies at UAS, the chief academic officer may make the decision which is subsequently challenged.

Section 09.03.02.E has been revised in response to a recommendation from the Coalition of Students Governments that eligibility for services not be affected while a dispute is in progress. Unfortunately, this is not always possible or desirable.

The drafting team requests the Faculty Alliance and the Coalition of Student Leaders to consider completing final recommendations on the policy in time for its presentation to the board in November. Because the regulation is approved not by the board, but by the president, more time could, and probably should, be taken for consideration of final recommendations regarding the regulation.

This request is made out of respect for Academic and Student Affairs Chair Sharon Gagnon, who was primarily instrumental in calling for and expediting the sorely needed revisions to policy regarding academic matters and student affairs. Regent Gagnon's term is coming to an end, and the November meeting is most likely to be her last. It would be fitting to accomplish as much revision as possible before she leaves.

(The following policy draft is the equivalent of the hard copy with the footer "For Governance Review, second reading; Disp Res Pol 10.13gov.doc)

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PART IX

STUDENT AFFAIRS

CHAPTER III

Student Dispute Resolution

General Statement: Student Dispute Resolution P09.03.01

The University of Alaska will provide fair, consistent, and expeditious procedures for students to contest actions or decisions which adversely affect them. These procedures will be published in student catalogs or handbooks. Students may direct a complaint to the MAU senior student services officer, the chief academic officer, the chief administrative services officer, or designee. This official will initiate action to resolve the complaint or will inform the student of the appropriate procedure, if any, for review of the action or decision in dispute.

Actions or decisions of the Board of Regents or the substance of Regents Policy, University Regulation, and MAU rules and procedures are not subject to review pursuant to the provisions of this policy.

General Procedures For Dispute Resolution P09.03.02

A. Informal Resolution Procedures

Unless specified to the contrary, the first step for a student to challenge a university action or decision will [[GENERALLY]] be to seek an informal resolution with the person responsible for the decision or action, or with the person's immediate supervisor.

B. Formal Review Procedures

If the matter [is not] CAN NOT BE resolved informally, a student may submit a written statement to initiate one of the following formal review procedures. A request for formal dispute resolution may not be filed under more than one procedure, or more than once on an issue. Each procedure will include at least one level of review prior to the final decision, and will provide due process appropriate to the issue.

1. Review of student employment decisions or actions

Issues related to student employment will be reviewed in accordance with the grievance procedure specified in Regents' Policy on human resources, except as specifically modified by Regents' Policy on employment of students.

2. Review of academic decisions or actions

Challenges to academic decisions or actions of the faculty or academic administration will be reviewed in accordance with the procedures set forth in the accompanying regulation and in MAU rules and procedures. [Review of the assignment of grades will start with the faculty member assigning the grade, unless this person is unavailable within the review schedule provided in the regulation.] Appropriate

issues for this procedure include such things as alleged arbitrary or capricious dismissal from or denial of admission to an academic program based upon academic considerations, or assignment of final grades. ONLY THE COURSE INSTRUCTOR OR A REVIEW BODY COMPOSED OF FACULTY MAY AUTHORIZE A CHANGE IN THE ASSIGNMENT OF A FINAL GRADE.

3. Review of university judicial decisions or disciplinary SANCTIONS [actions]

NOTE: THE FOLLOWING TWO PARAGRAPHS ARE NEW WORDING

Procedures by which students may challenge decisions resulting from university judicial procedures and/or the imposition of sanctions for violation of the Student Code of Conduct are set forth in University Regulation 09.02.04 - Student Rights and Responsibilities, sections G - K.

The Code, examples of violations of the Code (which include cheating, plagiarism, and disruption of the living or learning environment), university judicial procedures, and disciplinary sanctions are set forth in Regents' Policy and University Regulation 09.02.00 - Student Rights and Responsibilities, and MAU rules and procedures.

NOTE: THE FOLLOWING PARAGRAPH WAS PROPOSED FOR DELETION

[Challenges of university judicial decisions or disciplinary sanctions related to behavioral or academic misconduct will be reviewed in accordance with procedures set forth in University Regulation on student rights and responsibilities and in MAU rules and procedures. Appropriate issues for this procedure include such things as allegations of cheating, plagiarism, disruption of the living or learning environment, or other violations of the Student Code of Conduct.

4. Review of administrative decisions or actions

Chancellors will be responsible for providing and promulgating MAU rules and procedures which provide a mechanism for students to challenge certain administrative decisions or actions not otherwise covered in this policy. Not all administrative decisions and actions will be subject to challenge.

C. Final decision

At the end of the review proceedings the university will issue a written decision, identified as the "final decision," after which point the matter under dispute will not be reviewed further by the university. Notification of the final decision will be made in accordance with Regents' Policy on student rights and responsibilities regarding seeking further redress in the court system to university decisions and actions. (See also Regents' Policy 09.02.08 - Student Rights and Responsibilities: Final University Decision.)

Confidentiality P09.03.03

Access to files pertaining to student disputes will be governed by

state and federal laws and regulations, Regents' Policy, University Regulation, and MAU rules and procedures and may vary with the issue under review and the review process.

The university cannot guarantee confidentiality but will make a reasonable effort to preserve the legitimate privacy interests of the persons involved. In order to preserve the legitimate privacy interests of the persons involved, all participants in the proceedings will be expected to maintain confidentiality.

The person in charge of the review procedure may release information if appropriate permission from the parties is provided or if other applicable legal requirements are met.

Access to Formal Review Proceedings P09.03.04

Student dispute resolution proceedings will normally be closed. Requests for an open proceeding must be made by a party prior to the start of the proceeding. Such requests will be granted to the extent allowed by law unless the person in charge of the proceeding determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors. A party may choose an advisor to be present at all times during the proceedings.

The person in charge of the proceeding may direct that witnesses, but not the parties or their advisors, be excluded from the proceedings except during their testimony. The deliberations of the hearing panel or officer will be closed to the public and the parties.

The UAF Faculty Senate passed the following at its Meeting # 82 on October 12, 1998:

MOTION POSTPONED
==========

The UAF Faculty Senate moves to approve the following changes to the Governance Coordinating Committee procedures.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The recommended changes clarify the role of the Governance Coordinating Committee in the governance structure at the University of Alaska Fairbanks. Amendments to the Procedures require a two-thirds vote from each of the three governing bodies.

****

The UAF Faculty Senate passed the following at its Meeting # 82 on October 12, 1998:

MOTION PASSED
==========

The UAF Faculty Senate moves to recommend that the proposed Regents' Policy and University Regulation 09.99.01--Recreational and Intercollegiate Athletics as submitted by the Board of Regents to the Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: Proposed changes to the original policy are to: 1) clarify the intention of the policy and bring it up to date, particularly with expectations for non-discrimination and gender equity; and 2) stress that expectations for recreational and intercollegiate athletics should be commensurate with the resources available to and controlled by the MAU.

****

[[ ]] = Deletion
CAPS = Addition

REGENTS' POLICY 09.99.00

PART IX
STUDENT AFFAIRS
CHAPTER XCIX

Recreational and [[Competitive]] INTERCOLLEGIATE Athletics
GENERAL STATEMENT: RECREATIONAL AND INTERCOLLEGIATE ATHLETICS
[[Preamble]] P09.99.01

THE UNIVERSITY OF ALASKA WILL SUPPORT OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN RECREATIONAL AND/OR INTER-COLLEGIATE ATHLETICS. EACH MAU WILL DETERMINE THE LEVEL OF SUPPORT FOR SUCH ACTIVITIES WHICH IS CONSISTENT WITH THE MAU'S MISSION AND WITHIN THE LIMITS OF ITS FACILITIES, RESOURCES, AND PERSONNEL. WHILE OPPORTUNITIES MAY BE MADE AVAILABLE TO THE TOTAL CAMPUS COMMUNITY, PRIORITY WILL BE GIVEN TO STUDENT PARTICIPANTS.

[[The University of Alaska supports the development of opportunities for men and women to participate in recreational and competitive athletics ancillary to academic development throughout its system. The university will provide opportunities for student participation in sports experiences through recreational, intramural, and extramural physical activities, and further will develop selected intercollegiate competitive team programs with which units of the University of Alaska system and their respective communities can identify.

(12-11-81)

Student Participation P09.99.02

Each campus encourages the participation of each student in at least one sports activity of life time value which may be achieved through spontaneous recreational participation, intramural, extramural, and competitive sports programs.

(12-11-81)]]

ATHLETIC [[Physical]] Activities P09.99.02 [[03]]

A. Recreational Athletics [[P09.99.03(A)]]

The University of Alaska will encourage [[spontaneous]] recreational activities by providing facility use [[time.]], WITHIN THE LIMITS OF FACILITY AVAILABILITY, RESOURCES, AND PERSONNEL. [[Priority in recreational athletics will be given to student participants with opportunities available to the total campus constituency. These opportunities are inclusive of all casual physical activities and limited only by the mind of the user and the appropriateness of the facilities. The University of Alaska will strive to provide the fiscal and physical support that is necessary to create this opportunity. (12-11-81)]]

B. Intramural Athletics [[P09.99.03(B)]]

The University of Alaska WILL encourage[[s]] the development of campus intramural ATHLETICS [[sports]] which allows [[non-varsity]] competition among [[men and women]] students and faculty-staff groups. [[in a wide variety of athletic activities.]] Students should play a primary role in the selection and management of [[the particular]] intramural activities. [[conducted.]]

C. Extramural Athletics [[P09.99.03(C)]]

[[Institutions within]] The University of Alaska [[system]] may establish and sponsor teams in organized competitive programs outside of the CAMPUS [[institution]] SUCH AS WITH [[including but not limited to]] city leagues, church leagues,

inter-school competition, and organized tournaments. Preference for participation on these teams [[shall]] WILL be given to [[currently enrolled]] students. [[Rules of competition shall be established by the sponsoring organization. The University of Alaska system shall be encouraged to sponsor such organized competitive tournaments for participating institutions.]] University of Alaska facilities may be USED ON A SPACE AVAILABLE BASIS FOR EXTRAMURAL ATHLETICS. [[made available for such programs.]]

D. Intercollegiate Athletics [[P09.99.03(D)]]

Intercollegiate [[sports]] ATHLETICS ORGANIZED TO provide [[advance]] competitive opportunities for student athletes [[The University of Alaska shall promote, through recruiting and funding, competitive sports appropriate to the Alaska scene.]] WILL BE OPERATED UNDER MAU CONTROL WITH ACADEMIC AND FINANCIAL INTEGRITY, AND IN COMPLIANCE WITH APPLICABLE ATHLETIC ORGANIZATION RULES.

1. Authorized Sports [[P09.99.03(D.1)]]

Sports authorized for intercollegiate competition are:

Basketball
Cross-country Running
Gymnastics
Ice Hockey
Riflery
Skiing - Nordic and Alpine
Swimming
Volleyball

Amendments to this list must be approved by the Board of Regents. (12-11-81)

2. Levels of Competition [[P09.99.03(D.2)]]

The intercollegiate teams of the University of Alaska shall compete at a national organizational classification level commensurate with available funding, facilities, and skill levels of the athletes. Requests for membership in a particular organization and change in the approved classification level of competition will originate at the [[institution]] MAU, and must be approved by the Board of Regents

3. Participation by Alaskans [[P09.99.03(D.3)]]

Participation by Alaskan athletes will be encouraged through active recruitment of Alaskans who are capable of athletic performance at the designated level of competition.

4. Participation by Alaskans [[P09.99.03(D.4)]]

In order to participate in intercollegiate athletics, a student must:

a. meet the standards set by the appropriate national athletic organization; and

b. meet the academic standards as established by the appropriate [[major administrative unit]] MAU.

[[5. Intercollegiate Tournaments Sponsorship [[P09.99.03(D.5)]]

[[Institutions within the University of Alaska may sponsor intercollegiate athletic tournaments provided funding for such tournaments has been approved in the intercollegiate athletics budget. In any newly established tournaments, the host Alaskan institution of such tournaments shall include the other Alaskan institutions among tournament participants when the teams are participating at the same division classification level.]]

5[[6.]] Common Opponents [[P09.99.03(D.6)]]

[[The university endorses]] A "common opponents" philosophy WILL BE UTILIZED WHERE POSSIBLE within the conference structure and scheduling TO ALLOW MORE THAN ONE CAMPUS TO ENGAGE A VISITING TEAM DURING ITS TRAVEL IN THE STATE. [[possibilities.]]

SOURCES OF Funding FOR [[of]] Athletics P09.99.03[[04]]

[[For the four physical activities programs listed above, specific funds for capital improvements to accommodate increased student participation and for the management and support of the different programs will be identified in the long-range and annual planning and budgeting process at each MAU. The needs of these programs, in addition to the instructional needs of the academic units and programs, will be considered when planning for the development and use of sports facilities. (12-11-81)

Intercollegiate athletics shall not dominate facility use nor funding to the detriment of recreational, extramural or intramural athletic opportunities nor shall one sport exclude the development of other intercollegiate, recreational, intramural, or extramural sports activities. Facilities of the institution may be available for public use as stated in Policy and Regulation 06.02.01.]]

The support of athletic program expenses by local private sources (such as booster clubs or individuals) or supplementary activities MAY BE ENCOURAGED BUT SUCH SUPPORT MUST BE MADE [[will be channeled]] through MAU [[the university]] accounting systemS and WILL be subject to university accounting procedures, review and audit.

NON-DISCRIMINATION AND GENDER EQUITY
[[Equal Opportunity]] P09.99. 04[[05]]

EACH CHANCELLOR WILL BE RESPONSIBLE FOR COMPLIANCE WITH APPLICABLE NON-DISCRIMINATION AND GENDER EQUITY MANDATES.

[[The University of Alaska affirms its policy of providing equal opportunity for the participation of men and women in all intercollegiate, extramural, intramural, and recreational athletic activities (04.01.15), as well as equivalent institutional services, in compliance with federal and state law and regulation. Each chancellor and campus president is responsible for maintaining equal opportunity for men and women.]]

(12-11-81; revised [[12-17-81)]] DATE

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The UAF Faculty Senate passed the following at its Meeting # 82 on October 12, 1998:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend the 1999-2000 Academic Calendar as presented by the Registrar prepared in accordance to BOR policies and forward it to the Governance Coordinating Committee for action.

EFFECTIVE: Immediately

RATIONALE: The consensus of the Curricular Affairs Committee was that the 1999-2000 academic calendar should adhere to senate policy and can do so by scheduling final examinations in both fall and spring semesters for the period Wednesday through Saturday.

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DRAFT DRAFT DRAFT
UNIVERSITY OF ALASKA FAIRBANKS - Fairbanks Campus
ACADEMIC CALENDAR 1999-2000

FALL SEMESTER-1999

Registration for the 1999 fall semester begins	Mon., Apr. 5, 1999
Fee payment begins	Thurs., July 1
Application for admission deadline for fall semester	Mon., Aug. 2
Orientation for new students	Sun.-Wed., Aug. 29-Sept. 1
Residence halls open, 9 am	Sun., Aug. 29
Financial aid disbursement begins	Mon., Aug. 30
First day of instruction	Thurs., Sept 2
Late registration begins	Thurs., Sept 2
Labor Day (no classes)	Mon., Sept. 6
Late registration and fee payment end	Fri., Sept. 10
Last day for 100% refund of tuition and materials fees	Fri., Sept. 10
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Sept. 17
Last day for 50% refund of tuition (only)	Fri., Sept. 17
Low grade reports for freshmen due not later than	Fri., Oct. 8
Last day to apply for 1999 fall graduation	Fri., Oct. 15
Last day for student-initiated and faculty-initiated withdrawals (W grade given for course)	Fri., Oct. 29
Registration and fee payment for the 2000 spring semester begin	Mon., Nov. 8
Thanksgiving holidays (no classes)	Thurs.-Sun., Nov. 25-28
Last day of instruction	Mon., Dec. 13
Final examinations	[[Tues.-Fri., Dec. 14-17]] WED.-SAT., DEC. 15-18
Residence halls close, noon	[[Sat., Dec. 18]] Sun., Dec. 19
Grades due to the Registrar's Office	Tues., Dec. 21
Campus closed 5 p.m., Fri., Dec. 24, 1999 - 8 a.m., Mon., Jan 3. 2000	

SPRING SEMESTER-2000

Application for admission deadline for spring semester	Wed., Dec. 1, 1999
Orientation for new students	Mon.-Tues., Jan. 10-11, 2000
Residence halls open, 9 a.m.	Sun., Jan. 9
Financial aid disbursement begins	Tues., Jan. 11
First day of instruction	Thurs., Jan. 13
Late registration begins	Thurs., Jan. 13
Alaska Civil Rights Day (no classes‹late registration and fee payment continue)	Mon., Jan. 17
Late registration and fee payment end	Fri., Jan. 21
Last day for 100% refund of tuition and material fees	Fri., Jan. 21
Last day for student-initiated and faculty-initiated drops (course does not appear on academic record)	Fri., Jan. 28
Last day for 50% refund of tuition (only)	Fri., Jan. 28
Last day to apply for 2000 spring graduation	Tues., Feb. 15
Low grade reports for freshmen due not later than	Fri., Feb. 18
Last day for student-initiated and faculty-initiated withdrawals (W grade given for course)	Fri., Mar. 10
Spring recess	Mon.-Sun., Mar. 13-19
Registration for the 2000 fall semester begin	Mon., Apr. 3
All Campus Day (no classes)	Fri., Apr. 21
Last day of instruction	Mon., May 1
Final examinations	[[Tues.-Fri., May 2-5]] Wed.-Sat., May 3-6
Residence halls close, noon	[[Sat., May 6]] Sun., May 7
Commencement	Sun., May 7
Grades due to the Registrar's Office	Wed., May 10
Fee Payment for the 2000 fall semester begins	Mon., July 3

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The UAF Faculty Senate passed the following at its Meeting # 82 on October 12, 1998:

MOTION PASSED (2 nays)
==========

The UAF Faculty Senate moves to delegate the authority to approve exceptions to academic policy (petitions) as follows:

1. For matters involving the CORE CURRICULUM: Faculty advisor, head of the department in the curricular area involved, through the Graduation Office to the chair of the Core Review Committee. An appeal of the chair's decision will be referred to the Provost for resolution.

2. For matters involving the MAJOR OR MINOR DEGREE REQUIREMENTS: Faculty advisor, department head in the major or minor area, to the Graduation Office. An appeal of this decision will be referred to the Dean in the major or minor area for resolution.

3. For OTHER matters: Faculty advisor, dean/director of the college/school of the student's major (who will consult with the appropriate department head(s)) to the Graduation Office. An appeal of this decision will be referred to the Provost for resolution.

   By the end of September, the Registrar's Office will supply the Curricular Affairs Committee with a brief summary of petition actions taken during the previous academic year.

EFFECTIVE: Spring 1999

RATIONALE: The current petition process is too cumbersome and involves too many parties. Current policy also lacks any point of reference in the petition process. The proposed motion will simplify the process by reducing the number of parties, and by establishing a point of reference in the Graduation Office. The proposal provides academic quality assurance.

****

The UAF Faculty Senate passed the following at its Meeting # 82 on October 12, 1998:

MOTION PASSED
==========

The UAF Faculty Senate moves to refer the issue of amending the UAF Faculty Appointment and Evaluation Policies & Regulations for the Evaluation of Faculty to the Faculty & Scholarly Affairs Committee. They will report back to the Senate no later than the May 1999 meeting.

EFFECTIVE: Immediately

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 81 on September 14, 1998:

MOTION PASSED (without objection)
==========

The UAF Faculty Senate moves to establish the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following Senate committees: Curricular Affairs, Faculty & Scholarly Affairs; Graduate & Professional Curricular Affairs; Faculty Development, Assessment, and Improvement; and Service Committee.

Alexandra Fitts, Curricular Affairs
John Olson, Faculty & Scholarly Affairs
Michael Whalen, Graduate & Professional Curricular Affairs
David Porter, Faculty Develop., Assessment, & Improvement
Deborah McLean-Nelson, Service

EFFECTIVE: Immediately

Madeleine Gebert 9-21-98

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 81 on September 14, 1998:

MOTION
======

The UAF Faculty Senate moves to establish an Ad Hoc Committee on Out-of-Class Learning. Membership will consist of:

Maynard Perkins, Northwest Campus
John Fellerath, Student Services
Jean Richardson, ASUAF
Rick Goeb, Athletics & Recreation
James Bicigo, Theatre/Music/Arts
Lisa Lehman, Library

EFFECTIVE: Immediately

RATIONALE: UAF's Evaluation Of Educational Effectiveness Policy includes an Evaluation of Out of Class Learning-- "An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted." This evaluation should be faculty driven.

Madeline Kellerath 9-21-98

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 81 on September 14, 1998:

MOTION PASSED
==========

The UAF Faculty Senate moves to postpone action on the proposed Regents' Policy and University Regulation 09.99.01--Recreational and Intercollegiate Athletics until the October 12, 1998 meeting.

EFFECTIVE: Immediately

Madeline Petrich 9-21-98

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 81 on September 14, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to send the motion on the 1999-2000 Academic Calendar as presented by the Registrar to Curricular Affairs for their consideration and recommendation.

EFFECTIVE: Immediately

Madeline Gelatt 9-21-98
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 81 on September 14, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend Section IV. B. (Faculty with Academic Rank) of the UAF Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty as follows:

[[ ]] = Deletion
CAPS = Addition

B. Faculty with Academic Rank

1. Criteria and Eligibility. A record of continuing effective performance shall be expected [[with emphasis on the record of achievement since the latest promotion in rank]]. PROCEDURES, [[P]]performance criteria and requirements [[for eligibility for promotion and/or tenure]] are set forth in THE APPLICABLE UNION CONTRACTS, UAF Faculty Policies, [[Chapter IV,]] and in policies of the Board of Regents and the regulations of the University system currently in effect and as they may change.

3. d. [[Constitution and Operation of University-wide Promotion and Tenure Committee. The University-wide Promotion and Tenure Committee will be composed of twelve representatives; three from the College of Liberal Arts (one each from education, humanities, and social sciences); three from the College of Science, Engineering and Mathematics (one from each area); three from the College of Resource Development and Management (one each from the schools of management, agriculture and land resources

each from the School of Fisheries and Ocean Sciences, Alaska Cooperative Extension and College of Rural Alaska. (Revised by the Senate and Approved by the Chancellor 3/26/97)

Additionally, the chair of the unit peer review committee for each candidate or another committee member designated by the chair will sit as an ad hoc, non-voting member of the university-wide committee during the review of candidates from that unit. The chair of the unit peer review committee or a designee may participate in the discussion of the candidate's application for promotion or tenure and will present the file to the university-wide committee. (Revised by Senate and Approved by the Chancellor 10/21/91)

Each college's/school's representative to the university-wide committee will be elected by the faculty of that college/school during the spring semester. One alternate will also be elected. Terms of service on the committee will be three years, with the terms being staggered so that continuity between committees is maintained. All representatives must be tenured and hold the rank of either associate professor or professor.

The committee shall elect a chair from its membership. The committee shall establish operating rules and procedures in a public meeting and file these with the Chancellor's Office.

Voting members of the university-wide committee shall not serve on any committee, or have input at any other level of review, related to promotion or tenure.

The discussion regarding a candidate's file shall be held in executive session, unless the candidate requests an open meeting. The voting

process shall be conducted in such a manner that the public may know the vote of each person entitled to vote.]]

CONSTITUTION AND OPERATION OF THE UNIVERSITY-WIDE PEER REVIEW COMMITTEES.

(1) FOR THE PURPOSE OF EVALUATION FOR TENURE AND/OR PROMOTION OF MEMBERS OF THE UNITED ACADEMICS BARGAINING UNIT, A LIST OF THE NAMES OF SEVEN TENURED UNIT MEMBERS WILL BE PRESENTED TO THE PROVOST WHO WILL SELECT THE COMMITTEE OR COMMITTEES. EACH UNIT PEER REVIEW COMMITTEE MAY NOMINATE ONE OF ITS MEMBERS TO SERVE. THE LIST WILL BE DETERMINED FROM THOSE NOMINEES BY VOTE OF ALL FACULTY WHO SERVE ON UNIT PEER REVIEW COMMITTEES. FACULTY SHALL REMAIN ON THE LIST FOR A TERM OF TWO YEARS WITH THE TERMS BEING STAGGERED. NO SPECIFIC PEER REVIEW COMMITTEE CAN BE REPRESENTED BY MORE THAN ONE PERSON. A FACULTY MEMBER MAY NOT STAND FOR PROMOTION DURING THE TERM OF APPOINTMENT TO THE LIST.

(2) FOR THE PURPOSE OF PRE OR POST TENURE EVALUATION OF MEMBERS OF THE UNITED ACADEMICS BARGAINING UNIT, A LIST OF THE NAMES OF SEVEN FACULTY MEMBERS WILL BE PRESENTED TO THE PROVOST WHO WILL SELECT THE COMMITTEE OR COMMITTEES. EACH UNIT PEER REVIEW COMMITTEE MAY NOMINATE ONE OF ITS MEMBERS TO SERVE. THE LIST WILL BE DETERMINED FROM THOSE NOMINEES BY VOTE OF ALL FACULTY WHO SERVE ON UNIT PEER REVIEW COMMITTEES. FACULTY SHALL REMAIN ON THE LIST FOR A TERM OF TWO YEARS WITH THE TERMS BEING STAGGERED. NO MORE THAN ONE FACULTY MEMBER ON THE LIST CAN BE A

MEMBER OF ANY SPECIFIC PEER REVIEW COMMITTEE. A FACULTY MEMBER MAY NOT STAND FOR POST TENURE REVUE DURING THE TERM OF APPOINTMENT TO THE LIST.

(3) FOR THE PURPOSE OF EVALUATION FOR TENURE AND/OR PROMOTION OF MEMBERS OF THE ACCFT BARGAINING UNIT, A LIST OF THE NAMES OF NINE FACULTY MEMBERS WILL BE PRESENTED TO THE PROVOST WHO WILL SELECT THE COMMITTEE OR COMMITTEES. THE LIST WILL BE SELECTED FROM THE TENURED FACULTY IN THE ACCFT BARGAINING UNIT BY VOTE OF THOSE FACULTY. FACULTY SHALL REMAIN ON THE LIST FOR A TERM OF TWO YEARS WITH THE TERMS BEING STAGGERED.. A FACULTY MEMBER MAY NOT STAND FOR PROMOTION DURING THE TERM OF APPOINTMENT TO THE LIST. THE PROVOST WILL APPOINT TWO MEMBERS FROM THE UNITED ACADEMICS UNIVERSITY-WIDE PROMOTION/TENURE COMMITTEE TO SERVE ON THE ACCFT PROMOTION/TENURE COMMITTEE.

[[e. Candidate Review <delete in its entirety>]]

EFFECTIVE: Immediately

RATIONALE: Procedures for retention, promotion, tenure and post tenure review will be determined by union contract. The current contracts do require a MAU Peer Review Committee but the Senate's role is only to submit a slate of names for this committee. Section B.3.d. specifies the derivation of that slate of names. The MAU Peer Review Committee slate is based on unit peer review committees in the belief that, while there may be modifications to the contract mandated procedures, unit peer review committees in some form will remain in future instantiations. This basis, rather than that of college/school, removes the slate selection from the vagaries of administrative

reorganization (over which the Senate has no authority) while retaining a slate that represents a cross section of the University. We recommend that the provost should appoint all seven faculty on the lists (for (1) and (2)) to the respective committees. We also recommend that a faculty member who has taken part in a decision at the unit peer review level abstain from voting at the MAU peer level. It is the intent tradition dictates this practice.

We further realize that other sections of the policy need to be revisited at a later date.

Madeline Schaf 9-17-98

President, UAF Faculty Senate Date

APPROVAL: Jon Wadsworth DATE: 9/25/98

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 81 on September 14, 1998:

MOTION PASSED (without objection)
==========

The UAF Faculty Senate moves to amend the title of Section IV of the UAF Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty as follows:

[[ ]] = Deletion
CAPS = Addition

IV. [[Consideration of faculty]] EVALUATION PROCESS for RETENTION, promotion [[and/or]], tenure, AND POST TENURE REVIEW

EFFECTIVE: Immediately

RATIONALE: The above is contract language and is consistent with the intent of this section.

Madeline Seltzer 9-21-98
President, UAF Faculty Senate Date

APPROVAL: Joanne Wadsworth Chancellor's Office DATE: 9/25/98

DISAPPROVED: _____ Chancellor's Office DATE: _____

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting # 81 on September 14, 1998:

MOTION PASSED (without objection)
==========

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Permanent) of the Bylaws by deleting E.1. (The University Wide Promotion and Tenure Committee) and renumbering the remaining sections as appropriate.

EFFECTIVE: Immediately

RATIONALE: Procedures for retention, promotion, tenure, and post tenure review will be determined by union contract. The current contracts do require a MAU Peer Review Committee but the Senate's role is only to submit a slate of names for this committee. The MAU Peer Review Committee is not structured as a Senate Committee. The Senate's role in the evaluation process will be delineated in ensuing motions.

Madeline Gelat 9-21-98
President, UAF Faculty Senate Date

APPROVAL: Joan Wadleigh DATE: 9/21/98
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to adopt recommendations of the Curricular Affairs Committee as the UAF Faculty Senate's response to the UA Faculty Alliance common grading policy.

EFFECTIVE: Immediately

RATIONALE: The committee considered how it should respond to the proposal of the UA Faculty Alliance concerning a common grade policy. It was compared to current UAF practice by UAF Registrar Ann Tremarello who made specific recommendations concerning language on grading system, academic letter grades, individual grades of A, B, C, D, F, non-academic grades, the credit/no-credit option, P, pass/no-pass and pass/fail, DF, NB, I, AU, W, and computation of grade point average. The committee suggested changes to the list of recommendations in three areas.

1) recommendation on the "F" grade should add the word "satisfactorily;" That is, an "F" grade is defined as "Indicates failure to meet course requirements satisfactorily."

2) That the "NB" section should be removed from the common grade policy, because UAF no longer recognizes the NB grade;

3) That the recommendation on the "I" grade conform to current UAF practice, which no longer requires students to have earned a "C" grade or better in the majority of the work for the course in order to be assigned an incomplete.

The committee moved to adopt the amended recommendations as the committee's proposal for the UAF Faculty Senate response to the UA Faculty Alliance.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

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ANALYSIS OF THE UNIVERSITY OF ALASKA COMMON GRADE POLICY
As proposed by the UA Faculty Alliance

Grading System:
This is an elaborated UAF grading system statement. It has been embellished by stating what is required in the syllabus in addition to the course grading system.

Recommendation: Go back to the UAF statement: "Instructors are expected to state their grading policies in writing at the beginning of each course."

"Academic Letter Grades"
What follows are definitions for letter grades. By classifying these as "academic," the impression is given that "non-academic" grades, such as Pass and Credit, could not be used with academic courses. The "academic" grades are simply those that are used to compute the grade point average.

Recommendation: Change the name and do not separate these grades from those not counted in the grade point average. There is a clear enough indication of what counts and does not count in the GPA in the section dealing with computing grade point averages.

"A"
UAF's definition included "?.completion of more work than is regularly required."

Recommendation: Go with the suggested definition. I imagine that many A grades are given at UAF without requiring additional work.

"B"
UAF's previous definition indicated this was "outstanding" ability.

Recommendation: Accept the new definition.

"C"
Defined as "average mastery" which seems a contradiction in terms.

Recommendation: Change "mastery" to "performance."

"D"
Defined as "less than average mastery" and "minimum acceptable completion of all course requirements."

Recommendation: Change "mastery" to "performance." Remove or change "minimum acceptable completion of all course requirements" because it is unnecessary and may be misunderstood to mean that "D" grades are minimally accepted as meeting degree requirements in all cases.

"F"
Definition seems awkward: "Indicates failure to meet a minimum level of understanding of the subject and minimum acceptable level of completion of all course requirements. All "F" grades earned in pass/fail courses are included in the GPA calculations."

Recommendation: Change definition to: "Indicates failure to meet course requirements satisfactorily. All "F" grades, including those earned in courses graded under the pass/fail option, are calculated in the GPA."

"Non-Academic Grades"
Identifies grades that are not computed in the grade point average.

Recommendation: Beside changing the "label" for these courses, combine the last two sentences to read: "However, grades of "CR" and "P" earn credit toward graduation, except as specified and may be used to determined satisfactory academic progress, where satisfactory progress means a "C" or better for undergraduate courses and "B" or better for graduate courses."

"CR"
OK

"NC"
OK.

Credit/No-Credit Student Option
Essentially the same as now used at UAF with these two exceptions: (1) maximum of 15 credits earned by this option may apply to an associate or baccalaureate degree; (2) option can not be used with courses repeated for GPA improvement.

Recommendation: Stay with the present UAF policy that limits the student to one course per semester using the credit/no-credit option. The fact that only "undesignated" electives can be taken with this option limits the number that can be applied toward any degree. Adopt the policy that credit/no-credit can not be used when repeating a course for a higher grade.

"P"
Equivalent undergraduate and graduate grades are not part of the definition.

Recommendation: Include in the definition of the "P" grade that it is equivalent to a "C" grade for an undergraduate course and a "B" grade in a graduate course.

"NP"
Used only at UAA. Use of this grade should be an option at each MAU.

Pass/No-Pass and Pass/Fail Course Options
The explanation of these options goes into more detail than is necessary. Equivalents of the "P" grade are given here rather than in the definition of the grade (see above).

Recommendation: Remove the reference to equivalent grades (to be placed with the definition of the "P" grade above).

"DF"
Includes this from the UAA policy: "If course work is not completed prior to applying the course towards a graduation requirement, the "DF" becomes a permanent grade and it will be necessary for the student to re-register to obtain credit for the course."

Recommendation: Clarify what this means. A course could not be applied towards a degree requirement if it is not completed. Without a better explanation, I would recommend this be removed from the policy statement.

"NB"
Used only at UAS. Use of this grade should be an option at each MAU.

Recommendation: The "NB" section should be removed from the common grade policy, because UAF no longer recognizes the NB grade.

"I"
States that the student must have earned a "C" grade or better in the majority of the work for the course (this was just removed from the UAF policy) and that an Incomplete Grade contract or a Course Completion Contract be signed by both the faculty member and the student.

Recommendation: Eliminate the "C" grade requirement. Delete the "contract" requirements. That is a process and should be left up to the individual MAU's.

"AU"
This appears to be the UAF policy.

Recommendation: Remove all reference to process and deadlines for changes from credit to audit from the policy statement.

"W"
The "W" grade is defined as a "registration status." Since the student does not "register" for a "W" grade, this appears to be inappropriate wording.

Recommendation: Change the wording to "Indicates withdrawal from a course??"

Computation of Grade Point Average
Again, use of "non-academic" grades may be confusing. It is important to note that this policy defines the GPA to be calculated only on credits and grades earned at a specific MAU. There is no mention of a "statewide" GPA (something the Regents have mentioned). The Banner system separates the academic history record by level, that is, undergraduate, graduate, professional, non-credit/CEU. A separate GPA is calculated by level. There is not a combined MAU GPA.

Recommendation: Change wording as follows (additions are in CAPS):
1. "The grade point average (GPA) is a weighted numerical average of the grades earned in courses BY LEVEL at a MAU. To compute a GPA, the cumulative number of grade points earned BY LEVEL at a MAU is divided by the total number of credits for which a grade was received."
2. "Undergraduate courses TAKEN BY A STUDENT while in a graduate degree program are calculated in the student's graduate GPA IF THEY ARE PART OF THE GRADUATE PROGRAM AS INDICATED ON THE STUDENT'S APPROVED ADVANCEMENT TO CANDIDACY FORM.

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to recommend that the proposed Regents' Policy and Univesity Regulation 09.02.00--Student Rights and Responsibilities as submitted by the Board of Regents to the Faculty Alliance be accepted.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs Committee discussed draft policies and regulations on Student Rights and Responsibilities, forwarded to the Faculty Senate for review by a UA administrative committee chaired by 'Nanne Myers and moved to forward them to the full senate, with its recommendation that they be accepted.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)

==========

The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum for Aesthetic Appreciation under the "Perspectives on the Human Condition" as follows:

CAPS = Additions
[[ ]] = Deletions

"PERSPECTIVES ON THE HUMAN CONDITION"

AESTHETIC APPRECIATION

1. Objectives
   a. To compare and contrast the methods, process, and expression of the three arts (visual, music, and drama) in western and non-western civilizations;
   b. To develop basic and practical tools of aesthetic perception, awareness and appreciation;
   c. To develop an understanding of how the arts are related to one another and to the world; and
   d. To develop understanding of the value and application of aesthetics to everyday life.

2. Options: Proposed courses MAY [[would]] be team-taught by members of similar interests and background representing the Departments of Art, THEATRE [[Drama]], and Music and would follow the above objectives. Courses offered will depend upon the emphasis and background of the faculty [[team]]. Five examples of possible courses are:

   a. An art appreciation course drawing upon material from Music 123, Music Appreciation; Art 100, Art Appreciation; and Theatre [[211, Theater Appreciation]] 215, DRAMATIC LITERATURE.

   b. A course emphasizing Native Alaskan music and drawing together content from Theatre 161, Introduction to Tuma Theatre; Music 223, Alaskan Native Music; and ART 365, Native Art of Alaska.

   c. A course emphasizing the modern creative process as manifested in the art of the twentieth century, drawing upon content offered in courses in modern theatre, modern art (Art 363), and modern music (Music 424).

   d. A course examining art from an historical perspective, with content drawn from Theatre [[211]] 215, DRAMATIC LITERATURE, Music 222, and Art 261-262.

   e. A course considering art of the Pacific Rim cultures and drawing material from Music 124, Music in World Cultures; Art 261-262, History of World Art; and Theatre [[211, Theater Appreciation]] 215, DRAMATIC LITERATURE (with emphasis on Theater practice throughout the Pacific Rim).

   EFFECTIVE: Immediately

   RATIONALE: The CORE Curriculum Review Committee has approved a change in the wording of the CORE Curriculum Requirements (1990) regarding Aesthetic Appreciation.

These cosmetic changes have been requested by the Department Heads of Art, Music, and Theatre.

These changes DO NOT affect the CORE or the Spirit of the CORE, but do reflect the existing realities of the courses AS CURRENTLY PRESENTED. The changes also reflect the Theatre Department's desire to be recognized as Theatre rather than "Drama."

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

Approved: J. Wadlow, Chancellor Date: 5/8/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (16 yes, 8 no)
==========

The UAF Faculty Senate moves to refer the motion to amend the minimum requirements for Master's Degrees back to committee for additional consideration.

Effective: Immediately

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

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MOTION REFERED BACK TO COMMITTEE
==========

The UAF Faculty Senate moves to approve the amendments to the minimum requirements for Master's Degrees. These new requirements should be listed in the UAF catalogue as follows:

CAPS = Additions
[[ ]] = Deletions

For all Master's Degree Programs, the following must be met:

a. Submit a Graduate Study Plan (GSP) and an Appointment of Committee Form to the Graduate School by the end of the second semester in attendance.

b. Be registered for at least 6 credits per year (fall, spring, and summer combined), or have an approved leave of absence form on file.

C. PASS A WRITTEN AND/OR ORAL COMPREHENSIVE EXAMINATION WHICH MAY BE COMBINED WITH A PROJECT OR THESIS DEFENSE. IN SOME PROGRAMS (E.G. THE MBA PROGRAM) A CAPSTONE COURSE, THAT INCLUDES DEMONSTRATION OF THE ABILITY TO SYNTHESIZE INFORMATION IN THE FIELD AT A LEVEL APPROPRIATE FOR A

MASTER'S DEGREE, MAY BE SUBSTITUTED FOR A COMPREHENSIVE EXAMINATION.

[[c.]] D. Submit an Advancement to Candidacy form to the Graduate School. Once submitted, this form supplants the GSP and serves to formally establish specific degree requirements.

[[d.]] E. Submit an application for graduation and be registered for at least 3 graduate credits in the semester in which the degree is to be awarded; and

[[e.]] F. Complete all degree requirements within the 7-year time limit allowed.

Furthermore, the following OUTLINES additional MINIMUM requirements [[are the minimum requirements]] for FOUR DIFFERENT CATEGORIES OF Master's Degrees:

A. For a Master's of Science or Master's of Arts Degree - with thesis

Successfully complete at least 30 credits of course work including at least 6 credits of thesis (699). No more than 12 thesis/research (699/698) credits may be counted towards the minimum degree credits.

At least 24 credits must be at the 600 LEVEL [[or above]], except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level [[or above]].

[[Pass a written and/or oral comprehensive exam (may be combined with the thesis defense.)]]

Publicly present and defend thesis.

Submit a completed and signed thesis defense form to the Graduate School.

Archive thesis in UAF Library.

B. Master's of Science or Master's of Arts Degree - with project

Successfully complete at least 30 credits of course work including at least 3 credits of RESEARCH or project work (698). No more than 6 research OR PROJECT WORK (698) credits may be counted towards the minimum degree credits.

At least 24 credits must be at the 600 level [[or above]], except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level [[or above]].

[[Pass a written and/or oral comprehensive exam (may be combined with the project defense.)]]

Publicly present and defend project.

Submit a completed and signed project defense form to the Graduate School.

Archive project in UAF Library.

C. MASTER'S OF SCIENCE OR ARTS DEGREE - COURSEWORK BASED

SUCCESSFULLY COMPLETE AT LEAST 30 CREDITS OF COURSEWORK. AT LEAST 24 CREDITS MUST BE REGULAR COURSEWORK AT THE 600 LEVEL NOT INCLUDING RESEARCH, PROJECT OR THESIS COURSEWORK.

D. For a Professional Master's Degree (E.G. [i.e.] Master's of Business Administration, Education, etc.)

Successfully complete at least 30 credits of course work (research or thesis credits NOT included).

At least 24 credits must be at the 600 level [[or above]] (research or thesis credits NOT included).

[[Successful completion of a comprehensive exam or capstone course that includes demonstration of the ability to synthesize information in the field at a level appropriate for a Master's degree.]]

Note on Implementation of Motion: It is the understanding of the Graduate AND PROFESSIONAL Curricular Affairs Committee that changes to existing programs degree requirements or the name of the degree which may be necessitated by this policy, if implemented, will need final approval of the Graduate AND PROFESSIONAL Curricular Affairs Committee, but does not constitute a new degree offering, and will not need approval by the Board of Regents.

No minimum presented herein prohibits programs from requiring additional work. The adjustments that have been made from existing programs include the requirement for the non-thesis project to be documented and in some manner archived in the Library (i.e. slides, recording, report.)

EFFECTIVE: Fall 1998

RATIONALE: The master's degree requirements, passed during UAF Faculty Senate meeting #71, omitted or eliminated several categories of master's degrees that had previously been offered by UAF and are commonly offered at other universities nationwide. These omissions or eliminations would have had serious ramifications for students pursuing master's degrees in several programs. The intent of the original motion was to set minimum standards and reduce the disparity in requirements for different categories of master's degrees. The proposed amendments to the motion serve to further that goal and rectify the omission or elimination of master's degree programs that have been and continue to be a vital part of the UAF graduate curriculum.

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED
==========

The UAF Faculty Senate moves that, for the academic year 1998-99 only, incoming graduate students may elect to fulfill the master's degree requirements from either the 1997-98 or 1998-99 catalog.

EFFECTIVE: Immediately

RATIONALE: The new master's degree requirements essentially eliminate an entire category of degrees and the implementation of these requirements has proved to be much more arduous and contentious than anyone in the 1996-97 Senate thought.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

Approved: J. Wadlow, Chancellor Date: 5/8/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to request that the Appeals and Oversight Committee select four of its members to be recommended to United Academics by the Senate for service on the Appeals Board. The individuals should be members of the bargaining unit (eligible for membership in United Academics). One each should be selected from CLA and CSEM, one from CNRDM or CRA combined, and one from SFOS, ACE or Education combined. One of the above members should be recommended to serve as president of the Appeals Board.

This motion is an interim motion effective for one year.

EFFECTIVE: Immediately

RATIONALE: The United Academics will form an Appeals Board. The relation of the Senate with United Academics and of the Appeals and Oversight Committee with the Appeals Board has yet to be determined. By having some common members for the first year, the two appeals groups will be able to coordinate their activities and make recommendations concerning the future relationship.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to request that Peter Knoke and John Morack be recommended to United Academics to serve on the Labor Management Committee on Distance Learning and Technology.

This motion is an interim motion effective for one year.

EFFECTIVE: Immediately

RATIONALE: The Distance Learning and Technology Committee will be considering matters which are traditionally academic in nature and consequently of interest to the Senate. By having the Senate recommend members to serve on this committee, the Senate will be able to coordinate its actions with those of United Academics in this area. Further, the experience will help guide the long-term relationship of the Faculty Senate and United Academics on academic issues. The Distance Learning and Technology Committee is mandated to present an interim report by October 30, 1998.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to request that Peter Knoke and John Morack be recommended to United Academics to serve on the Distance Learning and Technology Committee. The individuals should be members of the bargaining unit (eligible for membership in United Academics).

This motion is an interim motion effective for one year.

EFFECTIVE: Immediately

RATIONALE: The Distance Learning and Technology Committee will be considering matters which are traditionally academic in nature and consequently of interest to the Senate. By having Senate members serve on this committee the Senate will be able to coordinate its actions with those of United Academics in this area. Further, the experience will help guide the long-term relationship of the Faculty Senate and United Academics on academic issues. The Distance Learning and Technology Committee is mandated to present an interim report by October 30, 1998.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend Section III, B. 5 and 5a of the UAF Grade Appeals Policy as indicated below.

[[ ]] = Deletions
CAPS = Additions

GRADE APPEALS POLICY

III. Procedures

B. 5. The committee must [[meet]] SCHEDULE A MUTUALLY AGREEABLE DATE, TIME AND LOCATION FOR THE APPEAL HEARING within 10 WORKING days of receipt of the student's request.

a. During this and [[any]] subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

EFFECTIVE: Immediately

RATIONALE: This change will provide both timely response and flexibility in scheduling an appeals hearing. In few cases now, can hearings be heard within 10 days of receipt of a student's request. This will fix that problem.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

Approved: J. Wadlow, Chancellor Date: 5/8/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the Unit Criteria for Communication.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The committee assessed the unit criteria submitted by the Communications Department. With some minor changes, agreed upon by the department representative, Bob Arundale, the unit criteria were found to be consistent with UAF guidelines.

Signed: John D. Craven, President, UAF Faculty Senate Date: 5/7/98

Approved: J. Wadlow, Chancellor Date: 5/8/98

****

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INTITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,
PROMOTION, TENURE, AND SABBATICAL LEAVE

AND

COMMUNICATION UNIT CRITERIA
STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE DEPARTMENT OF COMMUNICATION. ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO COMMUNICATION FACULTY, AND BECAUSE THEY ARE ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

I. PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies" (hereinafter referred to as UAF Faculty Policies), supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks. Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for UAF.

The University, through the UAF Faculty Senate, may wish to change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

II. INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment. Minimum degree, experience and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.

B. Academic Titles. Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline. Units wishing to appoint academic rank faculty within schools and colleges to titles must have the concurrence of the specific discipline in which the title resides.

C. Process for Appointment of Faculty with Academic Rank. Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's affirmative action policies and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank. Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's stated affirmative action policies and shall provide for participation in hiring by faculty and administrators in the unit. These procedures shall be on file in the Chancellor's Office.

E. Following the selection process, the dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the Chancellor or his/her designee.

F. Letter of Appointment. The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution, the part(s) defining the position may not. Subsequent letters of appointment may vary the work load distribution and nature of the assignment.

III. PERIODIC EVALUATION OF FACULTY

A. Criteria. As outlined in UAF Faculty Policies, Chapter IV.A.3. evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the

university and activity in the areas outlined above will be defined by activity and excellence in the following tripartite areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

B. Bipartite Faculty. Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

As defined in UAF Faculty Policy (IV.A.2.), only vocational/technical faculty and extension agents may hold bipartite rank. No other faculty may hold bipartite rank.

The determination of which of the criteria defined above will apply to these faculty shall be in accordance with institutional needs for the given position, will be coordinated by the dean of the appropriate school or college in consultation with the director, in cases of joint appointment, and with the program faculty.

While bipartite faculty may choose to engage in a tripartite function, they will not be required to do so as a condition for evaluation, promotion, or tenure.

C. Definitions of Criteria.

1. Effectiveness in Teaching.

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom or through distance delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting.

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics which define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.

g. UTILIZE AND DEMONSTRATE THEIR KNOWLEDGE OF WHAT CONSTITUTES EFFECTIVE ORAL COMMUNICATION IN THEIR TEACHING METHODS.

h. DEMONSTRATE CONSISTENT ATTENTION TO STUDENTS IN THE ROLE OF AN ADVISOR REGARDING UAF AND DISCIPLINE RELATED MATTERS.

i. DEVELOP AND REVISE INSTRUCTIONAL MATERIALS FOR USE IN SUPPORT OF THEIR TEACHING.

j. ACTIVELY PARTICIPATE IN AND CONTRIBUTE TO THE WORK OF THE FACULTY OR THE DISCIPLINE IN CURRICULUM MATTERS.

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum materials, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings (required source of data).

and at least two of the following:

b. self-evaluation

c. peer/head classroom observation(s)

d. peer/head evaluation of course materials

2. Achievement in Research, Scholarly, and Creative Activity.

Inquiry and originality are central functions of a land grant/sea grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Whatever the contribution, research, scholarly or creative activities must have the following characteristics:

- They must occur in a public forum.

- They must be evaluated by appropriate peers.

- They must be evaluated by peers external to this institution so as to allow an objective judgment.

- They must be judged to make a contribution.

ACHIEVEMENT IN RESEARCH AND SCHOLARLY ACTIVITY INVOLVES:

1. IDENTIFYING AND EXPLORING NEW RESEARCH PROBLEMS IN THE DISCIPLINE, AND/OR CRITICALLY EXAMINING EXISTING RESEARCH PROBLEMS TO PROVIDE NEW INSIGHTS.

2. DEVELOPING NEW METHODS, THEORIES, OR APPROACHES TO RESEARCH PROBLEMS IN THE DISCIPLINE.

3. DEVELOPING AND MAINTAINING A FOCUSED PROGRAM OR PROGRAMS OF RESEARCH.

4. DEMONSTRATING GROWTH IN KNOWLEDGE OF THE DISCIPLINE, OR GROWTH IN EMPIRICAL AND/OR CRITICAL RESEARCH ABILITIES.

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. CHAPTERS IN EDITED BOOKS, books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Presentation of research papers before learned societies.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

I. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

1. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

3. Effectiveness of Service

The notion of public service is intrinsic to the land grant/sea grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as

"public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

a. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units; such service may occur on a periodic or limited-term basis.

EFFECTIVENESS IN PUBLIC SERVICE INVOLVES:

1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF PROFESSIONAL ORGANIZATIONS IN THE DISCIPLINE, AND/OR PUBLIC AND GOVERNMENTAL BODIES.

2. SUMMARIZING KNOWLEDGE IN THE DISCIPLINE FOR THOSE OUTSIDE UAF.

3. APPLYING THEORIES OR FINDINGS OF THE DISCIPLINE IN PUBLIC SERVICE.

Examples include, but are not limited to:

(1) Providing information services to adults or youth.

(2) Service on or to government or public committees.

(3) Service on accrediting bodies.

(4) Active participation in professional organizations.

(5) Active participation in discipline-oriented service organizations.

(6) Editing or refereeing articles or proposals for professional journals or organizations.

(7) Consulting.

Methods of delivering public service may include, but are not limited to:

(1) Leadership of or presentations at workshops, conferences, or public meetings.

(2) Training, facilitating, and consultative services.

(3) Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

(4) Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

b. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations.

EFFECTIVENESS IN UNIVERSITY SERVICE INVOLVES:

1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF COLLEGE, UAF, AND STATEWIDE COMMITTEES, PANELS, TASK FORCES, ETC.

2. EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS IN POSITIONS IN THE DEPARTMENT, COLLEGE, UNIVERSITY OF ALASKA FAIRBANKS, OR STATEWIDE.

Examples of such activity include, but are not limited to:

(1) Service on university, college, school, institute, or departmental committees or governing bodies.

(2) Consultative work in support of university functions, such as expert assistance for specific projects.

(3) Service as department head or similar part-time administrator.

(4) Participation in accreditation reviews.

(5) Service in support of student organizations and activities.

(6) Academic support services such as library and museum programs.

(7) Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

c. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements and performance evaluations. In formulating standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities appropriate for that unit, and measures for evaluation. Effectiveness of public service is "demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards and honors from constituent groups; and reputation among peer deliverers of public service. Effectiveness of university service is demonstrated by such things as work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work, and work with students beyond formal teacher-student relationships.

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The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

RESOLUTION OF APPRECIATION

FOR

JOHN D. CRAVEN

WHEREAS, John Craven has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, John Craven has served as Senator to the UAF Faculty Senate from 1993-1998; and

WHEREAS, John Craven has served as a member of the Graduate Council for 1993-95; and

WHEREAS, John Craven has served as a member of the Curricular Affairs Committee from 1995-96; and

WHEREAS, John Craven has served as President-Elect of the UAF Faculty Senate from 1996-1997; and

WHEREAS, John Craven has served as a member of the UAF Governance Coordinating Committee from 1996-98; and

WHEREAS, John Craven has served as a member of the UA Faculty Alliance of the UA Systemwide Governance Council from 1996-97, and as Spokesperson from 1997-1998; and

WHEREAS, John Craven has served as a member of the Provost's Ad Hoc Committee on Distance Delivery and Technology Enhanced Education from 1997-1998; and

WHEREAS, John Craven has served as a member of the Provost's Search Committee in 1998; and

WHEREAS, John Craven has served as a member of the Presidential Evaluation Committee of the Board of Regents in 1998; and

WHEREAS, John Craven has served as President of the UAF Faculty Senate from 1997-1998; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of John Craven as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of John Craven and expresses its appreciation for his exemplary service.

Signed: Madeline Schatz, President, UAF Faculty Senate

Dated: May 4, 1998

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to endorse the 1998-99 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

Signed: Madeline Schatz, President, UAF Faculty Senate Date: 5/5/98

****

1998-99 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs
Harry Bader, SALRM (00)
Carol Barnhardt, SOEd. (00)
*Charlotte Basham, CLA (00), Chair, Curriculum Review
Alexander Fitts, CLA (99)
Ron Illingworth, CRA (99)
*Gerald McBeath, CLA (99), Chair
Maynard Perkins, CRA (00)
Janice Reynolds, CLA (00)
Ex-Officio: Ann Tremarello, Registrar's Office
Wanda Martin, Advising Center
vacant, Student

Faculty & Scholarly Affairs
Sukumar Bandopadhyay, SME (00)
Lillian Corti, CLA (99)
Susan Grigg, CLA (00)
Bret Luick, ACE (00)
Terry Johnson, SFOS (99)
Barry Mortensen, CRA (00)
John Olson, CSEM (00)
*John Yarie, SALRM (99), Chair

Graduate & Professional Curricular Affairs
Elena Conti, CSEM (99)
Clif Lando, CSEM (99)
Renee Manfredi, CLA (00)
Vikas Sonwalkar, CSEM (00)
*Michael Whalen, CSEM (99), Chair
Ex-Officio: Joe Kan, Graduate Dean.
Dennis Stephens, Libraries
Ann Tremarello, Director, A&R
Graduate Student

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker
and Honorary Degree Recipients
Joan Braddock, CSEM (99)
Pamela Keating, CLA (99)
Jenifer McBeath, SALRM
Claus-M. Naske, CLA
Non-University: Phil Younker
Student: Tim Kerr
Ex-Officio:

Core Review
*Jin Brown, Speech, CLA (00) -- convener
Jerry Harrington, CSEM, Sciences (00)
Renee Manfredi, English, CLA (99)
Thomas Riccio, Humanities, CLA (00)
Judy Shepherd, Psy/Soc/SW, CRA (99)
Jonathan Wiens, Math, CSEM (00)
vacant, Engineering/Management (98)
vacant, Student
Ex-Officio: ^Gorden Hedahl, Dean, CLA
Sue McHenry, RSS

Developmental Studies Committee
Nancy Ayagarak, Kuskokwim, CRA (00)
Charlotte Basham, CCC, CLA (99)
Susan Blalock, English, CLA (99)
Lisa Buttrey-Thomas, Science, CSEM (00)
Jerah Chadwick, Devel. Studies, CRA (98)
Richard Clausen, Math, CSEM (00)
George Guthridge, Bristol Bay CRA (00)
Cindy Hardy, TVC (00)
Ron Illingworth, Interior Campus, CRA (99)
Wanda Martin, Advising Center (99)
Joe Mason, Northwest, CRA (00)
Ron Palcic, Chukchi, CRA (99)
Kay Thomas, RSS (99)
*Jane Weber, TVC (00) -- convener
Ex-Officio: ^Ruth Lister, TVC

Faculty Appeals & Oversight Committee
Godwin Chukwu, CNRDM (99)
Fred Dyen, CRA (99)
Ray Gavlak, ACE (00)
Ray Highsmith, SFOS (00)
John Kelley, SFOS (99)
Kristine Long, ACE (99)
Tara Maginnis, CLA (00)
Pham Quang, CSEM, Math (00)
*James Ruppert, CLA (99) -- convener
Richard Stolzberg, CSEM, Science (99)
David Verbyla, CNRDM (99)
CRA (00)
vacant, SOEd. (99)
vacant, SOEd. (00)

Faculty Development, Assessment & Improvement
Linda Curda, CRA (99)
Rosie Dinstel, ACE (99)
Scott Huang, SME (00)
*David Porter, SOM (99) -- convener

Dennis Schall, SOEd. (00)
Dan White, CSEM (00)
Barbara Wilson, CLA (99)

Graduate School Advisory Committee
Larry Duffy -FS appointee (00)
Mark Herrmann -Provost appt. (00)
Doug Kane -Provost appt (99)
Charles Mason -Provost appt (01)
Brenda Norcross - FS appointee (00)
Mary Ann Sweeney - Graduate Student
*Brenton Watkins - FS appointee (99) -- convener
Ex-Officio: Joe Kan, Graduate Dean
Ron Gatterdam, Senate President-Elect

Legislative and Fiscal Affairs
John Craven, CSEM (99)
*Scott Deal, CLA (99) -- convener
Steve Johnson, CRA (00)
Ravonna Martin, CLA (99)
Peter Schweitzer, CLA (99)
Eduard Zilberkant, CLA (00)
Wendy Redman, SW Univ. Rel.

Service Committee
Linda Athons, ACE (99)
Deborah McLean-Nelson (99)
Kade Mendelowitz, CLA (00)
*Kara Nance, CSEM (00) -- convener
Barbara Wilson, CLA (99)
Non-University:
Non-University:

University-wide Promotion & Tenure Committee
Jonah Lee, CSEM/Eng. (01); Robert Carlson, alt.
William Schneider, CLA/Soc (99); Jim Gladden, alt.
Erich Follmann, CSEM/Sci. (00); Larry Duffy, alt
John Gimbel, CSEM/Math (99); Mitch Roth, alt.
David Porter, SOM (01)
V. Kamath, SME (00); Gang Chen, alt.
Don Carling, SALRM (00); Glenn Juday, alt.
William Smoker, SFOS (01); Zygmunt Kowalik, alt.
Sheryl Stanek, ACE (99); Tom Jahns, alt.
Arvid Weflen, CRA (99); Mike McGowan, alt.
Anatoly Antohin, CLA/Hum (01); Ted DeCorso, alt.
Perry Gilmore, SOEd (00); Dauna Browne, alt.

****

The UAF Faculty Senate passed the following at its Meeting #80 on May 4, 1998:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 1998. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 5, 1998

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

Signed: Madeline Schatz, President, UAF Faculty Senate Date: 5/5/98

The UAF Faculty Senate passed the following at its Meeting # 79 on
April 6, 1998:

MOTION PASSED (14 yes, 11 nays)
==========

The UAF Faculty Senate moves to prohibit tenured faculty, tenure track faculty, and research faculty hired after this motion becomes effective, or not currently enrolled in a graduate degree program, from receiving a graduate degree from UAF* WITHIN THE DISCIPLINE IN WHICH THEY TEACH.

EFFECTIVE: Immediately

RATIONALE: It is ethically questionable for faculty to confer graduate degrees upon themselves. Included are tenured, tenure track, and research faculty. Though research faculty are not tenured, they are equivalent to regular faculty in other ways: they are full-time, they are presumed to have graduate degrees or the equivalent before starting the job, and most importantly, they supervise graduate students and sometimes teach as affiliates to academic departments. Thus they are involved in the degree-granting process.

The motion is not intended to restrict faculty professional development derived from enrolling in courses to enhance one's performance in one's own field.

Tenured, tenure track, and research faculty already in graduate degree programs by the effective date of the motion, are grandfathered. For questionable cases, the affected individual should process his/her appeal through the Faculty Appeals and Oversight Committee of the UAF Faculty Senate.

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

Approved with modifications as indicated: Joan Wadlow, Chancellor Date: 5/3/98

****

The UAF Faculty Senate passed the following at its Meeting # 79 on
April 6, 1998:

RESOLUTION (unanimous)
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT
PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 1997-98.

** Ron Gatterdam, Professor

Computer Sciences & Mathematics

_____

** President-Elect

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

****

The UAF Faculty Senate passed the following at its Meeting # 79 on April 6, 1998:

MOTION
=======

The UAF Faculty Senate recommends the revisions of the proposed Regents' Policy and University Regulation 09.06.00--Services for Students with Disabilities as proposed by the Curricular Affairs Committee and to forward these recommendations to the Faculty Alliance

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

****

The committee considered the proposed policy and regulations for students with disabilities as submitted by the Board of Regents to the Faculty Alliance.

Chapter 06. Definitions

F. Student with a Disability. In the opinion of the committee, this section required either a cross-reference to the definitions in the regulations (Chapter 6, Provision of Appropriate Academic Adjustments ... A. Requesting Accommodation for Students...) or the definition in policy should state that documentation of disability status needs to be supplied.

Accommodation of Students with Disabilities.

Maynard Perkins questioned how this section of policy would apply to rural sites. The committee thought the language in the section (for example, implementation subject to resource limitations and the making of reasonable modifications and adjustments) would protect the university against exorbitant costs, but thought the language should be reviewed by university legal counsel

Provision of Appropriate Academic Adjustments...

Section B.2. The committee found the wording of this section inappropriate in a university that prizes cooperative and not adversarial approaches to the resolution of issues. It recommended substituting the following language:

"2. Suggesting appropriate academic adjustments and other programmatic accommodations for qualified students with disabilities in consultation with faculty and staff, in accordance

with Regents' Policy, University Regulation, MAU rules and procedures, and established faculty senate procedures, and working cooperatively with faculty and staff for their provision and coordination."

Section C. Responsibilities of Faculty and Staff in providing accommodations for students with disabilities. The committee thought this section was adversarial and instituted administrative directives to faculty and staff. It recommended these changes:

"Faculty and staff will work with the DSS coordinator to agree upon and provide appropriate academic adjustments and other programmatic accommodations. The university will make training available to faculty and staff regarding adequate accommodation for students with disabilities."

The committee recommended the deletion of the following paragraph (beginning "The dean or director of a program....) because it would be superfluous if a cooperative approach were instituted.

Comments on Regulations

Section A. Requesting Accommodations for students.

1. This paragraph has the same problems as the parallel policy language. The committee recommended substituting it with the following:

"If the student is eligible for services, the DSS coordinator or designee will work cooperatively with faculty and staff to design appropriate academic adjustments and other programmatic accommodations, with a copy to the student.

Section B. Implementation of Authorized Appropriate...

The committee proposed the deletion of this paragraph, which would be unnecessary if a cooperative approach were implemented. In the opinion of the committee, these issues required a joint effort of the DSS official and faculty/staff.

****

The UAF Faculty Senate passed the following at its Meeting # 79 on April 6, 1998:

MOTION
=======

The UAF Faculty Senate moves to adopt the following calendar for its 1998-99 meetings.

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Wood Center Ballroom reserved well in advance.

****

UAF FACULTY SENATE

1998-99
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
81	9/14/98	Monday	1:30 p.m.	audioconference
82	10/12/98	Monday	1:30 p.m.	audioconference
83	11/16/98	Monday	1:30 p.m.	face-to-face

84	12/7/98	Monday	1:30 p.m.	audioconference
85	2/8/99	Monday	1:30 p.m.	face-to-face
86	3/8/99	Monday	1:30 p.m.	audioconference
87	4/5/99	Monday	1:30 p.m.	audioconference
88	5/3/99	Monday	1:30 p.m.	audioconference/ face-to-face

Location: Wood Center Ballroom

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

****

The UAF Faculty Senate passed the following at its Meeting # 79 on April 6, 1998:

MOTION
=======

The UAF Faculty Senate moves to assign academic credit for the special or reserve numbers (-91 through -99) to the faculty member(s) immediately and directly responsible for supervising the students or the courses.

EFFECTIVE: Immediately

RATIONALE: Student supervision is a time consuming instruction activity and is recognized in BOR policy and the United Academics contract, which requires a greater accountability for workload. Tracking the credit hours back to the faculty will help document actual workload. At present, some credit can be incorrectly assigned, for example, to a departments' graduate program coordinator.

It is often the case that more than one faculty member takes the lead role in directing a student. It is likely and desirable that the committee members will sort out an appropriate allocation of the credit hours; however, it is important to ensure that these allocations are not triggered by some mechanical algorithm that always assigns credit to the committee chair.

For reference, the current special or reserved numbers at UAF are as follows:

- -92 Seminar
- -93 Special Topics courses (intended to be offered only once)
- -94 Trial Courses
- -95 Special Topics Summer Session courses (offered only in the summer)
- -96 NICSA Course offerings
- -97 Individual Study
- -98 Individual Research
- -99 Thesis

These numbers are applicable at all levels, from 100 through 600. These courses may be repeated for credit.

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

Approved: Joan Wadlow, Chancellor Date: 4/23/98

****

The UAF Faculty Senate passed the following at its Meeting # 79 on
April 6, 1998:

MOTION
=======

The UAF Faculty Senate moves to endorse the following
membership on the Ad Hoc Committee on Unit Criteria.

Ron Gatterdam, Curricular Affairs
Ray Gavlak, Faculty & Scholarly Affairs
Michael Whalen, Graduate & Professional Curricular Affairs
Rich Seifert, Faculty Development, Assessment & Improvement
Kara Nance, Service Committee

EFFECTIVE: Immediately

RATIONALE: The UAF Faculty Senate has been informed by Executive Dean Ralph Gabrielli that the ACCFT "Guidelines for Promotion and Tenure Review Process for UAF ACCFT members (Unit Criteria) needs to be approved by the Senate in order to proceed with the review of the candidate up for tenure this year. (The Senate approved a one-time acceptance of the ACCFT review procedures at the last meeting.)

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

****

The UAF Faculty Senate passed the following at its Meeting # 79 on
April 6, 1998:

MOTION
=======

The UAF Faculty Senate moves to endorse the following membership
on the Ad Hoc Committee on Senate/Union Relations.

Ron Gatterdam, Curricular Affairs (Chair)
Ray Gavlak, Faculty & Scholarly Affairs
David Porter, Faculty Development, Assessment & Improvement
Ron Illingworth, ACCFT
John French, United Academics

EFFECTIVE: Immediately

RATIONALE: Senate bylaws specify that the Senate President may create and appoint members to any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate. This committee was formed in November and has met several times. With the ratification of the ACCFT and United Academics contracts this committee continues to serve a function for the Senate.

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

****

The UAF Faculty Senate passed the following at its Meeting # 79 on April 6, 1998:

MOTION
=======

The UAF Faculty Senate moves to accept the interim Standards and Indices for Promotion and Tenure to Associate Professor, bipartite academic, developed and approved by the ACCFT faculty of the College of Rural Alaska and incorporated on pages 9 & 11-13 of their document, Guidelines for Promotion and Tenure Review Process for University of Alaska Fairbanks Alaska Community College Federation of Teachers Bargaining Unit Members. These interim standards and indices will be for academic year 1997-98.

EFFECTIVE: Immediately

RATIONALE: ACCFT faculty have, for the last 6 years, had a regional review promotion and tenure process with standards and indices by which all ACCFT faculty at UAF were evaluated for promotion and tenure.

The standards and indices approved by the UAF CRA ACCFT faculty are identical to the currently existing standards and indices identified above.

The collective bargaining agreement between the University of Alaska and the ACCFT effective from July 1, 1997 to June 30, 2000 mandates in item 5.4.B that "The University and the Union agree that evaluation policies in which decisions are made within MAUs are desirable. New policies which reflect this goal will be generated through the normal governance structure and will be patterned on the current Regional Review Process."

In light of the newly agreed upon contract the University of Alaska and United Academics, it is recognized that a rewrite of the current University of Alaska Fairbanks Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty will be necessary and that this rewrite should reflect the contract language binding on both unions and the University thus it is appropriate to establish interim standards and indices pending this rewrite.

Signed: John Craven, President, UAF Faculty Senate Date: 4/8/98

Approved: Joan Wadlow, Chancellor Date: 4/23/98

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PROMOTION

MINIMUM CRITERIA

BIPARTITE ACADEMIC

The criteria listed below are intended as the minimum for determining eligibility for consideration for promotion. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. Exceptions to the minimum time in rank, terminal degree, or experience qualifications for rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

Associate Professor	Meet criteria for initial appointment to associate professor or Master's degree in the discipline or appropriate field and Demonstrated evidence of successful college-level teaching and service and Five (5) years at the rank of assistant professor, or which three (3) must be at UAF.*

EVALUATION GUIDELINES
ASSOCIATE PROFESSOR STANDARDS AND INDICES

The key concept for promotion to Associate Professor is "successful," which means "resulted in a positive outcome." The candidate must demonstrate through the promotion file that each workload component meets this requirement.

STANDARD 1: (Teaching)

Provides leadership and guidance regarding curriculum issues and in the development, delivery, and evaluation of educational activity.

INDICES:

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments is expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

* Positive student evaluations.
* Colleagues recognize and seek out the expertise of this individual.
* Serves as a resource for other faculty in advising students.
* Demonstrates mature levels of critical thinking and contributes knowledge to the field.
* Demonstrates leadership in course and curriculum development activities.
* Serves as a role model in providing academic advising, educational planning, vocational/career counseling on an individual or group basis.
* Demonstrates leadership in designing and teaching/facilitating credit/non-credit workshops, seminars, and

short courses.
* Demonstrates leadership in designing and developing and/or evaluating materials to enhance the teaching process (i.e. planning sheets, degree formats, etc.).
* Provides guidance and direction designing and delivering educational services to special student populations (i.e. Alaska Native, disabled, re-entry, economically disadvantaged, etc.).
* Initiates course development appropriate to area of expertise and student need.

STANDARD 2: (Service)

Demonstrates leadership in service activities.

INDICES:

The following accomplishments are representative of "successful" performance of the above criterion. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments is expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

* Chairs or provides leadership on a Campus/College committee.
* Serves as Campus/College representative to a community or regional organization.
* Takes responsibility for development of junior faculty.
* Develops an area of service that makes a recognizable impact on one of the missions of the Campus/College.
* Carries out administrative responsibilities skillfully as documented by peers and supervisors.
* Provides leadership that generates a climate conducive to professional growth within the Campus/College.
* Serves on a major university committee.
* Serves as a University representative to a community, regional, or state organization.
* Actively participates in professional organizations.
* Campus/College representative to University committee.

STANDARD 3: (Research/Creative Activity)

Initiates, designs, executes, and reports original research/creative activity independently or in collaboration with others. Provides consultative assistance related to research/creative activity to faculty and/or other professionals. Expertise is recognized within the community, region, and state.

INDICES:

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments is expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide to faculty and faculty evaluators.

* Research/creative activity is published in refereed

journals or professionally recognized publications.

* Reports research/creative activities at regional and national meetings.
* Research projects or program evaluation projects are actively developed and implemented.
* Consultation on research is sought by faculty members.
* Authors chapter for book or entire book.
* Research proposals for external support are approved and/or funded.
* Non-research manuscripts are published as monographs, book sections, books, or articles.
* Reputation as an expert researcher is initiated.
* Serves as guest editor of a journal issue.

The UAF Faculty Senate passed the following at its Meeting #78 on March 9, 1998:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to approve the following new policy on academic probation which replaces the existing policy passed by the Fairbanks Academic Council on October 14, 1987.

****

PROBATION

An undergraduate degree status or full-time NON-DEGREE [[special]] student whose semester or cumulative GPA is less than 2.0 will be on probation until that situation changes. Probation reviews are done after both fall and spring semesters.

EFFECTIVE: May 10, 1998

RATIONALE: Current policy and practice provide for three levels of review for probation: for students on good standing whose semester or cumulative GPAs are less than 2.0; for students placed on probation at admission whose semester or cumulative GPA are less than 2.0; and for readmitted students continued on probation whose semester or cumulative GPAs are less than 2.0. This proposal simplifies the probation action, reducing three distinctions to one.

Signed: John Craven, President, UAF Faculty Senate Date: 3/10/98

Approved: Joan Wadlow, Chancellor Date: 3/13/98

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The UAF Faculty Senate passed the following at its Meeting #78 on March 9, 1998:

MOTION PASSED
==========

The UAF Faculty Senate moves to approved the following new policy on Academic Disqualification which replaces the existing policy passed by the Fairbanks Academic Council on November 20, 1978.

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ACADEMIC DISQUALIFICATION

Undergraduate students on probation whose semester and cumulative GPAs are less than 2.0 at the end of the spring semester may be disqualified from degree status. Disqualified students may continue

their enrollment at UAF only as non-degree students, limited to enrolling in nine credits per semester, until reinstated into an academic program.

EFFECTIVE: May 10, 1998

RATIONALE: Current UAF practice is to review students for academic disqualification at the end of both fall and spring semesters. Disqualifying students after the fall semester imposes undue hardships on those who have already returned to campus in the expectation that they will be able to continue in their degree programs. Moreover, because eligibility determinations for financial aid and athletic participation are made only at the end of the academic year, some students may be academically disqualified while remaining eligible for financial aid and athletic participation. The new policy language will make the academic disqualification time line consistent with that used for determining financial aid and athletic participation elibility.

Signed: John Craven, President, UAF Faculty Senate Date: 3/10/98

Approved: Joan Wadlow, Chancellor Date: 3/13/98

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The UAF Faculty Senate passed the following at its Meeting #78 on March 9, 1998:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to adopt an interim promotion and tenure process IN ACADEMIC YEAR 1997-98 for ACCFT faculty associated with the UAF MAU. The specific steps (mirroring existing UAF policy & regulations) shall be:

1. Submission of materials by the faculty member.
2. Review of material by the campus director.
3. Review by a peer review committee.
4. Review by the CRA Executive Dean.
5. Review by the University-wide Promotion & Tenure Committee.
6. Review by the Chancellor's Office.

EFFECTIVE: Immediately

RATIONALE: For the last several years ACCFT faculty at UAF have utilized a Regional Review Process for promotion and tenure decisions which was modeled on the system in place at UAA. This process involved forwarding P&T packages to UAA for review by their University-wide P&T committee. This committee was augmented by representatives from UAF (ACCFT members). This UAA committee made recommendations for or against P&T and sent their recommendations to the UAF Chancellor.

The most recent ACCFT collective bargaining agreement states in item 5.4.B. that "The University and the Union agree that evaluation policies in which decisions are made within MAUs are desirable. New policies which reflect this goal will be generated through the normal governance structure and will be patterned on the current Regional Review Process (RRP). These policies will become effective when approved by the University and the Union. No changes will be made in UAA policy."

ACCFT faculty at UAF established an ad hoc P&T policy and procedures development committee. This committee developed Standards and Indices (Unit Criteria) which have been approved by CRA faculty and forwarded to the CRA Executive Dean, approved, and forwarded to the UAF Provost office in accordance with UAF Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty.

Changes in the procedures from RRP to local review include establishment of a peer review committee within CRA, inclusion of the CRA Dean within the review process, and inclusion of the UAF University-wide P&T committee in the review process.

However, given the establishment of a new bargaining unit at UAF (United Academics), and given that UAF ACCFT faculty have existed under UAA policy for faculty appointment and evaluation for several years, we recommend that an interim process be approved to accommodate those UAF ACCFT faculty who wish to stand this year. Subsequently, the entire UAF Faculty Appointment and Evaluation Policies and Regulations for the Evaluation of Faculty will require revision to include UAF ACCFT faculty as well as the new United Academics contract language. This is a longer process but one which should be initiated soon.

Signed: John Craven, President, UAF Faculty Senate Date: 3/10/98

Approved: Joan Wadlow, Chancellor Date: 3/13/98

The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION
=======

The UAF Faculty Senate moves to approve the Certificate program in Microcomputer Support Specialist.

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: See full program proposal #28 on file in the Governance Office, 312 Signers¹ Hall.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

Approved: Joan Wadlow, Chancellor Date: 3/2/98

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Executive Summary
Certificate, Microcomputer Support Specialist
33 credits

As computers become indispensable in our daily lives, agencies and businesses are discovering that providing ongoing support for computer users is an absolute necessity. The critical need for well-trained professionals with the requisite technical computer knowledge and people support skills is becoming every more apparent. Thus, the objective of this Certificate program is to provide the essential elements of both technical knowledge and interpersonal skills for a new cadre of microcomputer support specialists who can fill permanent staff positions, like the new State of Alaska Microcomputer/Network Technician I and II, or develop private microcomputer support enterprises throughout Alaska.

As one of the programs approved last year for funding through the President's Reallocation Fund, this program meets the criteria for being collaborative statewide, focused on vocational/technical training, and utilizing alternative modes of delivery. The group of faculty and staff who compose the committee making this project proposal come from all three MAUs. Microcomputer support represents an area of vocational/technical expertise that is increasingly desired and needed within the state but which is not currently satisfied by any University of Alaska program. And, there is a direct relationship between the requirements of the courses and the expected skills and knowledge the student will need on the job; the program will be competency based, individualized, and available at a distance through a variety of delivery modes.

The program staff developed a questionnaire regarding microcomputer classes that was sent to 1247 people in state government, educational institutions, libraries, military bases, private corporations and businesses including Native corporations: 257 responses were received for a response rate of 21%. About 78%

of the respondents indicated there was a need for a program leading to a certificate as a microcomputer support specialist, and 84% said it would be helpful to have a person trained in this area working for their organization; 58% said, if they were in a position to hire staff, they would seek to hire someone with such a certificate. Finally 56% said they themselves would be interested in obtaining a microcomputer specialist certificate.

A great number of students have already inquired about this program, having heard by word of mouth, apparently, of its imminent availability. Extended campus directors, faculty in this area, and others have told us that many potential students are waiting to enroll. Therefore, it is anticipated that a sufficient number of students will enroll in the program. In fact, the opposite problem of having too many students too quickly may materialize.

Students will be required, at minimum, to complete a 9 credit core to earn the Certificate. If they have prior experience and/or can demonstrate their competencies in the required subject area, all the remaining credits may be waived; however, many will need to take all 33 credits of course work. Courses are being redesigned for distance delivery during the Fall 1997 and Spring 1998 semesters; and equivalencies across all three MAUs have been determined. The Certificate will not be available for matriculation until all approvals have been achieved hopefully by the Fall 1998 semester.

****

The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION
=======

The UAF Faculty Senate moves to approve the A.A.S. in Microcomputer Support Specialist.

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: See full program proposal #29 on file in the Governance Office, 312 Signers¹ Hall.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

Approved: Joan Wadlow, Chancellor Date: 3/2/98

****

Executive Summary
A.A.S., Microcomputer Support Specialist
60 credits

As computers become indispensable in our daily lives, agencies and businesses are discovering that providing ongoing support for computer users is an absolute necessity. The critical need for well-trained professionals with the requisite technical computer knowledge and people support skills is becoming every more apparent. Thus, the objective of this A.A.S. program is to build on the Certificate for Microcomputer Support Specialist and provide additional skill development in the major area as well as associate level general education requirements. Completion of this A.A.S.

degree is not a preparation for a computer science baccalaureate degree.

As one of the programs approved last year for funding through the President's Reallocation Fund, this program meets the criteria for being collaborative statewide, focused on vocational/technical training, and utilizing alternative modes of delivery. The group of faculty and staff who compose the committee making this project proposal come from all three MAUs. Microcomputer support represents an area of vocational/technical expertise that is increasingly desired and needed within the state but which is not currently satisfied by any University of Alaska program. And, there is a direct relationship between the requirements of the courses and the expected skills and knowledge the student will need on the job; the program will be competency based, individualized, and available at a distance through a variety of delivery modes.

The program staff developed a questionnaire regarding microcomputer classes that was sent to 1247 people in state government, educational institutions, libraries, military bases, private corporations and businesses including Native corporations: 257 responses were received for a response rate of 21%. About 78% of the respondents indicated there was a need for a program leading to a certificate as a microcomputer support specialist, and 84% said it would be helpful to have a person trained in this area working for their organization; 58% said, if they were in a position to hire staff, they would seek to hire someone with such a certificate. Finally 56% said they themselves would be interested in obtaining a microcomputer specialist certificate.

A great number of students have already inquired about this program, having heard by word of mouth, apparently, of its imminent availability. Extended campus directors, faculty in this area, and others have told us that many potential students are waiting to enroll. Therefore, it is anticipated that a sufficient number of students will enroll in the program. In fact, the opposite problem of having too many students too quickly may materialize.

The A.A.S. will require general education and computer courses beyond the Certificate to total 60 credits. Courses are currently being redesigned for distance delivery during the Fall 1997 and Spring 1998 semesters; and equivalencies across all three MAUs have been determined. The A.A.S. degree will not be available for matriculation until all approvals have been achieved hopefully by the Fall 1998 semester.

****

The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION
=======

The UAF Faculty Senate moves to approve the Ph.D. program in Marine Biology.

EFFECTIVE: Upon Board of Regents¹ Approval

RATIONALE: See full program proposal #44 on file in the Governance Office, 312 Signers¹ Hall.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

Approved: Joan Wadlow, Chancellor Date: 3/3/98

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Executive Summary
Ph.D. Degree Program in Marine Biology

We propose a Ph.D. degree program in Marine Biology, to be housed within the Graduate Program in Marine Sciences and Limnology (GPMSL) and the School of Fisheries and Ocean Sciences (SFOS). Our goals are to attract students with excellent qualifications; offer them unique opportunities to conduct research in the Arctic, Bering Sea, and Gulf of Alaska regions; help them to develop expertise in research through courses and mentorship; facilitate their authorship of important contributions to Marine Biology, increase SFOS capability to address significant problems of Alaska's marine life; and educate professionals who are especially well-qualified to address these problems. The Strategic Plan: UAF 2000 states that the university should "become the world's leader in arctic research and graduate education." Assuming that this will remain an important UAF goal into the next century, a new Marine Biology Ph.D. program will contribute by attracting outstanding students, who will conduct high-quality research in the Arctic and elsewhere.

The doctoral degree program will educate students using both course work and a research-based thesis. The program is flexibly designed and modeled after the successful GPMSL doctoral program in Oceanography. Like all biological fields, Marine Biology requires collaborative research in many different areas in order to understand the demands placed upon the organism and how it has adapted to the environment. It can include studies in modern methods of molecular biology as well as classical methods of physiology or genetics. Courses offered by the other UAF graduate programs, in addition to a wide range of courses within SFOS, will enable Marine Biology Ph.D. students to attain both breadth and depth of knowledge. The opportunities for collaboration with researchers in Oceanography and Fisheries within SFOS, and with faculty from the Biology and Wildlife Department, the Department of Chemistry and Biochemistry, and other UAF departments and institutes will be especially valuable to Marine Biology students.

The strong, extramurally-funded Marine Biology research programs of GPMSL faculty are crucial to the success of the Marine Biology Ph.D. program. SFOS has several outstanding research facilities for marine biological research which provide opportunities to conduct research at a wide range of sites along Alaska's coastline. These include the Seward Marine Center; the Kasitsna Bay Laboratory, located near Seldovia; the Juneau Center for Fisheries and Ocean Sciences; and the Fisheries Industrial Technology Center in Kodiak. Marine Biology Ph.D. students will also have the opportunity to use the Seward SeaLife Center, which is being built by a private foundation and will open in the Spring of 1998. The SeaLife center will have state-of-the-art research facilities for captive studies of marine mammals and sea birds and will also support field research in the nearby fjords.

Five students transferred to the Interdisciplinary Studies Ph.D. program in 1995 to pursue studies in Marine Biology, with major advisors and a "home base" in GPMSL. Four of these students have completed the program and moved on to professional positions; one is still in progress. Four additional students, now enrolled in either Oceanography, have expressed interest in transferring to the Marine Biology Ph.D. program if it becomes available. SFOS and GPMSL have the faculty, the courses, the facilities, and the experience to offer

an excellent Ph.D. program in Marine Biology without additional cost to the university.

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The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION
=======

The UAF Faculty Senate moves to approve the following policy on Stacked and Cross-listed courses to be included in the UAF Catalog under the Course Numbers section of the Course Descriptions (p. 133 of current UAF Catalog) and to amend the 600-699--Graduate courses paragraph as follows:

"A few well-qualified undergraduates may be admitted to graduate courses with APPROVAL OF THE INSTRUCTOR. [[the permission of the head of the department in which the course is offered. Admission to graduate courses cross-listed with undergraduate courses requires graduate standing or permission of the instructor.]] A STUDENT MAY NOT APPLY SUCH A COURSE TO BOTH A BACCALAUREATE AND A GRADUATE DEGREE."

****

Stacked and Cross-listed Courses

The same course is sometimes offered by more than one discipline. Such offerings are referred to as "cross-listed" courses and are designated in the class listings by "cross-listed with _____".

Courses are also sometimes offered simultaneously at different levels (100/200 or 400/600, for example) with higher level credit requiring additional effort and possibly higher order prerequisites from the student. Such courses are referred to as "Stacked" courses and are designated in the class listings by "Stacked with _____". In the case of 400/600 level stacked courses, graduate standing or permission of the instructor is required for graduate enrollment and a higher level of effort and performance is required on the part of students earning graduate credit.

Courses simultaneously stacked and cross-listed will be designated in the class listing as "stacked with _____ and cross-listed with _____".

In all cases, the course syllabus (not the catalog) must stipulate the course content and requirements for each level and/or discipline. The catalog should indicate if there is a difference in content.

****

Note: this proposal extends, modifies and partially rescinds Senate policy concerning double listing of 400/600 courses enacted on Feb. 14, 1994 during Meeting # 47.

EFFECTIVE: Immediately

RATIONALE: As more departments add 400/600 courses, a clearer catalog description of this method of combining offerings is needed, as is a better way of designating them than the "same as ____" used in the current UAF

catalog. Similar comments pertain to other stacked offerings. Students need to understand the nature of these courses and the difference between levels of credit deriving from them.

This proposal will eliminate the prohibition against undergraduates (or anyone else not already enrolled in a graduate program) taking 400/600 courses for graduate credit which is embodied in policy enacted by the Senate in meeting #47. There seems to be little logic in treating these graduate offerings differently from all others and it is often desirable to encourage exceptionally well-qualified undergraduates to expand their horizons by taking graduate courses.

It should be noted that the additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

Approved: Joan Wadlow, Chancellor Date: 3/3/98

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The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION PASSED (AS AMENDED)
=======

The UAF Faculty Senate has reviewed the draft course definitions submitted by the UA Faculty Alliance and moves to make the following recommendations:

CAPS = Insertion
[[ ]] = Deletion

DRAFT

A. Course Numbering System

Each course offered by the University is identified by the department designator and a three-digit course number. The designator commonly abbreviates the name of a discipline or department (for example, ENGL for English). In general, the first numeral of the three-digit course number indicates the course level and the year in which the course is ordinarily taken. For example, ENGL 111 is a 100-level course and is ordinarily taken by first-year (freshman) students, and ENGL 318 is a 300-level course taken by third-year (junior) students.

B. Course Level Expectations

Students are expected to demonstrate learning skills commensurate with the appropriate course level, and are expected to meet, prior to

registering, prerequisites for all courses as listed with the course descriptions. Prerequisites indicate the preparation and/or background necessary to undertake academic study. If a student has not taken and passed the necessary prerequisites, but feels confident of performing the course work, the student may request permission from the instructor of the course to enroll in the class. An instructor withdrawal may be initiated for those students who enroll without either prerequisites oR[[f]] instructor permission. Courses numbered 001-049 are career development courses intended to fulfill special needs of students or the community and are not designed as preparation for 100-level college work. They are offered for Continuing Education Units (CEU) or for non-credit. Courses numbered 050-099 usually cover basic or developmental material and are intended to help prepare students to enter 100-level college courses. They are applicable to some vocational certificates. The 100-level courses generally require learning basic concepts. The 200-, [[level]] 300-, and 400-level courses require increasing sophistication in the ability to extract, summarize, evaluate, and apply relevant class material. The 500-level courses are specifically designed for professional development at the post-baccalaureate level, while the 600-level courses for advanced degrees demand rigorous analysis, synthesis, and research skills.

C. Non-degree and Preparatory Courses

001-049: Career development or community interest courses.

Courses are intended to fulfill special needs of students or the community and are not designed as preparation for 100-level college work. Career development courses are offered for Continuing Education Units (CEU). One CEU is granted for satisfactory completion of 10 contact hours of classroom instruction or for 20 contact hours of laboratory or clinical instruction. Community interest courses ARE not offered for credit. THEY ARE not applicable to any degree requirements (even by petition)

050-099. Remedial or Preparatory Courses.

Courses applicable to some vocational certificates but not to any associate degrees, baccalaureate degrees, master's degrees, or professional certificates. These are developmental courses that provide supplemental preparation for introductory college courses.

D. Academic Credit Courses

Lower Division Courses

100-199: Freshman-level courses.

These courses are applicable to ALL certificates, associate, and baccalaureate degrees. They introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

200-299: Sophomore-level courses.

These courses are applicable to ALL certificates, associate, and baccalaureate degrees. They provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experience, or develop advanced skills.

Upper Division Courses

As a general guideline upper division courses require at least junior standing or equivalent experience in addition to any stated prerequisites. The student is expected to have adequate preparations and background to complete courses at this level. [[Freshman and sophomore students are required to obtain special permission to take any upper division courses.]] Upper-division courses may not be used as prerequisites for lowER-division courses.

300-399: Junior-level courses.

These courses are applicable to [[associate and]] baccalaureate degrees, and may BE APPLICABLE TO SOME ASSOCIATE DEGREES. THEY MAY also be applied to graduation requirements for some master's degrees with prior approval of the student's Graduate Study Committee. They may not be applied to both a baccalaureate and a master's degree. These courses build upon previous course work and require familiarity with the concepts, methods and vocabulary of the discipline.

400-499: Senior-level courses.

These courses are applicable to the baccalaureate degree and may be applicable to some associates degrees. They may also be applied to graduation requirements for some master's degrees with prior approval of the student's Graduate Study Committee. They may not be applied to both a baccalaureate and a master's degree. These courses require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems. These courses [[are]] generally [[supported by]] REQUIRE a substantial [[body of]] BACKGROUND OF STUDY IN lower-level courses.

600-699: Graduate-level courses.

These courses are for post-baccalaureate study towards advanced degrees with approval of the student's Graduate Study Committee. A few well qualified undergraduates may be admitted to graduate courses with APPROVAL OF THE INSTRUCTOR. [[appropriate approval in the department in which the course is offered. Admission to graduate courses cross-listed with undergraduate courses requires graduate standing or permission of the instructor.]] THESE COURSES MAY BE USED TO MEET GRADUATION REQUIREMENTS FOR BACCALAUREATE DEGREES UPON APPROVAL OF THE DEPARTMENT IN WHICH THE COURSE IS OFFERED. A STUDENT MAY NOT APPLY SUCH A COURSE [[These courses may not be applied]] to both a baccalaureate and a graduate degree.

D. Professional Development Courses.

500-599: Professional development courses.

These courses are intended as post-baccalaureate education for various professional groups who desire to continue their education at a level distinct from graduate-level education. Courses are neither graduate nor undergraduate in nature. [[They are not applicable to any grading system.]] These 500-level courses shall not be stacked with any credit courses numbered 050-499 or 600-699. NO [[The]] 500-level (special topics and independent study) courses shall [[not]] apply toward any UNIVERSITY degree,

UNIVERSITY certification or UNIVERSITY credential program, and are not interchangeable with 600-level courses for graduate degree programs. Courses may be graded Pass/No Pass or, if the course includes an evaluation component, by letter grading. The measurement of student effort is indicated by professional development credits. One credit requires at least 12.5 classroom contact hours, two credits at least 25 classroom contact hours, three credits at least 37.5 classroom contact hours, etc. These courses will be provided on a self-support basis.

EFFECTIVE: Immediately

RATIONALE: Curricular Affairs and the Graduate & Professional Curricular Affairs reviewed the entire text of the motion and made several recommendations, by section.

Upper division courses--The committee recommended that the third sentence be deleted. In the opinion of the committee, this language is unduly restrictive of student choice, as currently UAF lower-division students do take upper division courses without "special" permission.

300-399: Junior-level courses.--The committee recommended that the phrase marked for deletion (also be applied to graduation requirements for some master's degrees with prior approval of the student's Graduate Study Committee) be retained. This should be reinstated in the text and transformed into a sentence: "They may also be applied to graduation requirements....." The reasoning of the committee was that under current UAF policy, graduate students are allowed to apply a junior-level course to degree requirements, with the approval of their committee.

400-499: Senior-level courses.--The committee recommended the retention of the phrase marked deletion: (and may be applicable to some associates degrees). The committee also found this proposal to be unusually restrictive. Under current UAF policy, students may use senior-level courses to meet associate degree requirements.

500-599: Professional development courses.--The committee recommended the deletion of the third sentence. In the opinion of the committee, this statement is unnecessary. The committee also recommended changes to the fifth sentence. The argument for this change was to improve clarity.

600-699: Graduate-level courses.--Change suggested by the UAF Graduate and Professional Curricular Affairs Committee.

The prohibition on courses being used for both baccalaureate and advanced degrees is not to be applied to courses listed in a catalog as repeatable.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

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The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION
=======

The UAF Faculty Senate moves to modify the date of Freshman Low Grade notification to the 6th Friday following the first day of classes.

EFFECTIVE: Fall 1998

RATIONALE: The present policy, which provides for reporting of low grades at the end of the 4th week of classes, was set to coincide with the last day to withdraw. At that time, the deadline for freshman withdrawals was the end of the 6th week of classes. In an action during the 1996-97 academic year, however, the senate changed the withdrawal deadline to the 9th Friday after classes begin, without changing the date for freshman low grade notification.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

Approved: Joan Wadlow, Chancellor Date: 3/2/98

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The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

RESOLUTION IN SUPPORT OF UNITED ACADEMICS ONGOING NEGOTIATIONS
1/22/98

Whereas United Academics is a democratic organization founded to protect the professional integrity of the faculty;

Whereas United Academics is an organization with a profound interest in maintaining effective faculty governance throughout the University system;

Whereas United Academics and the UAF Faculty Senate both strongly support academic freedom;

Whereas both the UAF Faculty Senate and United Academics are democratically run organizations acting on behalf of the faculty for complementary interests;

Whereas United Academics takes an active part in constructively critiquing and advising the administration of the University of Alaska on a wide variety of matters of interest to faculty members;

Whereas United Academics seeks to support student and staff constituencies in matters of mutual interest;

Whereas both United Academics and the UAF Faculty Senate share an intense interest in current and future funding of the University, the consequences to academic programs of that funding, and the application of those resources to the living and working conditions of the faculty and their families;

Whereas both United Academics and the UAF Faculty Senate

recognize the critical central role of faculty governance in assuring academic quality;

Whereas the issue of declining faculty morale is of great concern to both United Academics and the UAF Faculty Senate;

Whereas there is an emerging and highly successful working relationship between United Academics and the UAF Faculty Senate in areas of mutual concern;

Whereas United Academics has been engaged for well over a year in a good faith effort to negotiate contract with the administration of the University of Alaska;

Therefore be it resolved that the UAF Faculty Senate shares the United Academics position protecting the faculty's rights and responsibilities in curricular review, assurance of the quality of academic programs, and granting of degrees at the University;

Furthermore be it resolved that the UAF Faculty Senate supports the efforts of United Academics to successfully negotiate a fair, equitable, and timely collective bargaining agreement with the administration of the University of Alaska.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

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The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION
=======

The UAF Faculty Senate moves that drafting of the UAF academic calendar be the responsibility of the Senate's administrative committee, based upon information supplied by the Office of the Registrar. The draft calendar would then be approved by the UAF Faculty Senate, the UAF Staff Council, and ASUAF, with the UAF Coordinating Committee responsible for coordinating the three reviews and submitting the completed calendar to the chancellor. The final draft submitted to the Chancellor cannot violate relevant UAF rules regarding the number of days instruction and related rules unless the UAF Faculty Senate provides a needed one-time dispensation required by extraordinary circumstances.

EFFECTIVE: Immediately

RATIONALE: The UAF Governance Coordinating Committee has failed to abide by certain UAF rules regarding the calendar or to ask the Senate for revisions to the rules. Neither has it submitted its drafts to the three governance groups for their concurrence. Recent policies by the Board of Regents have made it increasingly difficulty to maintain our high level of student contact hours and still satisfy the Regents' demand that we specify the exact day being added to the calendar to make up for the loss of instruction on Civil Rights Day.

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

Approved*: Joan Wadlow, Chancellor Date: 3/16/98

*With understanding that Senate motion does not put UAF at variance with BOR policy/action(s).

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The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION
=======

The UAF Faculty Senate moves to approve the proposed amendments to the Faculty Alliance Constitution.

EFFECTIVE: Immediately

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

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(( )) = deletions
CAPS = additions

University of Alaska
FACULTY ALLIANCE

Constitution
Proposed Revisions

ARTICLE I. INTENT

It is the intent of the Board of Regents: 1) that the faculty shall share in the governance of the university, 2) that shared governance is an integral part of the business of the university, and 3) that participators in shared governance are empowered by the Board of Regents to carry out their governance responsibilities to the best of their abilities without interference or fear of reprisal.

ARTICLE II. NAME

The Board of Regents hereby establishes a mechanism for faculty system governance consisting of an Alliance, hereinafter "Alliance."

ARTICLE III. AUTHORITY, PURPOSES AND RESPONSIBILITIES

A. Authority

The Alliance receives its authority by policy 03.01.01 of the University of Alaska Board of Regents which derives its authority from the Constitution and statutes of the State of Alaska. The Alliance shall carry out its functions subject to the authority of the Board of Regents and the President of the University.

B. Purposes

1. Representation

To provide official representation for the faculty of the University of Alaska in matters which affect the general welfare of the University and its educational purposes and effectiveness.

2. Consultation

To provide consultation to the President of the University and the Board of Regents ((on academic matters and faculty welfare issues)).

3. Communication

To serve as an instrument by which information which is of interest and concern to the university system faculty may be freely collected, disseminated, coordinated, and discussed.

C. Responsibilities

The Alliance recognizes the faculty of the individual academic major administrative units as having the primary responsibility and authority for recommending the establishment of degree requirements; implementing the degree requirements; establishing the curriculum, the subject matter and methods for instruction; determining when established degree requirements are met; and recommending to the President of the Board of Regents the granting of degrees thus achieved. The Alliance shall have AN advisory and coordinating role in academic affairs; no action of the Alliance shall abridge individual academic major administrative unit's authority in academic matters OR BARGAINING UNIT AUTHORITY REGARDING SUBJECTS OF MANDATORY COLLECTIVE BARGAINING.

When issues have statewide impact, the responsibilities of the Alliance may include, but are not limited to: 1) coordination on matters relating to academic affairs such as academic program review; the addition, deletion or merging of academic programs; curriculum; subject matter and methods of instruction, those aspects of student life relating to the educational process such as degree requirements, grading policy, course coordination and transfer, student probation and suspension, standards of admission and scholastic standards; and faculty welfare issues, including, but not limited to compensation, benefits, appointments, reappointments and termination, workload, promotions, the granting of tenure, dismissal, ethics, and 2) other matters relating to the general welfare of the university, its educational purposes and effectiveness.

Representatives shall promote maximum dissemination of information to the local faculty senates and before voting in the Alliance.

ARTICLE IV. MEMBERSHIP AND ORGANIZATION

A. Membership

The membership of the Alliance shall consist of three faculty each from the University of Alaska Anchorage, University of Alaska Fairbanks and University of Alaska Southeast.

If issues require special knowledge, one or more of the three

votes from each campus may be designated to alternate faculty members.

B. Selection

Representatives to the Alliance shall be selected in such a manner as prescribed by the UAA Faculty Senate, the UAF Faculty Senate and the UAS Faculty Council, hereinafter "local faculty governance groups".

C. Term of service

The term of service shall be one year.

D. Recall of members

Any member may be recalled by the local faculty governance group by which the member was chosen. The method of recall shall be determined by the local faculty governance group. That local faculty governance group shall select a replacement to complete the term of office.

E. Official Spokesperson

1. Election

The official spokesperson of the Alliance is the Alliance Chair. The Chair shall be elected by and from the voting membership by a majority vote, with at least one vote from each MAU required.

2. Duties

The Alliance Chair shall a) preside over all meetings of the Alliance and b) represent the Alliance, except that the Chair is required to present majority and minority opinions regardless of personal opinion. The chair may delegate these duties to another Alliance member.

F. Task Forces

The Alliance may establish task forces independently or in response to requests of the Board of Regents or the President of the University to consider complex system wide issues relating primarily to academic matters or faculty welfare issues.

Issues and suggestions of the task force, from whatever source, shall be referred to local faculty senates and council before action occurs at the Alliance level.

ARTICLE V. MEETINGS

A. Regular and special meetings

The Alliance shall have ((four)) A MINIMUM OF EIGHT regular meetings during the academic year. At least once per semester, the Alliance shall meet with the President of the University to identify system issues and plan for the coming year. Special Alliance meetings may be called by the Board of Regents, the President of the University, the Chair of the Alliance, or on petition of one-third of the membership of the Alliance.

B. Voting

Voting shall be by simple majority of the full voting membership to include at least one member from each MAU, except for amendments to the Alliance constitution or bylaws. Amendments to membership rights require a unanimous vote.

Representatives may defer voting pending action by local faculty senates and council on the issue.

ARTICLE VI. QUORUM

A minimum of a simple majority of the voting membership to include at least one member from each MAU shall constitute a quorum.

ARTICLE VII. PARLIAMENTARY AUTHORITY

The parliamentary authority shall be the latest edition of Robert's Rules of Order.

ARTICLE VIII. CONSTITUTIONS AND BYLAWS, AMENDMENTS, APPROVAL

A. Constitutions and bylaws

The constitution and bylaws, once passed by the Alliance, shall be transmitted to the President of the University for approval and to the Board of Regents for action. Copies of the Alliance constitution and bylaws shall be maintained in the system governance office.

B. Amendments; distribution prior to voting

Amendments to the constitution and bylaws shall be sent to Alliance members and to the local faculty senates and council at least 30 days prior to the Alliance meeting at which they will be considered. Amendments to the constitution require seven Alliance member votes.

ARTICLE IX. REVIEW AND TRANSMITTAL OF PROPOSALS

A. Review

Submission of administrative proposals and issues affecting the statewide university system faculty shall be in accordance with University Regulation 03.01.01. Those administrative proposals submitted in the summer months shall be acted upon by the local faculty senates and council, and the Alliance by October 15. Proposals relating to faculty requiring immediate implementation for compliance with state or federal law shall be submitted to the Faculty Alliance for review, and may be implemented prior to Alliance action but do not represent official action until the local senates and council are involved in the actions.

B. Transmittal to the President

The system governance executive officer shall submit the original proposal in writing, together with faculty governance input, including majority and minority viewpoints, to the President of the University for information or action.

C. Transmittal to the Board of Regents

The Chair of the Alliance shall present Alliance views. The Chair shall present the minority viewpoint to the Board of Regents if requested by the minority in writing to the Chair before the meeting.

ARTICLE X. ACTIONS OF THE PRESIDENT AND BOARD OF REGENTS

A. Action by the President

The President of the University shall, in writing, approve, disapprove, or modify an Alliance action, and notify the Chair and the system governance executive officer within forty-five (45) days of receiving notification of the action by the system governance executive officer.

B. Modifications by the President

The President of the University may modify an Alliance action if the modification does not effectively contravene or nullify the purpose or principle involved in the action.

C. Disapproval's

The President of the University shall inform the Alliance of the reasons for any disapproval or modification within one month of disapproving or modifying an Alliance action.

D. Board of Regents notification and action

Alliance actions which are modified or disapproved by the President of the University, together with the statement of reasons, shall be placed on the next Board of Regents' meeting agenda for the information of the Board if requested by the Alliance. At the request of either the President of the University or the Alliance, the Alliance action which has been modified or disapproved shall be brought before the Board for action. The decision of the Board of Regents is final.

ARTICLE XI. HANDBOOK

The Alliance shall annually submit a directory of Alliance members, a description of the Alliance and how it works, and the annual Alliance calendar to the system governance executive officer for inclusion in the governance handbook. This handbook shall be distributed to the Board of Regents and to the shared governance groups.

ARTICLE XII. REPORTS

The Alliance shall ((annually)) prepare ((a)) reportS of activities TO THE BOARD OF REGENTS PRIOR TO EACH MEETING OF THE BOARD OF REGENTS. ((This)) THESE reportS shall be submitted to the system governance executive officer for compilation into ((a)) single ((annual)) reportS of governance activities for submission to the President of the University and the Board of Regents. The system governance executive officer shall maintain Alliance ELECTRONIC communications ((via vax, the vax bulletin board)) and prepare system governance news for inclusion in ((vax)) ELECTRONIC and printed newsletters.

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The UAF Faculty Senate passed the following at its Meeting #77 on February 9, 1998:

MOTION:
=======

The UAF Faculty Senate moves to affirm the Faculty Alliance motion passed on January 22. It is imperative that there be faculty representation on a systemwide Presidential search committee.

EFFECTIVE: Immediately

Signed: John D. Craven, President, UAF Faculty Senate Date: 2/11/98

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MOTION:
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"The Faculty Alliance of the University of Alaska, by unanimous vote, expresses its astonishment and deep regret that the University of Alaska's Board of Regents intent to proceed on its own to screen, interview, and select the University's next president while offering only token participation to the University's faculty. Should this decision stand in the form implied by the Board's motion of 14 January, 1998, it will do harm to the morale of the academic institution, demean its reputation, and make more difficult the work of the new president of the Regents' institution as he or she struggles to gain the respect of its faculty and become president of the University of Alaska. These are not the attributes of leadership we expect of the Board of Regents and the procedure would call into question the academic standards of any person who would accept the position as president. We urge you to consider that a successful search cannot be defined merely by the attributes of the individual who accepts the position. Of at least as great relevance to a successful search is a process that unites the university community in a common purpose, resulting in a president with broad- based support among the various university constituencies. In the end, a successful search is one in which the process ultimately forges a stronger and more resilient institution. In the end, a successful search is one in which the process is fully integrated with the principles of shared governance. This action is effective January 22, 1998."

Rationale:

A. It is the general practice of most colleges and universities to form presidential search committees out of representatives from their diverse constituent groups: faculty, staff, administrators, students, community representatives, and members of the board. The president of our University will be working with all of these groups and their collective assessment should be allowed to narrow the pool of candidates to those whom all or most of these groups could work with comfortably and profitably in the years to come.

Further, most prospective candidates expect to deal with search committees of this type. What message is sent to the candidates when the Board is its own search committee? (1) It does not trust or respect the judgment of its own personnel.

(2) It and it alone will be making many of the decisions which this person will be executing. (3) It will be micro-managing the operations of the University.

B. The Board may find that its search procedure discourages and alienates able candidates, who are looking for a cooperative and supportive environment. This is especially true when they will be faced with the fiscal and organizational challenges of this university.

C. Finally, this action of the Board harms the morale of the University's faculty. To be excluded in this way from the presidential search speaks eloquently to the University community of the Board's evaluation of faculty. The Board's action says they, not we, are the university. It is the Board's vision, not our shared vision that will determine the University's shape in the years to come.

The UAF Faculty Senate passed the following at its Meeting #76 on December 8, 1997:

MOTION PASSED
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The UAF Faculty Senate moves to refer the motion to approve the Certificate program in Microcomputer Support Specialist to the Curricular Affairs Committee for review.

EFFECTIVE: Immediately

Signed: John D. Craven, President, UAF Faculty Senate Date: 12/15/97

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The UAF Faculty Senate passed the following at its Meeting #76 on December 8, 1997:

MOTION PASSED
==========

The UAF Faculty Senate moves to refer the motion to approve the AAS in Microcomputer Support Specialist to the Curricular Affairs Committee for review.

EFFECTIVE: Immediately

Signed: John D. Craven, President, UAF Faculty Senate Date: 12/15/97

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The UAF Faculty Senate passed the following at its Meeting #76 on December 8, 1997:

MOTION PASSED
==========

The UAF Faculty Senate encourages individual departments to design their own criteria where appropriate to evaluate the work done towards developing distance education, including the creation of materials for such instruction.

EFFECTIVE: Immediately

RATIONALE: The University of Alaska Fairbanks Regulations for the Evaluation of Faculty, Section III.C.1f (Effectiveness in Teaching) specifically states that "Effective teachers . . . regularly develop new courses,

workshops and seminars and use a variety of methods of instructional delivery and instructional design." This implicitly states that periodic evaluation of faculty includes distance delivery-based courses as part of teaching evaluation. It is appropriate to develop such criteria at the department level.

Signed: John D. Craven, President, UAF Faculty Senate Date: 12/15/97

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The UAF Faculty Senate passed the following at its Meeting #76 on December 8, 1997:

RESOLUTION PASSED AS AMENDED
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WHEREAS, The University of Alaska Faculty Senate has discussed in depth the consequences of the 1996-97 academic year Retirement Incentive Program; and

WHEREAS, Positions vacated in that RIP were not refilled on a one-to-one basis by the administration; and

WHEREAS, The loss of faculty members to retirement in certain departments caused undue hardship to certain academic programs; and

WHEREAS, College deans were given the power to decide in which way faculty members in their units would have input into the decisions as to which positions were more important to departments than others; and

WHEREAS, Recommendations from the dean's level in colleges were not always followed in replacing faculty positions once these recommendations reached the Provost and Chancellor levels; and

WHEREAS, The RIP program unduly impacts departments with a majority of senior faculty; now

THEREFORE BE IT RESOLVED, That a faculty member be selected from and by each of the departments affected by faculty who have exercised the RIP option, to serve as an advisory board to the Provost and Chancellor in making final decisions regarding RIP replacements.

Signed: John D. Craven, President, UAF Faculty Senate Date: 12/15/97

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The UAF Faculty Senate passed the following at its Meeting #76 on December 8, 1997:

MOTION PASSED
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The UAF Faculty Senate moves to refer the motion to approve a policy concerning UAF faculty and advanced degrees back to the Faculty and Scholarly Affairs Committee for additional review with

instruction to give more detail and information in the rationale.

EFFECTIVE: Immediately

Signed: John D. Craven, President, UAF Faculty Senate Date: 12/15/97

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The UAF Faculty Senate passed the following at its Meeting #76 on December 8, 1997:

MOTION PASSED
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The UAF Faculty Senate has reviewed the draft Board of Regents' Policy and Regulations 09.01.00, 09.03.00, 09.04.00, and 09.05.00, at the request of the Faculty Alliance, and recommends that Regulation 09.03.00 be rejected as written and makes no suggestions with regard to the other draft regulations and policies.

EFFECTIVE: Immediately

RATIONALE: The basis for the draft language submitted to the Board of Regents was the existing and functioning UAF rules, which were specifically designed to guarantee completion of the procedure in ONE semester with only one meeting of a review committee, and to keep it as simple as possible. The draft procedures do not guarantee completion in one semester, provide for as many as three review committee meetings, and turn it into a student-unfriendly procedure that will dissuade many from seeking corrections of what may have truly been arbitrary and capricious grading. The present UAF rules were written in response to a request by the Provost (UAF Chief Academic Officer) to get this issue out of his office. The draft reverses this by replacing the dean with the "Chief Academic Officer", hence putting it back in his office and the other MAUs' chief academic officers; it is regressive. The draft review does not protect faculty rights to due process. The draft rules violate the fundamental axiom of academe that degrees are awarded by faculty in that it violates the corollary that only faculty award grades that count toward degrees. Based on experience by several faculty members, having two students on the committee rather than another faculty member is probably detrimental to the student's chance of a successful appeal. There are basic structural problems with the draft. For example, in Section B, "Resolution of Disputes Regarding Academic Decisions or Actions", the first sentence is general, and states that section is not limited to assignment of final course grades. The second sentence limits this entire section to assignment of the final grade. It can't be both and the material that follows is designed to address the question of final grades, but with confusing language related to the other issues. There are other serious structural problems.

The UAF Faculty Senate's Curricular Affairs Committee has spent many hours on this review and has concluded there are too many issues involved for a simple markup

of the draft. The UAF Faculty Senate offers to meet with the drafting committee to make clear the areas of concern and to aid in the creation of regulations that will truly aid as opposed to hinder students.

Signed: John D. Craven, President, UAF Faculty Senate Date: 12/15/97

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The UAF Faculty Senate passed the following at its Meeting #76 on December 8, 1997:

MOTION PASSED
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The UAF Faculty Senate moves to send the following letter to the Governor on behalf of the Senate after editing and inclusion of a statement that it was passed by a unanimous vote.

EFFECTIVE: Immediately

Signed: John D. Craven, President, UAF Faculty Senate Date: 12/17/97

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December 15, 1997

The Honorable Tony Knowles
Governor, State of Alaska
P.O. Box 110001
Juneau, AK 99811-0001

Dear Governor Knowles,

The University of Alaska plays a vital role in the future of our very young, promising state, as it is one of the keys to Alaska's economic, intellectual, cultural, and political development. Alaska is unique in many ways, and it requires an outstanding institution of higher learning inside its borders to help craft solutions to its numerous challenges. However, in the face of repeated budget constraints in funding at the state level, the quality of higher education available in the state is being severely compromised. Such constraints can not continue without extensive damage to the University and its ability to fulfill its stated mission and goals. Alaska does not need its University so crippled that it is merely a shadow of what a strong university should be. Instead, the University of Alaska must provide an environment in which students are stimulated, challenged, and encouraged to reach their full potential, while knowing that they are receiving a superior education from a healthy, outstanding institution.

We appreciate the fact that you also hold many of these views about the University of Alaska and have stated so publicly. We have been gratified to hear you recognize the budget trimming efforts and sacrifices many have made and that through several assessment procedures the faculty, staff, and administration have actively sought to increase efficiency and lower costs. Since you are aware

of our efforts, you must know that the Board of Regents' budget request of 174 million dollars for the coming fiscal year is not only reasonable, but reflects an anticipated 10 million dollar reduction to the administrative branch of the University while merely sustaining the rest of the system at minimal levels. Your proposed budget of 167.8 million dollars, which you described as "a modest increase," is an increase that means further reductions will occur, continuing the process of irreparable harm to the University of Alaska System.

By unanimous vote the UAF Faculty Senate, through its elected representatives, has moved the adoption of this letter and, as faculty members of the University of Alaska, stand ready to provide any information and assistance you may seek in a quest to more clearly understand the predicament of the University of Alaska. We can provide such assistance through perspectives gained as we carry out our obligations to teaching, research, and public service. It is the faculty and the students that are engaged in learning, not the administration. While they represent us to you, their task is greatly complicated by the additional obligations to the physical institution and support functions, further removed from the central obligation of a university, which is to higher education. We can provide that focused perspective.

Respectfully submitted for the
University of Alaska Fairbanks Faculty Senate,

John D. Craven, President

Madeline F. Schatz, President-Elect

The UAF Faculty Senate passed the following at its Meeting #75 on November 10, 1997:

MOTION
=======

The UAF Faculty Senate moves to amend Article VI of the Constitution as follows:

(( )) = Deletion
CAPS = Addition

ARTICLE VI - Relation to the University of Alaska Fairbanks ((Assembly and the University of Alaska General Assembly)) GOVERNANCE COORDINATING COMMITTEE AND THE UNIVERSITY OF ALASKA SYSTEM GOVERNANCE.

Sect. 1 THE UAF FACULTY SENATE PRESIDENT AND PRESIDENT-ELECT ((Senate members)) shall represent the faculty on the University of Alaska Fairbanks GOVERNANCE COORDINATING COMMITTEE ((Assembly and the University of Alaska General Assembly)).

Sect. 2 The UAF FACULTY SENATE President, ((and)) President-Elect, AND ONE OTHER DESIGNEE APPOINTED BY THE SENATE PRESIDENT SHALL ((will)) represent the Senate on the University of Alaska FACULTY ALLIANCE ((General Assembly)) and one will serve on the SYSTEM GOVERNANCE COUNCIL ((Executive Committee of the General Assembly)).

EFFECTIVE: Immediately

RATIONALE: Changes in the structure and name of the UAF Governance Coordinating Committee and to the UA System Governance bodies neccessitate a change in the UAF Faculty Senate Constitution to bring it up to date.

Signed: John D. Craven, President, UAF Faculty Senate Date: 11/12/97

Approved: Joan Wadlow, Chancellor Date: 11/28/97

The UAF Faculty Senate passed the following at its Meeting #74 on October 13, 1997:

MOTION
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The UAF Faculty Senate moves to amend Section 1 (Article III: Membership) of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

Section 1 (Article III: Membership)

B. 2. FOR REPRESENTATIONAL PURPOSES ONLY a faculty member ((is)) SHALL BE DEFINED AS one who holds academic rank OR SPECIAL ACADEMIC RANK. (((Currently includes lecturer, research or senior research associate, instructor, assistant professor, associate professor, or professor be they full-time, part-time, or visiting.)))

EFFECTIVE: Immediately

RATIONALE: Simplification of wording. Current UAF Faculty Appointment and Reevaluation Policies (Chapter III.1.c.(2)) define Special academic rank as "lecturer, instructor, and titles of academic rank preceded by the terms adjunct, affiliate, visiting, research, or clinical." At present the "special academic rank" faculty are not excluded anywhere in the constitution or bylaws from being counted in the head-count toward representation.

Signed: John D. Craven, President, UAF Faculty Senate Date: 10/15/97

Approved: Joan Wadlow, Chancellor Date: 10/29/97

****

The UAF Faculty Senate passed the following at its Meeting #74 on October 13, 1997:

MOTION
======

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Permanent) of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

Section 3 (Article V: Committees)

E. PERMANENT

4. The Developmental Studies Committee will include one representative from each of the following units:
Northwest Campus
Chukchi Campus
Kuskokwim Campus
Bristol Bay Campus

Interior-Aleutians Campus
College of Science, Engineering and Mathematics
Science Department (Biology, Chemistry, Geology, or Physics)
Mathematical Sciences Department
College of Liberal Arts
English Department
((Student Support Services Program))
Cross Cultural Communications Department
College of Rural Alaska Developmental Studies Division
Rural Student Services
Advising Center
and two representatives from the Tanana Valley Campus.

5. The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and ((the Director of Faculty Development)) A REPRESENTATIVE FROM THE OFFICE OF FACULTY DEVELOPMENT TO BE SELECTED BY THE PROVOST. This committee will deal with faculty and instructional development and evaluation.

6. The Committee to Nominate Commencement Speaker and Honorary Degree Recipients, will nominate commencement speakers and candidates for honorary degrees AS SPECIFIED IN UNIVERSITY REGULATION 10.03.02. THIS COMMITTEE WILL WORK IN CONCERT WITH THE UNIVERSITY OF ALASKA FAIRBANKS OFFICE OF UNIVERSITY RELATIONS TO REVIEW THE NOMINEE FILES AND MAKE A FORMAL NOMINATION TO THE CHANCELLOR.

10. The Core Review Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the core curriculum at UAF. The Core Review Committee coordinates and recommends changes to the core curriculum, develops the process for assessment of the core curriculum, regularly reports on assessment of the core curriculum, monitors transfer guidelines for core courses, acts on petitions for core credit, and evaluates guidelines in light of the total core experience. This committee will also review courses for oral, written, and natural science core classification.

The committee shall be composed of one faculty MEMBER from ((the following)) EACH OF THE core component areas: ((Behavioral)) (SOCIAL Sciences, ((Business/Engineering,)) English, Humanities, Mathematics, Natural Sciences, and Communication) AND ONE FACULTY MEMBER FROM A NON-CORE COMPONENT AREA. Membership on the committee will include an undergraduate student.

EFFECTIVE: Immediately

RATIONALE: The present bylaws do not accurately reflect the realities of committee membership.

Signed: John D. Craven, President, UAF Faculty Senate Date: 10/15/97

Approved: Joan Wadlow, Chancellor Date: 10/27/97

****

The UAF Faculty Senate passed the following at its Meeting #74 on October 13, 1997:

MOTION
=======

The UAF Faculty Senate moves to accept the peer review units as indicated below:

UAF UNIT PEER REVIEW COMMITTEES

UNIT	NUMBER OF TENURED FACULTY
Alaska Cooperative Extension -- School as a Whole	14
College of Liberal Arts --	
Arts & Communication (Art, Communication, J & B, Music, Theatre)	19
English & Humanities (English, Philosophy & Humanities)	13
Language & Cultures (AK Native Studies, Ak Native Lang. Center, AK Native Lang. Prog., Cross-Cultural Comm., Anthropology, Linguistics, Foreign Lang. & Lit., Geography)	19
Library Sciences	10
School of Education	8
Social Sciences (History, Justice, Northern Studies, Political Sci., Psychology, Social Work, Sociology)	17
College of Natural Resource Development & Management	
School of Agriculture & Land Res. Mgt.	20
School of Management	14
School of Mineral Engineering	9
College of Sciences, Engineering and Mathematics --	
Biology & Wildlife	19
Chemistry	7
Engineering	16
Geology & Geophysics	11
Mathematical Sciences	13
Physics	13
School of Fisheries & Ocean Sciences -- School as a Whole	34

EFFECTIVE: Immediately

RATIONALE: The Peer Review Units were first approved by the Senate in 1989. With the reorganization, combination, and changes within colleges/schools it is necessary to update the Unit Peer Review Committees.

Signed: John D. Craven, President, UAF Faculty Senate Date: 10/15/97

Approved: Joan Wadlow, Chancellor Date: 10/27/97

The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED
==========

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED
==========

The UAF Faculty Senate supports the further development of the "Wellness Program" to provide accessible activities promoting a healthy lifestyle as a low cost way to enhance the currently eroding medical benefits.

EFFECTIVE: Immediately

RATIONALE: The Health Issues Subcommittee of the UAF Coordinating Committee is in the process of developing a Wellness Program to promote healthy lifestyles. Currently, this fall it is planned that fitness activities will be scheduled during convenient times for faculty and staff. In addition, the Statewide Health Benefits Task Force is examining the implementation of a wellness program component to the university health plan. This motion has two purposes. First and most obviously it is intended to show support for this UAF program. Secondly, since it is frequently the case that wellness plans erode overall health benefits, the motion is intended to limit our support for a wellness program to a program which enhances overall benefits.

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION TABLED (2 nays)
==========

The UAF Faculty Senate moves to amend the bylaws as follows:

(( )) = Delete

Sect. 3 (ART V: Committees)

PERMANENT

((7. The Legislative and Fiscal Affairs Committee will follow legislative and fiscal issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.))

EFFECTIVE: July 1, 1997

RATIONALE: The committee, as a source of information concerning the state of legislative actions and/or fiscal affairs of the University is redundant. Information is readily available via the Internet, the Legislative Information Office (LIO), as well as local news media. Information concerning the fiscal status of the University is available via the office of the Vice Chancellor for Finance, as well as internal and external institutional sources.

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees, Standing) of the Bylaws as follows:

(( )) = Delete
CAPS = Addition

Sect. 3 (ART V: Committees)

STANDING

3. The Graduate & PROFESSIONAL Curricular Affairs Committee will include five Senate members and will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related to instruction and mentoring of graduate students. THE COMMITTEE WILL ALSO HAVE RESPONSIBILITY FOR OVERSIGHT, REVIEW AND APPROVAL OF ALL PROFESSIONAL DEGREE COURSES AND PROGRAMS INCLUDING 500-LEVEL COURSES. The Dean of the Graduate School, Director of the Library, the University Registrar, and one graduate student are non-voting ex-officio members.

EFFECTIVE: Immediately

RATIONALE: Recently, the Senate passed and the Chancellor approved a new Master's Degree concept of the "professional Degree". This degree should fall under the review and approval processes of the Faculty Senate Graduate Curricular Affairs Committee. Similarly, there has been much discussion on the lack of a review process for professional certificates and professional 500-level courses. This amendment to the bylaws would clearly place all of these areas under the review and approval authority of the Graduate and Professional Curricular Affairs Committee.

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves to establish for the UAF Faculty a Statement of Professional Ethics as given below. Thereby, the UAF faculty commit themselves severally and jointly as academic citizens both to abide by and to enforce this standard of conduct.

EFFECTIVE: Immediately

RATIONALE: This statement is an adoption of the AAUP ³Statement on Professional Ethics² as well as portions of the AAUP Statement on ³Freedom and Responsibility² (cf. AAUP, Policy Documents and Reports, 1995 Edition, pp. 105-106 and pp. 107-108) as given below. In addition to acknowledging various extant regulations governing faculty conduct at UAF in specific contexts (e.g. policy on plagiarism, research protocol on the use of animals and/or humans as subjects, etc.). UAF faculty may choose expressly and positively to affirm the principles and norms governing their conduct generally as members of the academic community.

****

UAF FACULTY STATEMENT OF PROFESSIONAL ETHICS

I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Therefore, Professors have high expectations for their students and expect students to meet those expectations to the best of their ability. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student¹s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. Professors protect students' academic freedom.

III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the

exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering resignation or the interruption of their service, professors recognize the effect of their decision upon the institution and give due notice of their intentions.

V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

****

The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend its transfer credit policy passed March 24, 1997 so that it reads as follows:

(( )) = Deletions
CAPS = Additions

Any student who has completed a bachelor's degree from ((an)) A REGIONALLY accredited institution will be considered to have completed the equivalent of the baccalaureate core when officially accepted to an undergraduate degree program at UAF.

EFFECTIVE: Immediately

RATIONALE: The policy as originally passed states, "from an accredited institution", rather than "from a regionally accredited institution". There are many accrediting bodies; UAF only accepts transfer work from regionally accredited schools.

****

The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees, Permanent) of the Bylaws as follows:

[[ ]] = Deletion
CAPS = Addition

PERMANENT

1. The University-wide Promotion and Tenure committee will be [[one member from each school or college.]] COMPOSED OF TWELVE REPRESENTATIVES: THREE FROM THE COLLEGE OF LIBERAL ARTS (ONE EACH FROM EDUCATION, HUMANITIES, AND SOCIAL SCIENCES); THREE FROM THE COLLEGE OF SCIENCE, ENGINEERING, AND MATHEMATICS (ONE FROM EACH AREA); THREE FROM THE COLLEGE OF RESOURCE DEVELOPMENT AND MANAGEMENT (ONE EACH FROM THE SCHOOLS OF MANAGEMENT, AGRICULTURE AND LAND RESOURCES MANAGEMENT, AND MINERAL ENGINEERING); AND ONE EACH FROM THE SCHOOL OF FISHERIES AND OCEAN SCIENCES, ALASKA COOPERATIVE EXTENSION, AND COLLEGE OF RURAL ALASKA. Terms of service on the committee will be three years. Members of this committee must hold tenured senior level appointment at UAF. This committee will review candidate files for promotion and/or tenure and will recommend for or against the promotion and/or tenure of each candidate who presents a file for consideration by the committee.

EFFECTIVE: Immediately
Upon Chancellor's Approval

RATIONALE: The UAF Faculty Senate approved an amendment to the UAF Regulations for the Evaluation of Faculty: Initial Appointment, Annual Review, Reappointment, Promotion, Tenure, and Sabbatical Leave, IV.B.3.d. which made changes in the University-wide Promotion and Tenure Committee membership at its meeting #70 on March 10, 1997. The Senate Bylaws need to be updated to reflect this change in the committee membership.

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED
==========

The UAF Faculty Senate moves to endorse the 1997-98 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

****

1997-98 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES:

Curricular Affairs
Sukumar Bandopadhyay, SME (98)
Carol Barnhardt, CLA (98)
Alexandra Fitts, CLA (99)
John French, CSEM (99) - Curriculum Review Chair
Ron Gatterdam, CSEM (99)
*Gerald McBeath, CLA (99)
Maynard Perkins, CRA (98)
^Paul Reichardt, Dean, CSEM
Jane Weber, CRA (98)
Ex-Officio: Ann Tremarello, Registrar's Office
Wanda Martin, Advising Center
, Student

Faculty & Scholarly Affairs
Rich Boone, CSEM (98)
Burns Cooper, CLA (98)
^Ralph Gabrielle, Executive Dean, CRA
*Ray Gavlak, ACE (98)
Michael Jennings, CLA/Ed (98)
Terry Johnson, SFOS (99)
Barry Mortensen, CRA (98)
Hans Nielson, CSEM (98)
John Yarie, SALRM (99)
^Bob White, Director, IAB

Graduate Curricular Affairs
Jim Allen, CLA (99)
Elena Conti, CSEM (99)
Bruce Finney, SFOS (98)
*Kara Nance, CSEM (98) - convener
Michael Whalen, CSEM (99)
Ex-Officio: Joe Kan, Graduate Dean.
Dennis Stephens, Libraries
Ann Tremarello, Director, A&R
Graduate Student

PERMANENT COMMITTEES:

Committee to Nominate Commencement Speaker
and Honorary Degree Recipients
Larry Duffy, CNS (98)
Pamela Keating, CLA (99)
Jenifer McBeath, SALRM (98)
Claus-M. Naske, CLA (99)
Non-University: Phil Younker
Student: Tim Kerr
Ex-Officio: ^Karen Cedzo, Director
University Relations

Core Review
*Jin Brown, Speech, CLA (98)
Renee Manfredi, English, CLA (99)
Basil Coutant, Math, CSEM (98)
Dan White, SOE (98)
Tara Maginnis, Humanities, CLA (98)
Doug Schamel, CSEM (98)
Judy Shepherd, Psy/Soc/SW, CRA (99)
, Student
Ex-Officio: ^Gorden Hedahl, Dean, CLA
Sue McHenry, RSS

Developmental Studies Committee
Nancy Ayagarak, Kuskokwim, CRA (98)
Charlotte Basham, CCC, CLA (99)
Susan Blalock, English, CLA (99)
vacant, Bristol Bay CRA (99)
Jerah Chadwick, Devel. Studies, CRA (98)
Richard Clausen, Math, CSEM (98)
Cindy Hardy, TVC (98)
Ron Illingworth, Interior Campus, CRA (99)
Rose Kairaiuak, RSS (99)
Wanda Martin, Advising Center (99)
Joe Mason, Northwest, CRA (98)
Greg Owens, SSSP, CLA (98)
Mark Oswood, Science, CSEM (98)
Ron Palcic, Chukchi, CRA (99)
*Jane Weber, TVC (99) - convener
Ex-Officio: ^Ruth Lister, TVC

Faculty Appeals & Oversight Committee
*Barbara Alexander, CLA (98) - convener
Godwin Chukwu, SME (99)
Ted Cooney, SFOS (98)
Fred Dyen, CRA (99)
Greg Goering, SOM (98)
Meriam Karlsson, SALRM (98)
John Kelley, SFOS (99)
Olayinka Ogunsola, SME (98)
Sally Pate, ACE (98)
James Ruppert, CLA (99)
Fred Sorensen, ACE (99)
Richard Stolzberg, CSEM, Science (98)
David Verbyla, SALRM (99)
Barbara Wilson, CRA (98)
vacant, CSEM, Engineering or Math (98)
vacant, SOM (99)

Faculty Development, Assessment & Improvement
Ron Barry, CSEM (98)
Lillian Corti, CLA (99)
Wendy Ernst Croskrey, CLA (98)
Linda Curda, CRA (99)
Roxie Dinstel, ACE (99)
Barry Mortensen, CRA (98)
*David Porter, SOM (99)
Channon Price, CSEM (98)
Tom Robinson, SOM (98)
Barbara Wilson, CLA (99)

Graduate School Advisory Committee
*Susan Henrichs -FS appointee (98)
- FS appointee (99)
David Smith -FS appointee
- Graduate Student
Peggy Shumaker -Provost appt. (98)
-Provost appt (99)
John Zarling -Provost appt (98)
Ex-Officio: Joe Kan, Graduate Dean
Madeline Schatz, Senate Pres.-Elect

Legislative and Fiscal Affairs
*Scott Deal, CLA (99) - convener

Michael Jennings, CLA/Ed (98)
Wendy Redman, SW Univ. Rel.
^Robert Trent, Dean, SME

Service Committee
Linda Athons, ACE (99)
^Hollis Hall, Director, ACE
Don Kramer, SFOS (98)
Tara Maginnis, CLA (98)
*Kara Nance, CSEM (98)
Yinka Ogunsola, SME (98)
Diane Ruess, CLA (98)
Non-University:
Non-University:

University-wide Promotion & Tenure Committee
Deben Das, CSEM/Eng. (98)
Marvin Falk, CLA/Soc (99)
Erich Follmann, CSEM/Sci. (00); Larry Duffy, alt
John Gimbel, CSEM/Math (99)
*Harikumar Sankaran, SOM (98); Bob Logan, alt.
V. Kamath, SME (00); Gang Chen, alt.
M. Karlsson, SALRM (98); Stephen Dorfing alt.
Brian Paust, SFOS (99); Dolly Garza, alt.
Sheryl Stanek, ACE (99); Tom Jahns, alt.
Arvid Weflen, CRA (99); Mike McGowan, alt.
Kes Woodward, CLA/Hum (98)
vacant, CLA/Ed (00); Dauna Browne, alt.

*Indicates Chair or convener
^ Indicates Administrative Representative

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED
==========

The UAF Faculty Senate moves to authorize the Administrative Committee to act on behalf of the Senate on all matters within its purview which may arise until the Senate resumes deliberations in the Fall of 1997. Senators will be kept informed of the Administrative Committee's meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 12, 1997

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

MOTION PASSED

==========

The UAF Faculty Senate moves to amend the calendar for its 1997-98 meetings as follows:

UAF FACULTY SENATE

1997-98
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
73	9/15/97	Monday	1:30 p.m	audioconference
74	10/13/97	Monday	1:30 p.m	audioconference
75	11/10/97	Monday	1:30 p.m	face-to-face
76	12/8/97	Monday	1:30 p.m	audioconference
77	2/9/98	Monday	1:30 p.m	face-to-face
78	3/9/98	Monday	1:30 p.m	audioconference
79	4/6/98	Monday	1:30 p.m	audioconference
80	5/4/98	Monday	1:30 p.m	audioconference/ face-to-face

*Location: Wood Center Ballroom

EFFECTIVE: May 12, 1997

RATIONALE: This motion will reduce the number of face-to-face meetings. Colleges and schools faced with tigher budget constraints for the upcoming year are passing the cost of traveling to Senate meetings on to the individual units. Reducing the number of face-to-face will help lessen this burden for the upcoming year. This motion will, however, put additional burden on the Governance Office budget.

****
The UAF Faculty Senate passed the following at its Meeting #72 on May 12, 1997:

RESOLUTION OF APPRECIATION

FOR

DONALD F. LYNCH

WHEREAS, Professor Donald F. Lynch has served as a member of the UAF faculty for 27 years; and

WHEREAS, Professor Donald F. Lynch has served as a member of the Curricular Affairs committee from 1994 to 1995; and

WHEREAS, Professor Donald F. Lynch has served as President-Elect of the UAF Faculty Senate from 1995 to 1996; and

WHEREAS, Professor Donald F. Lynch has served as chair of the UAF Faculty Senate Administrative Committee from 1995 to 1996;

and

WHEREAS, Professor Donald F. Lynch has served as a member of the UAF Governance Coordinating Committee from 1995 to 1997; and

WHEREAS, Professor Donald F. Lynch has served as a member of the Faculty Alliance of the UA Systemwide Governance Council from 1995 to 1997; and

WHEREAS, Professor Donald F. Lynch has served as a member of the UA Systemwide Governance Council from 1996 to 1997; and

WHEREAS, Professor Donald F. Lynch has served as President of the UAF Faculty Senate from 1996 to 1997; and

WHEREAS, Professor Donald F. Lynch has effectively represented the interests of the UAF Faculty Senate to the administration of UAF; and

WHEREAS, Professor Donald F. Lynch has effectively represented the UAF faculty and the UA institution before the UA Board of Regents; and

WHEREAS, Professor Donald F. Lynch has unselfishly shared with all his extensive knowledge of UAF and its administrative and academic history; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Professor Donald F. Lynch as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Professor Donald F. Lynch and expresses its appreciation for his exemplary service.

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

RESOLUTION PASSED
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT
PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 1997-98.

Maynard Perkins, Associate Professor
General Studies/Northwest Campus

*** Madeline Schatz, Professor
Music

*** President-Elect

****

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to add the following to the list for Transfer of Credit on page 11 of the UAF catalog:

10. Any student who has completed a bachelor's degree from an accredited institution will be considered to have completed the equivalent of the baccalaureate core when officially accepted to an undergraduate degree program at UAF.

EFFECTIVE: Fall 1997

RATIONALE: This motion addresses baccalaureate CORE courses only. The motion accepts students' baccalaureate degrees as meeting the UAF baccalaureate core requirement. The student could be re-enrolling into the UAF system after having completed a baccalaureate degree at UAF in the past (when possibly the core requirement was different), or the student could be enrolling from another institution. Because of the core transfer policy there are actually few courses that students would need to take and this policy, in the majority of cases, would allow a core transfer without a course by course evaluation.

****
The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (unanimous)
==========

Departments and programs will annually review courses not offered in the previous five-year period and consider if they should be deleted from the printed catalog. A list of courses to be deleted will be forwarded to the Provost with the request to have the courses removed from the catalog.

EFFECTIVE: Immediately

RATIONALE: This motion responds to the actions of the provost in deleting courses from the University catalog. The motion reconfirms that changes to the catalog made by administration affecting any academic concerns should only be implemented after appropriate faculty deliberation.

****

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to clarify walk through requirements for graduate students as follows:

To meet the definition of having "essentially completed all degree requirements" (current policy) to "walk through" graduation ceremonies, a student must have meet the following requirements:

a. successfully completed all required tests, course work and thesis/project defense; and

b. submitted to the Graduate School by the date set for filing a thesis/dissertation in Spring Semester, a memorandum signed by the student and the major advisor certifying that the student is essentially completed the graduate degree, and that all required signatures will be obtained and the thesis, project or dissertation filed by the last day of instruction. If the student is a Ph.D. candidate, the major advisor or designated committee member must also agree to participate in the graduation ceremonies; and

c. filed a copy of the required project/thesis/dissertation with the Graduate School with all required signatures, by the last day of instruction in Spring Semester; and

d. for Ph.D. candidates, filed a 50 word abstract of the dissertation research along with the signed dissertation.

NOTE: Individuals who "walk through" graduation ceremonies will NOT be listed in the graduation program. These students names, and if Ph.D. recipients, descriptions of dissertation research, will appear in the program of the academic year in which the Degree is formally granted.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Dana Thomas requested the Committee review the current policy and clarify the meaning of "essentially complete". The above definition ensures that the student has "essentially completed" the degree requirements and should be allowed to "walk through" the ceremony.

****
The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the minimum requirements for Master's Degrees shall be as follows:

For all Master's Degree Programs, the following must be met:

a. Submit a Graduate Study Plan (GSP) and an Appointment of Committee Form to the Graduate School by the end of the second semester in attendance.

b. Be registered for at least 6 credits per year (fall, spring, and summer combined), or have an approved leave of absence form on file.

c. Submit an Advancement to Candidacy form to the Graduate School. Once submitted, this form supplants the GSP and serves to formally establish specific degree requirements.

d. Submit an application for graduation and be registered for at least 3 graduate credits in the semester in which the degree is to be awarded; and

e. Complete all degree requirements within the 7-year time limit allowed.

Furthermore, the following additional requirements are the minimum requirements for Master's Degrees:

For a Master's of Science or Master's of Arts Degree - with thesis

Successfully complete at least 30 credits of course work including at least 6 credits of thesis (699). (No more than 12 thesis/research (699/698) credits may be counted towards the minimum degree credits).

At least 24 credits must be at the 600 or above, except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level or above.

Pass a written and/or oral comprehensive exam (may be combined with the thesis defense.

Publicly present and defend thesis.

Submit a completed and signed thesis defense form to the Graduate School.

Archive thesis in UAF Library.

Master's of Science or Master's of Arts Degree - with project

Successfully complete at least 30 credits of course work including at least 6 credits of project work (698). (No more than 6 research (698) credits may be counted towards the minimum degree credits.)

At least 24 credits must be at the 600 level or above, except for a Master's of Arts in Music, which must have at least 21 credits at the 600 level or above.

Pass a written and/or oral comprehensive exam (may be combined with the project defense.)

Publicly present and defend project.

Submit a completed and signed project defense form to the Graduate School.

Archive project in UAF Library.

For a Professional Master's Degree (i.e. Master's of Business Administration, Education, etc.)

Successfully complete at least 30 credits of course work (research or thesis credits NOT included).

At least 24 credits must be at the 600 level or above (research or thesis credits NOT included).

Successful completion of a comprehensive exam or capstone course that includes demonstration of the ability to synthesize information in the field at a level appropriate for a Master's degree.

Note on Implementation of Motion: It is the understanding of the Graduate Curricular Affairs Committee that changes to existing programs degree requirements or the name of the degree which may be necessitated by this policy, if implemented, will need final approval of the Graduate Curricular Affairs Committee, but does not constitute a new degree offering, and will not need approval by the Board of Regents.

No minimum presented herein prohibits programs from requiring additional work. The adjustments that have been made from existing programs include the requirement for the non-thesis project to be documented and in some manner archived in the Library (i.e. slides, recording, report.)

EFFECTIVE: Fall 1998

RATIONALE: Currently there is great disparity in the administration of Master's degrees using a thesis or non-thesis option. In addition, there is an increasing movement towards Professional Master's Degrees which require only course work. To ensure the quality and workload for a degree is comparable for the thesis, project option, and professional (non-thesis and non-project) minimum must be set and applied across all degrees.

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The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED AS AMENDED (16 yeas, 8 nays)

The UAF Faculty Senate moves to amend the resolution submitted by the Faculty Alliance regarding "upon recommendation of the faculty" to include the following:

WHEREAS, The University of Alaska Fairbanks, the University of Alaska Anchorage, and the University of Alaska Southeast are each separately accredited and are from a student perspective separate universities,

EFFECTIVE: Immediately

RATIONALE: The purpose here is to justify inserting the individual MAU after the University of Alaska on dipolmas. The current wording, "University of Alaska," comes from the time when there was only one University and that was located in Fairbanks. For two decades, now, we have had three universities forming one statewide system, and that should be recognized on diplomas and at graduation.

****

RESOLUTION

WHEREAS, The University of Alaska Faculty Alliance gains it authority by policy 03.01.01 of the University of Alaska Board of Regents, and

WHEREAS, The University of Alaska Faculty Alliance provides official representation for the faculty of the University of Alaska in matters which affect the general welfare of the University and its educational purposes; and

WHEREAS, The University of Alaska Faculty Alliance provides consultation to the President of the University and the Board of Regents on academic matters; and

WHEREAS, The University of Alaska Faculty Alliance recognizes the faculty of the individual academic major administrative units as having the primary responsibility and authority for recommending the establishment of degree requirements; implementing the degree requirements; establishing the curriculum, the subject matter and the methods for instruction; determining when established degree requirements are met; and

WHEREAS, The University of Alaska Faculty Alliance has advisory and coordinating role in academic affairs of the individual academic major administrative units; and

WHEREAS, The University of Alaska Fairbanks, the University of Alaska Anchorage, and the University of Alaska Southeast are each separately accredited and are from a student perspective separate universities; now

THEREFORE BE IT RESOLVED, That the University of Alaska Board of Regents shall have included at all University of Alaska graduations and in all diplomas the phrase ". . . and upon the recommendation of the Faculty of the University of Alaska . . . ." with the insertion of the appropriate major academic unit's name.

****

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (unanimous)
==========

The Faculty Senate moves to approve the disbanding of the Academic Computer Users Committee and let this function be moved to the Provost's Office.

EFFECTIVE: Immediately

RATIONALE: The Academic Computer Users Committee handles academic issues and should fall under the Faculty Senate or the Provost who is the chief academic officer. The Committee also feels that it would be more effective if it reported directly to the Provost.

****

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED AS AMENDED (unanimous)
==========

The UAF Faculty Senate moves to approve the following prerequisite for all core ethics courses in the Perspective on the Human Condition: "Junior standing; completion of two courses in the Perspectives on the Human Condition recommended but not required."

EFFECTIVE: Fall 1997

RATIONALE: Upon consensus among Political Science, Philosophy, Natural Resources Management, and Communication, Junior Standing will be the prerequisite for all the ethics courses. Requiring the same prerequisite will enable students to have equal access to all these courses.

****

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves to amend the Department Head Policy to clarify department affiliated faculty members' eligible to vote for department head as follows:

A full-time faculty member currently holding academic rank is affiliated with a department if:

1) the head of that department evaluates the faculty member or;
2) the head of the department signs the faculty member's workload agreement.

EFFECTIVE: Immediately

RATIONALE: The motion to amend the policy defining the role and duties of the department head, which also establishes the procedures for the election of department heads at UAF (as passed by the UAF Faculty Senate at its Meeting #21 [October 15, 1990] and #23 [December 17, 1990] and modified by the Chancellor) is intended to clarify Section III. B. Eligibility to Vote.

****

The UAF Faculty Senate passed the following at its Meeting #71 on April 14, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate forwards to the Faculty Alliance its concerns and recommendations regarding proposed changes to Regents' Policies and Regulations on Discrimination, Harassment and Sexual Harassment as follow:

1) the proposed policies and regulations are poorly organized. The regulations for general harassment seem to have been simply inserted into the regulations on Sexual Harassment (R04.06.09 B). Given the organization of University Regulations, the regulations on general harassment and discrimination should be contained in R04.06.09 B; an existing section in University regulations which is titled Harassment and Discrimination. The blending of sexual harassment regulations and the regulations for general harassment and discrimination is contrary to the organization of University Regulations and adds confusion to the distinct issues.

2) The provisions regarding third party sexual harassment (R04.06.09 B.7) are redundant since harassment of an individual resulting from a relationship with a third party would already constitute harassment under P04.06.09 A. (Harassment and Discrimination). Also, in the current form, the third party sexual harassment provision as a special form of sexual harassment has the potential to violate an individual's freedom to association.

3) The language in the proposed regulations allowing anonymous complaints (R04.06.09 B. 7) on the surface seems to be benign in that a formal investigation of charges and possible disciplinary actions would only occur if anonymous complainant names his/her self. However, the regulation also states that the acceptability of anonymous complaints depends on the number of or persuasiveness of anonymous complaints. Hence, if enough "poison pen" complaints are made or if they are sufficiently well written, a formal investigation my occur. This is completely unacceptable. This clause simply opens the way for institutionalized character assassination. While this clause seems to afford protection from formal disciplinary action due simply to anonymous complaints, it does not prevent informal actions. For example, repeated or persuasive anonymous complaints may result in the perception on the part of peers or supervisors that an individual acts unprofessionally, thus affecting periodic evaluations or chances for tenure or promotion.

4) In R04.06.09 B. 2. h (Definition of Harassment Review) it appears that the review will typically be conducted by a single individual. This would give a single individual excessive power. An investigatory committee of three (or more) individuals should be constituted to investigate an alleged violation of harassment or discrimination policies.

5) Policy P04.04.09 A. 1. (a) through (d) (Examples of Harassment) outlines examples of harassment. Given these examples, policy seems to state that the situations, if they occur, are sufficient to constitute harassment. The policy should be reworded to state that the examples listed may be lead to harassment and that the determination that harassment has occurred is made by examining the total context of the situation. In addition, the many examples are vague and potentially open the door to limiting academic freedom. For example, examining supposedly "sexually charged literature" may restrict an English professor's academic freedom. Or, prohibiting supposedly "suggestive objects" may restrict an anthropology professor's academic freedom. Lastly in a separate issue, with respect to examples of discrimination, modifiers need to be added such as the "reasonable accommodation" language of the American's with Disabilities Act.

6) Since it is frequently the case that an individual who violates this policy does so out of ignorance, policy and regulations should stress this. Hence, with respect to disciplinary actions, more emphasis needs to be placed upon the education role that the harassment policy can fulfill.

7) Throughout the proposed policy there is language which is prejudicial to the accused which seems to imply "guilty until proven innocent". For example in R04.06.09 B. 4., the accused is referred to as the "aggressor". In order to remove some of the prejudicial language when referring to an individual accused of harassment or discrimination, the definition of a "respondent" should be added to R04.06.09 B. 2. (Definitions) where "Respondent" should be defined as an individual accused of violating Regents' Policies and Regulations regarding harassment or discrimination.

EFFECTIVE: Immediately

RATIONALE: The motion responds to a formal request from Faculty Alliance to UAF Faculty Senate regarding input on the proposed changes in Board of Regents' Policies and Regulations on Discrimination, Harassment and Sexual Harassment. The poorly written document received from BOR was scrutinized by the UAF FASAC in response to that request.

The UAF Faculty Senate passed the following at its Meeting #70 on March 10, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

EFFECTIVE: Upon approval by the Chancellor

RATIONALE: The first paragraph of additions offers some protection to students and faculty from the misuse of the outcomes assessment process. The second paragraph provides a means of recognition for involvement in this process. The third and fourth additional paragraphs identify department heads and the core review committee as the responsible parties for preparing outcomes assessment reports, identifies the required committee as the responsible parties for preparing outcomes assessment reports, identifies the required content of those reports, identifies the timing of such required reports, and identifies the housing of these reports.

If there is no practical reason for the chairs of each department (or equivalent as identified by the Dean or Director) to prepare a report every 3 years, there is no reason to do it more often than every 4 years.

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CAPS = Additions
[[ ]] = Deletions

UAF
EVALUATION OF EDUCATIONAL EFFECTIVENESS POLICY

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs. The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

THE DATA GATHERED AND SUMMARIZED AS PART OF THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS SHALL NOT BE USED FOR EVALUATING INDIVIDUAL FACULTY. FURTHERMORE, NO STUDENT SHALL BE DENIED GRADUATION BASED SOLELY UPON INFORMATION GATHERED FOR THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS.

EACH FACULTY MEMBER'S ACTIVITIES IN DEVELOPING AND/OR IMPLEMENTING PROGRAMMATIC AND INSTITUTIONAL EDUCATIONAL

EFFECTIVENESS EFFORTS MAY BE SUMMARIZED IN THE INSTRUCTIONAL SECTION OF ANNUAL EVALUATIONS AND PROMOTION AND TENURE FILES.

Evaluations shall be conducted with regard to the following:

1) Student Information
   Students shall be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum
   Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses. the assessment of students within upper division courses, especially oral and writing intensive courses.

3) Programmatic assessment
   Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.

4) Evaluation of Out of Class Learning
   An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted.

The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least every FOUR [[three]] years summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

A. STUDENT OUTCOME GOALS AND OBJECTIVES OF THE PROGRAM,

B. THE METHODS AND CRITERIA USED TO EVALUATE WHETHER THE GOALS AND OBJECTIVES ARE BEING MET,

C. A DESCRIPTION OF WHAT INFORMATION IS COLLECTED ANNUALLY, AND

D. HOW THE RESULTS OF SUCH INFORMATION ARE BEING USED TO IMPROVE THE CURRICULUM.

THE REPORT SHALL BE PRESENTED TO THE DEAN OR DIRECTOR'S OFFICE DURING THE MONTH OF MAY. AT LEAST SOME INFORMATION GATHERING FOR THIS PROCESS SHALL OCCUR ANNUALLY.

ONCE AN EDUCATIONAL EFFECTIVENESS EVALUATION PROGRAM HAS BEEN IMPLEMENTED FOR THE CORE, THE CORE REVIEW COMMITTEE OF THE FACULTY SENATE SHALL PREPARE A REPORT, AT LEAST BIANNUALLY, SUMMARIZING THE EDUCATIONAL EFFECTIVENESS OF THE COMPONENTS OF THE CORE CURRICULUM. THIS REPORT SHALL BE SIMILAR IN CONTENT TO THE REPORT DESCRIBED ABOVE FOR INDIVIDUAL PROGRAMS BUT SHALL PROVIDE A SUMMARY FOR THE COMPONENTS OF THE CORE CURRICULUM. THE COMPONENTS OF THE CORE MAY BE SUMMARIZED IN THE REPORT ON A ROTATIONAL BASIS, BUT AT LEAST SOME INFORMATION SHOULD BE GATHERED ANNUALLY.

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The UAF Faculty Senate passed the following at its Meeting #70 on March 10, 1997:

MOTION PASSED (unanimous)
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The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees, Permanent) of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

9. THE CURRICULUM REVIEW COMMITTEE EVALUATES PROPOSED SUBSTANTIVE UNDERGRADUATE COURSE AND PROGRAM ADDITIONS, CHANGES, AND DELETIONS SUBMITTED BY THE APPROPRIATE SCHOOL/COLLEGE CURRICULUM COMMITTEES. AMONG THE TOPICS OF ITS REVIEW ARE NUMBER AND DUPLICATION OF COURSES, CREDIT ASSIGNMENT, ESTABLISHMENT OF NEED FOR NEW PROGRAMS, AND RESOURCE IMPACTS OF CURRICULAR CHANGES. DECISIONS OF THE CURRICULUM REVIEW COMMITTEE MAY BE APPEALED TO CURRICULAR AFFAIRS BY THE DEPARTMENT SUBMITTING THE PROPOSAL. THE COMMITTEE SHALL BE COMPOSED OF THE CHAIRS OF THE COLLEGE/SCHOOL CURRICULUM COUNCILS, THE CHAIR OF THE DEVELOPMENTAL STUDIES COMMITTEE, THE UNIVERSITY REGISTRAR OR THE REGISTRAR'S DESIGNEE, AND SHALL BE CHAIRED BY A MEMBER OF CURRICULAR AFFAIRS.

EFFECTIVE: Immediately
Upon Chancellor¹s Approval

RATIONALE: The purpose of this proposed change is to delineate the differences between the functions of the college/school curriculum councils and that of the Curriculum Review Committee. The college/school curriculum councils are the sole judge of the substantive content of proposed new courses, programs. The Curriculum Review Committee is responsible for coordinating the proposals to insure against needless duplication, proper assignment of course levels against university-wide criteria, etc.

The Core Review Committee is responsible for reviewing and approving courses for inclusion in the Core.

There is no reason why a course should go to both the Curriculum Review and Core Review Committees if it is to be included in the Core. The only exception to this might be Written and Oral Intensive Courses.

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The UAF Faculty Senate passed the following at its Meeting #70 on March 10, 1997:

MOTION PASSED (unanimous)

==========

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees, Permanent) of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

10. THE CORE REVIEW COMMITTEE REVIEWS AND APPROVES COURSES SUBMITTED BY THE APPROPRIATE SCHOOL/ COLLEGE CURRICULUM COUNCILS FOR THEIR INCLUSION IN THE CORE CURRICULUM AT UAF. THE CORE REVIEW COMMITTEE COORDINATES AND RECOMMENDS CHANGES TO THE CORE CURRICULUM, DEVELOPS THE PROCESS FOR ASSESSMENT OF THE CORE CURRICULUM, REGULARLY REPORTS ON ASSESSMENT OF THE CORE CURRICULUM, MONITORS TRANSFER GUIDELINES FOR CORE COURSES, ACTS ON PETITIONS FOR CORE CREDIT, AND EVALUATES GUIDELINES IN LIGHT OF THE TOTAL CORE EXPERIENCE. THIS COMMITTEE WILL ALSO REVIEW COURSES FOR ORAL, WRITTEN, AND NATURAL SCIENCE CORE CLASSIFICATION.

THE COMMITTEE SHALL BE COMPOSED OF ONE FACULTY FROM THE FOLLOWING CORE COMPONENT AREAS: BEHAVIORAL SCIENCES, BUSINESS/ENGINEERING, ENGLISH, HUMANITIES, MATHEMATICS, NATURAL SCIENCES, AND COMMUNICATION. MEMBERSHIP ON THE COMMITTEE WILL INCLUDE AN UNDERGRADUATE STUDENT.

EFFECTIVE: Immediately
Upon Chancellor's Approval

RATIONALE: The status of the Core Review Committee should be raised to that of a Permanent Committee. The nature and amount of work accomplished regularly by this committee indicates the need for its recognition in the bylaws.

****
The UAF Faculty Senate passed the following at its Meeting #70 on March 10, 1997:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves to include the following statement in the new class schedule and in the Catalog.

Course Prerequisites

Course prerequisites indicate the previous preparation that a student must have in order to enter a course. An instructor has the right to drop from the course any student not meeting the course prerequisites. Permission of the instructor to enter a class may be granted to a student not meeting prerequisites under special circumstances.

EFFECTIVE: Immediately

RATIONALE: Prerequisites will become an even more important issue now because of the new option that

allows faculty to drop students from their classes. The issue of prerequisites will become even more important for distance delivered courses.

****
The UAF Faculty Senate passed the following at its Meeting #70 on March 10, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the M.S. & Ph.D. in Environmental Chemistry.

EFFECTIVE: Upon Board of Regents¹ Approval

RATIONALE: See full program proposal #44 on file in the Governance Office, 312 Signers¹ Hall.

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EXECUTIVE SUMMARY

For more than a decade UAF has provided graduate training in environmental chemistry through the Chemistry and Biochemistry Department MS Program and the Interdisciplinary Ph.D. Program. In recent years this activity has expanded substantially because of increasing student demand and the recruitment of new chemistry faculty with environmental research interests. The UAF Chemistry and Biochemistry Department believes that further development of this effort can now be accomplished without commitment of additional resources by providing increased visibility through establishment of a Graduate Program in Environmental Chemistry leading to Ph.D. and MS degrees.

The goal of the Graduate Program in Environmental Chemistry will be to train scientists for research, teaching and other professional positions in atmospheric chemistry, environmental chemical measurement, marine chemistry, chemical aspects of global change and related fields with emphasis on northern environments. These skills are in high demand in Alaska and around the world as societies turn away from preoccupations of the cold war era and focus on issues of sustainable development and environmental quality.

The Graduate Program in Environmental Chemistry will enhance the educational opportunities at UAF, not only at the graduate level, but also for undergraduates by attracting high quality graduate students, some of whom will become teaching assistants in undergraduate classes. This program will also contribute to UAF¹s research focus on the northern environment. In addition, it will expand links between the university and private sector and governmental organizations in Alaska and throughout the north by means of internships and exchanges.

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The UAF Faculty Senate passed the following at its Meeting #70 on March 10, 1997:

MOTION PASSED (unanimous)
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The UAF Faculty Senate moves to amend the UAF Regulations for the Evaluation of Faculty: Initial Appointment, Annual Review, Reappointment, Promotion, Tenure, and Sabbatical Leave, IV.B.3.d. as follows:

[[ ]] = Deletions
CAPS = Additions

IV. CONSIDERATION OF FACULTY FOR PROMOTION AND TENURE

B. Faculty with Academic Rank

3. d. Constitution and Operation of University-wide Promotion and Tenure Committee. The University-wide Promotion and Tenure committee will be composed of [[one representative from each college or school in existence at the beginning of each academic year.]] TWELVE REPRESENTATIVES: THREE FROM THE COLLEGE OF LIBERAL ARTS (ONE EACH FROM EDUCATION, HUMANITIES, AND SOCIAL SCIENCES); THREE FROM THE COLLEGE OF SCIENCE, ENGINEERING, AND MATHEMATICS (ONE FROM EACH AREA); THREE FROM THE COLLEGE OF RESOURCE DEVELOPMENT AND MANAGEMENT (ONE EACH FROM THE SCHOOLS OF MANAGEMENT, AGRICULTURE AND LAND RESOURCES MANAGEMENT, AND MINERAL ENGINEERING); AND ONE EACH FROM THE SCHOOL OF FISHERIES AND OCEAN SCIENCES, ALASKA COOPERATIVE EXTENSION, AND COLLEGE OF RURAL ALASKA.

EFFECTIVE: Immediately
Upon Chancellor's Approval

RATIONALE:

1. The current definition of the committee makeup is not consistent with the new "mega-colleges" planned or in existence. The motion essentially maintains the status quo, but adds one representative each in CLA and CSEM.

2. A new definition of the committee makeup must be in place so that timely elections may be held this Spring for next year.

3. Five committee members (CLA-Education, SOM, SFOS, ACE, and SALRM) and five alternates [CLA (2), SOM, SFOS, and SALRM] will return next year. Thus elections would be necessary in CSEM (3 rep and 3 alternates), CLA (2 reps and 1 alternate), SME (rep and alternate), ACE (alternate) and CRA (rep and alternate).

4. During the past several years the overall composition and size of the P/T committee has been satisfactory. The P/T committee traditionally has included representatives from a variety of academic disciplines in order to provide expertise and understanding of the mores and standards within the vastly different disciplines present on this campus.

5. Some consideration, however, should be made for the number of tenure track faculty (assistant, associate, and full professors, or research versions thereof) within the different units and disciplines. We have counted these in two sources: the 95-96 faculty senate reapportionment census and the 96-97 telephone book. They agree closely, with the former source yielding 428 faculty, the latter 442. The difference was essentially due to the (apparent) exclusion of Geophysical Institute research faculty in the former compilation. Two promotion files

from that unit were considered by the P/T committee this year, suggesting that these faculty should be counted in any P/T committee representation list.

6. The numbers show that basically CLA and CSEM have been underrepresented on the committee, and that this could be redressed by adding a rep from each college. Logical divisions exist in both colleges: mathematics is a large department that has noticeably different standards and working conditions compared to scientists and engineers, and in CLA there are approximately equal numbers of faculty in humanities and social sciences, again with these two groups having noticeably different scholarly standards and working conditions.

7. Increasing the size of the committee by two members actually would be a good thing. Even with alternates, there is usually one member and sometimes two out for sickness or conflict of interest. This has decreased the actual voting members to 8 in the past, which may be too small. A larger committee will make organizing slightly more difficult, but on the other hand will ease the task of drafting letters. Two more members can easily be accommodated in any of common meeting rooms.

****

The UAF Faculty Senate passed the following at its Meeting #70 on March 10, 1997:

RESOLUTION
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WHEREAS, Provost Jack Keating has supported the idea of a Faculty Seminar Series from its inception early this year; and

WHEREAS, Dr. Keating responded quickly and appropriately to a request for financial support to provide for a reception following the inaugural and two other faculty seminars, to help start the seminar series on its way;

THEREFORE BE IT RESOLVED That the Faculty Senate recognizes, applauds, and thanks the Provost for his support of the Faculty Seminar Series in keeping with the intent of the series to reach a wide audience and demonstrate to the University and Fairbanks communities, the contribution that faculty make to our community life.

The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

RESOLUTION PASSED (unanimous)
==========

BE IT RESOLVED THAT, The UAF Faculty Senate expresses its most sincere condolences to the family and friends of our most distinguished colleague, Professor Linda Ellanna. Her untimely passing has left a sorrowful void both in our hearts and on our campus. She will be remembered for many, many years by both faculty and students.

BE IT RESOLVED THAT, The UAF Faculty Senate extends its most sincere condolences to the family and friends of Professor Jack Distad. Jack's many years of distinguished service to the University, his unavailing support of mathematical instruction, and his participation in all aspects of University life will long be remembered.

BE IT RESOLVED THAT, The UAF Faculty Senate expresses its wish that our distinguished colleage, Professor Carol Gold, enjoy a most rapid and speedy recovery from her unfortunate accident. Get well Carol: we miss you.

****

The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the resolution of appreciation forwarded by the University-wide Promotion and Tenure Committee.

RESOLUTION OF APPRECIATION

FOR

JOHN KELLER

WHEREAS, Dr. John Keller has served with distinction as a member of the University-wide Promotion and Tenure Committee for three years; and

WHEREAS, Dr. John Keller has served with special distinction as the committee¹s chair for two eventful years; and

WHEREAS, Dr. John Keller has always handled his chairperson duties with fairness, calmness, integrity and concern for both the candidate and the quality of the academy; and

WHEREAS, the committee appreciates his special talents in time management, committee organization, and communication; and

WHEREAS, Dr. John Keller will retire from the committee after the spring semester 1997; now

THEREFORE BE IT RESOLVED, That the University-wide Promotion and Tenure Committee express its profound gratitude to Dr. John Keller for a job well done.

BE IT FURTHER RESOLVED, That the committee express its appreciation for his gentle urgings with respect to citation analysis, bibliographic annotation, peer evaluation of instruction, and other measures of faculty excellence.

BE IT FINALLY RESOLVED, That copies of this resolution be spread upon the minutes of this meeting, provided to Dr. John Keller and forwarded to the UAF Faculty Senate.

Done at Fairbanks, Alaska February 7, 1997

Witnessed by the following non-Keller members of the committee:

Scott Huang, Mariam Karlsson, Debendra Das, Sheryl Stanek, T. Harikumar, Walter Benesch, F. Lawrence Bennett, Dauna Browne

****

The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED (unanimous)

The UAF Faculty Senate moves to amend the Transfer of Credit Policy as listed in the UAF 1996-97 catalog, page 11 as follows:

(( )) = Deletions
CAPS = Additions

Transfer of Credit

3. COLLEGE LEVEL ACADEMIC CREDITS EARNED BY A STUDENT AT ANY MAU WITHIN THE UNIVERSITY OF ALASKA WILL BE TRANSFERRED TO UAF, SUBJECT TO APPLICABILITY TOWARD DEGREE REQUIREMENTS AND MEASURES OF ACADEMIC PERFORMANCE AS DELINEATED BY THE APPROPRIATE COLLEGE AND DEPARTMENT. Undergraduate credits earned at the 100-level or above with a grade of "C" or higher at institutions outside of the UA system, and accredited by one of the six regional accrediting agencies, will be considered for transfer. Transfer credit normally isn't granted for courses with doctrinal religious content or for graduate courses (for undergraduate programs). ((Credit is not transferred for advanced placement credit or credit by examination awarded by another institution.))

EFFECTIVE: FALL 1997

RATIONALE: This means that a UA transfer student would be able to transfer to UAF any UA course having a grade of "D" or better; and that course would transfer to a College or Department as long as there was not conflicting College or Department criteria.

This change brings UAF in accord with Regents' Policy and University Regulation:

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P10.04.06 A.3.

3. A student who has completed some of the general education requirements at one University of Alaska university or community college will have those credits count toward fulfillment of the same categories of general education requirements outlined in the common core at all University of Alaska universities and community colleges. This applies even if there is no directly matching coursework at the institution to which the student transfers. This statement will be published in each university and community college catalog.

R10.04.06

Transfer of Credit

In accepting credits from accredited colleges and universities, maximum recognition of courses satisfactorily completed will be granted to transfer students toward satisfying requirements at the receiving institution. Coursework must be at the 100 level or above to transfer and, from institutions outside the University of Alaska, must be completed with a grade of C or better. A student's entire transcript from any MAU within the University of Alaska will be transferred to another MAU, subject to applicability toward degree requirements and measures of academic performance as established elsewhere in Regents' Policy, University regulation, and the rules and procedures of the MAU from which the student is to receive a degree or certificate.

****
The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the Core Review Committee recommendation that any course proffered for consideration of CORE designation must include, in it description, a careful and complete plan for its effectiveness evaluation. Plans for effectiveness evaluation should be consonant with effectiveness evaluation plans for other courses which fulfill the same CORE requirement.

Departments offering courses for CORE designation during the period in which effectiveness evaluation plans are being initiated, and which are accepted for CORE designation by the Core Review Committee, will join with the other departments offering that CORE option in planning effectiveness evaluation.

This motion does not include courses submitted for "W" or "O" designation.

EFFECTIVE: Fall 1997

RATIONALE: The Core Review Committee is charged with determining which courses shall be included in the CORE

curriculum, and has been appointed oversight of the Educational Effectiveness Evaluation of the CORE Curriculum

The Core Review Committee believes that the Effectiveness Evaluation process will become a permanent aspect of the committee¹s responsibility and in regard to the future, do not want subsequent Core Review Committees to have to reinvent the wheel. The committee feels that the faculty SHOULD begin to perceive both the CORE and their participation in the CORE in regard to the Effectiveness Evaluation process; to share, if you will, the commitment to Evaluation to which the University is committed.

****

The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the Policy on Approval of Academic Changes to include a spring review cycle deadline in March. The spring review cycle will include academic and course changes that do not require UAF Faculty Senate and Board of Regents approval. Changes in the spring review cycle will be approved effective the following Fall, however, they may not be included in the course catalog.

EFFECTIVE: Immediately
Upon Approval of the Chancellor

RATIONALE: Once a year in the fall the Graduate Curricular Affairs Committee and the Curriculum Review Committees review numerous requests for course changes. Currently, this is the only opportunity for programs to enact changes in their degree program, add, drop or modify courses. The current deadline requires all suggestions to be drawn up and submitted relatively early in the academic year. This may not be sufficient time for faculty to complete the required paperwork and to sufficiently consider all the potential ramifications of a change. In addition, new faculty are often at a severe disadvantage if they wish to introduce a new course. Currently, if the fall deadline is missed, the action must wait an entire academic year before being considered, thereby delaying any changes for almost two years from the time the idea originated.

By adding an additional review cycle in the spring, programs will be able to react more efficiently to changes, address administrative concerns more completely, and have an opportunity to optimize their program in a less hectic manner.

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The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED AS AMENDED (unanimous)
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The UAF Faculty Senate moves to amend the UAF Regulations for the Evaluation of Faculty: Initial Appointment, Annual Review, Reappointment, Promotion, Tenure, and Sabbatical Leave, Article IV.B.2. with the additional of a fifth paragraph.

IV. CONSIDERATION OF FACULTY FOR PROMOTION AND TENURE

B. Faculty with Academic Rank

2. (add paragraph 5)

ACCESS TO THE CANDIDATE¹S FILE WILL BE LIMITED TO THE CANDIDATE AND, DURING THE OFFICIAL REVIEW PERIODS ESTABLISHED BY THE PROVOST, THE APPROPRIATE PERSONNEL AT EACH REVIEW LEVEL (DEPARTMENT HEAD, PEER COMMITTEE, DEAN AND/OR DIRECTOR, UNIVERSITY-WIDE PROMOTION AND TENURE COMMITTEE, PROVOST, AND CHANCELLOR, AND INCLUDING STAFF AS DESIGNATED AT THE LEVEL OF REVIEW).

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: This paragraph makes explicit current policy in most of the University. Currently there is no statement of this policy in UAF Regulations, which has led to some confusion regarding this issue. On the other hand, if the file is not a confidential dossier, then perhaps is it a public document? In any case, access to these files should be well defined in University Regulations. The large majority of the University-wide Promotion and Tenure Committee (by a 9 to 1 vote) agreed with the above confidentiality policy.

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The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED AS AMENDED (unanimous)
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The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

A. An Administrative Committee will be composed of the chairpersons of all standing SENATE COMMITTEES and OF ALL permanent Senate Committees EXCEPT THE UNIVERSITY-WIDE PROMOTION AND TENURE COMMITTEE AND THE COMMITTEE TO NOMINATE COMMENCEMENT SPEAKER AND HONORARY DEGREE RECIPIENTS.

B. Membership on standing and permanent committees will be for two years EXCEPT AS NOTED BELOW with the possibility of RE-APPOINTMENT ((reelection and will be appointed by the Administrative Committee)). THE INITIAL APPOINTMENT OR RE-APPOINTMENT IS MADE BY THE ADMINISTRATIVE COMMITTEE OR AS SPECIFIED IN THE DEFINITION OF A PERMANENT COMMITTEE and ((endorsed)) CONFIRMED by the full Senate. Senators are limited to

serving on a maximum of one standing committee at any one time. TO PROVIDE CONTINUITY, TERMS WILL BE STAGGERED AND AN INITIAL APPOINTMENT MAY BE MADE FOR ONE OR TWO YEARS AS DETERMINED BY THE ADMINISTRATIVE COMMITTEE BASED ON NEED.

C. Standing committees will be constituted entirely of Senate members. Permanent committees can be constituted without Senate members.

D. All permanent and standing committee chairs will be elected from and by the members of their respective committee and must be full-time faculty at UAF.

E. The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with curricular and academic policy changes on all levels except the graduate level.

2. ((The Scholarly Activities Committee will deal with policies concerning research and creative activity.))

((3.)) The Faculty AND SCHOLARLY Affairs Committee will deal with policies related to workload, appointment, termination, promotion, tenure, sabbatical leave, ((and)) academic freedom, RESEARCH AND CREATIVE ACTIVITY.

3((4)). The Graduate Curricular Affairs Committee will include five SENATE members and will be responsible for the review and approval of graduate courses, curriculum and graduate degree requirements, and other academic matters related to instruction and mentoring of graduate students. The Dean of the Graduate school, ((and the)) Director((s)) of the Library, ((and Admissions and Records)) THE UNIVERSITY REGISTRAR, and one graduate student are non-voting ex-officio members.

PERMANENT

1. The University-Wide Promotion and Tenure Committee will be one member from each school and college. TERMS OF SERVICE ON THE COMMITTEE WILL BE THREE YEARS. Members of this committee must hold tenured senior level appointment at UAF. This committee will review candidate files for promotion and/or tenure and will recommend for or against the promotion and/or tenure of each candidate who presents a file for consideration by the committee.

2. The Service Committee will be 7 members who represent the academic community and the general public, with not less than two members being non-university employees. The chair must be a faculty member. ((Members' terms will be staggered to provide continuity.)) This committee will deal with policies relating to the service mission of the university and its faculty.

3. The Graduate School Advisory Committee will include three full-time faculty members appointed by the Senate President, three full-time faculty members appointed by the Provost, and one graduate student selected by the Provost from nominations submitted by the graduate faculty and student senate. The graduate student must have completed a minimum of one full year of

attendance at UAF. Each department with a graduate program is limited to no more than one member. The Dean of the Graduate School and the President of the Faculty Senate are ex-officio non-voting members. The Dean of the Graduate School will convene regular meetings, and must convene additional meetings if requested by two members of the committee. The committee will advise the Dean of the Graduate School and the Provost on administrative matters pertinent to the operation and growth of graduate studies at UAF, including financial and tax-related issues and dealings with other universities. All recommendations regarding curricular matters will go to the Graduate Curricular Affairs Committee and the Faculty Senate for approval.

4. The Developmental Studies Committee will include one representative from each of the following units: Northwest Campus, Chukchi Campus, Kuskokwim Campus, Bristol Bay Campus, Interior-Aleutians Campus; ((the College of Natural Sciences)) COLLEGE OF SCIENCE, ENGINEERING AND MATHEMATICS SCIENCE DEPARTMENT (BIOLOGY, CHEMISTRY, GEOLOGY, OR PHYSICS) AND MATHEMATICS DEPARTMENT; the COLLEGE OF LIBERAL ARTS English DEPARTMENT, ((Mathematical Sciences)), STUDENT SUPPORT SERVICES PROGRAM, and Cross Cultural Communications Department; the Developmental Studies Division of the College of Rural Alaska; Rural Student Services; and the Advising Center; and two representatives from the Tanana Valley Campus.

   The Developmental Studies Committee shall consider policies concerning developmental education: programs, courses, instructional development, evaluation, and assessment. This committee will function as a curriculum council review committee for all developmental studies courses. Discipline based developmental courses will be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination.

5. The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and the Director of Faculty Development. This committee will deal with faculty and instructional development and evaluation.

6. The Committee to Nominate Commencement Speaker and Honorary Degree Recipients will nominate commencement speakers and candidates for honorary degrees.

7. The Legislative and Fiscal Affairs Committee will follow legislative and fiscal issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.

8. The Faculty Appeals and Oversight Committee shall be composed of two tenured faculty members, elected from each college/school and confirmed by the Faculty Senate. ((who shall serve for a two year term. Members' terms will be staggered to provide continuity.)) This committee will function as an appeal body for issues of faculty prerogative, oversee evaluation of academic administrators, and make recommendations to the Provost or Chancellor.

Committee members shall constitute a hearing panel pool to serve as needed on grievance hearing panels.

A promotion/tenure appeals subcommittee composed of five tenured faculty will hear all promotion and/or tenure reconsideration requests and report its findings to the Chancellor according to University of Alaska Fairbanks Regulations, Section IV,B,4.

F. Any standing or permanent committee may create subcommittees to assist the committee.

G. The Senate President may create and appoint the members of any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate.

H. Committees must forward any legislation which involves the setting or altering of policy to the full Senate for approval. Committees which are specifically charged with applying policy to make decisions may do so without having the Senate approve those decisions. A review by the full Senate may be requested by the reviewing Senate committee. A request to the Senate Administrative Committee for a further Senate review may also be submitted by individual Senators if the question has policy implications. THE COMMITTEE CHAIR IS RESPONSIBLE FOR THE PRESENTATION OF THE COMMITTEE¹S MOTION TO THE SENATE AT THE MEETING IN WHICH IT WILL BE CONSIDERED.

EFFECTIVE: Immediately
Upon Chancellor¹s Approval

RATIONALE:

A. The work of the University-wide Promotion and Tenure Committee and the Committee to Nominate Commencement Speakers and Honorary Degree Recipients is more seasonal than routine and the work is done largely in executive session for which there can be no public report. Hence the chairs are much less involved in the routine work of the Senate.

B. These changes apply the length and staggering of appointments uniformly to all committees and provide the mechanism for creating staggered committee appointments.

E. STANDING, 2 & 3 Scholarly Affairs has done nothing for three years, yet its reason for being may have some importance. By combining the two committees, such matters as may perhaps come up in the future which would normally be considered by Scholarly Affairs could be handled by the combined Faculty and Scholarly Affairs.

E. PERMANENT, 4. Changes in the college structure and realignment of departments delivering developmental courses require the name changes and the inclusion of another program.

H. It is difficult to proceed with a proper discussion of a motion submitted to the Senate if the committee chair is not there to provide information on the

committee¹s deliberation.

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The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED AS AMENDED (unanimous)
==========

The UAF Faculty Senate moves to adopt the following calendar for its 1997-98 meetings:

EFFECTIVE: Immediately

RATIONALE: Meeting have to be scheduled and the Wood Center Ballroom reserved well in advance.

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UAF FACULTY SENATE

1997-98
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
73	9/15/97	Monday	1:30 p.m	audioconference
74	10/13/97	Monday	1:30 p.m	face-to-face
75	11/10/97	Monday	1:30 p.m	audioconference
76	12/8/97	Monday	1:30 p.m	face-to-face
77	2/9/98	Monday	1:30 p.m	face-to-face
78	3/9/98	Monday	1:30 p.m	audioconference
79	4/6/98	Monday	1:30 p.m	audioconference
80	5/4/98	Monday	1:30 p.m	audioconference/ face-to-face

*Location: Wood Center Ballroom

FALL:
Orientation for New Students - Sunday-Wednesday, August 30-September 3, 1997
Labor Day - Monday, September 1, 1997
Registration/Course Selection - Tuesday-Wednesday, September 2-3, 1997
First Day of Instruction - Thursday, September 4, 1997
Thanksgiving Holiday- Thursday-Friday, November 27-28, 1997
Last Day of Instruction - Friday, December 12, 1997
Final Examinations - Monday-Thursday, December 15-18, 1997
Winter Closure - December 25, 1997-January 4, 1998

SPRING:
Orientation for New Students - Monday-Tuesday, January 12-13, 1998
Registration/Course Selection - Tuesday-Wednesday, January 13-14, 1998
First Day of Class - Thursday, January 15, 1998

Alaska Civil Rights Day (no classes) - Monday, January 19, 1998
Spring Break - Monday-Sunday, March 16-22, 1998
Last Day of Instruction - Friday, May 1, 1998
Final Examinations - Monday-Thursday, May 4-7, 1998

****
The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION PASSED
==========

The UAF Faculty Senate moves to conduct the first half of the last meeting of each year by audioconference and conduct the second half of the meeting face-to-face.

EFFECTIVE: Immediately

RATIONALE: The first half of the meeting is conducted by the outgoing Senate and the second half is conducted by the new Senate. Holding the meeting is such a manner will reduce the cost of travel for units with outgoing members and still allow new members to meet face-to-face.

****
The UAF Faculty Senate passed the following at its Meeting #69 on February 10, 1997:

MOTION TABLED (17 yes, 7 nays)
==========

The UAF Faculty Senate moves to RE-AFFIRM its position on salary/compensation, locus of tenure, and post-tenure review as expressed in the following motions passed at UAF Senate meetings #56 and #63 with the further understanding that the position on post-tenure review articulates the preliminaries of a formative, rather than a summative, policy which is to be linked to faculty development.

In so moving, the UAF Faculty Senate directs that these policy statements be transmitted to the appropriate committees of United Academics currently working on the contract proposal to be negotiated with the University of Alaska administration, the intent of this transmittal being that these Senate policy statements be incorporated in the contract proposal.

EFFECTIVE: Immediately

RATIONALE: The motion is presented in the spirit of solidarity and cooperation with United Academics concerning mandatory items of collective bargaining. United Academics committees are currently working on contract language and stand to benefit from the work of the UAF Faculty Senate insofar as it has spoken to these specific mandatory items of collective bargaining. The motion, furthermore, directly responds to Lawrence Weiss[1] memo to D. Lynch and P. Slattery of 2/2/97 inviting [3]substantial contribution to the contract proposal.[2] Moreover, the UAF Faculty Senate reserves it right to pronounce on policy recommendations pertinent to faculty affairs, this consistent with AAUP's "Statement on Academic Government for Institutions Engaged in Collective Bargaining", in particular that "Collective bargaining should

not replace, but rather should ensure, effective traditional forms of shared governance...Collective bargaining should ensure institutional policies and procedures that provide access for all faculty to participation in shared governance. Employed in this way, collective bargaining complements and supports structures of shared governance consistent with the "Statement on Government."

The UAF Faculty Senate passed the following at its Meeting #68 on December 9, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve changing the name of the Alliance of Faculty Senates to Faculty Alliance.

EFFECTIVE: Immediately

RATIONALE: This name change is proposed by the Alliance which is a coordinating body of all three campus governing bodies because of the University of Alaska Southeast Reorganization. In this change, Southeast has replaced its Senate with a Council, and, therefore, the current name is not correct. The change to Faculty Alliance is appropriate.

****

The UAF Faculty Senate passed the following at its Meeting #68 on December 9, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to disband the Health Issues Committee of the UAF Governance Coordinating Committee and approves the following revisions to the Procedures:

(( )) = Deletion

ARTICLE V Committees

Sect. 1 The conference committees of the UAF Governance Coordinating Committee shall include:

Academic Computer Users Committee
Intercollegiate Athletics Committee
Chancellor¹s Advisory Committee on Public Safety, Transportation and Parking
Rural Affairs Committee
UAF Grievance Council
((Health Issues))

Sect. 3 Conference Committees Charges

((F. Health Issues Committee

The charge of the Health Issues committee shall be to:

1. address health issues which affect the work environment.
2. coordinate efforts with the Health Center, Fire Department, Risk Management, and Public Safety to find solutions to health issues.))

EFFECTIVE: Upon Faculty Senate, Staff Council, and ASUAF approval, prior to Chancellor¹s approval

RATIONALE: A Statewide committee has been formed to address possible changes to the health benefits program. The Health Issues Committee would only duplicate efforts by this committee and would not be a productive use of staff, faculty and student time.

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The UAF Faculty Senate passed the following at its Meeting #68 on December 9, 1996:

MOTION PASSED (20 ayes, 5 nays)
==========

The UAF Faculty Senate moves to refer the motion to adopt a procedure for petitions to the CORE based on documentation of student disability to Curricular Affairs for review of the context of the motion in the overall petition process.

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The UAF Faculty Senate passed the following at its Meeting #68 on December 9, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve a new program in Health Technology which includes an AAS in Medical Assistant and two certificates: Medical/Dental Reception and Phlebotomy & Laboratory Assisting.

EFFECTIVE: Upon Board of Regents¹ Approval

RATIONALE: See attached Executive Summary. Full program proposal #83 on file in the Governance Office, 312 Signers¹ Hall.

Executive Summary of Medical Assistant Certificate and Degree Program Request, Division of Health Technology, College of Rural Alaska

Request prepared by:
Betsy Tozzi, Assistant Professor, Health Technology, CRA/TVC
Linda Curda, Assistant Professor, Division Head, Health Technology, CRA/KUC
Ruth Lister, Director, Tanana Valley Campus, College of Rural Alaska

The Medical Assistant Certificate and A.A.S. Programs prepare students for careers as health care paraprofessionals. Employers have indicated needs for workers that crossed functional borders within their organizations (i.e. identified the need for skilled, cross-trained individuals), and most frequently cited a need for administrative staff (receptionists and billing/reimbursement specialists) and out-patient care paraprofessionals (phlebotomists, procedure assistants, instrument care specialists). The specialty certificates in Medical/Dental Reception and Phlebotomy and Lab Assisting as well as the Medical Assistant A.A.S. degree have been designed to be responsive to these local employers' needs.

Welfare reform has reduced education and training benefits to

eligible recipients; eligible individuals may receive financial support for a maximum of 12 months. To address these welfare reform changes and the needs of many students to enter the work force as soon as possible, the Medical/Dental Reception Certificate and Phlebotomy and Lab Assisting Certificate programs document proficiency in specialized skill areas and provide employment options when students have completed approximately 1/2 the necessary credits required for the Medical Assistant A.A.S. degree. After graduating with a certificate, a student may elect to complete the Medical Assistant A.A.S. degree requirements in order to enhance employability. As a direct result of their course work within the program, three students have been hired as phlebotomists in Fairbanks, and one of these three individuals has already sat for the ASCP national examination and received a passing score, thereby achieving national certification as a Phlebotomy Technician (PBT, ASCP).

These proposed programs have been developed to align with the UAF 2000 strategic plan. As accreditation of health care programs will be required for students to be eligible to sit for national certification examinations, curricula have been constructed to meet all necessary accreditation standards. Inasmuch as all required program components have been developed and are in place, no complications are foreseen in implementation of certificate and A.A.S. degree programs upon approval. Resources and equipment needs will not require allocation of any additional funds to Tanana Valley Campus or College of Rural Alaska. No new funding is required or requested to support the programs. Disposable medical supplies for classes are paid for with student material fees; donations of equipment and supplies from numerous sources have helped offset start-up costs and ongoing expenditures.

In conclusion, due to current and future needs for skilled health care workers and cost containment mandates in health care, the Medical Assistant Certificate and A.A.S. Degree programs in the College of Rural Alaska are well positioned to provide vocational-technical training for interested students. The implementation of these programs will benefit the university by generating increased student credit hours and improved ties with the community, employers, and government agencies. The Medical / Dental Reception Certificate, Phlebotomy and Lab Assisting Certificate, and the Medical Assistant A.A.S. degree programs will generate a cadre of well-qualified cross-trained health care paraprofessionals and allow employers to recruit from their local communities rather than hiring new staff from outside of Alaska.

October 28, 1996

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The UAF Faculty Senate passed the following at its Meeting #68 on December 9, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the Certificate in Applied Business.

EFFECTIVE: Upon Board of Regents¹ Approval

RATIONALE: See attached Executive Summary. Full program proposal #48 on file in the Governance Office, 312 Signers¹ Hall.

CERTIFICATE OF APPLIED BUSINESS
UNIVERSITY OF ALASKA FAIRBANKS
COLLEGE OF RURAL ALASKA
TANANA VALLEY CAMPUS

Regents Executive Summary

The UAF College of Rural Alaska proposes an innovative vocational, technical education certificate in Applied Business. This certificate is intended to serve Alaskan businesses and organizations by providing a pool of graduates who have received comprehensive training (30 credits) in critical aspects of business management. The certificate will further act as a stepping stone for the Associates Degree in Applied Business and various Bachelor Degrees.

Currently, there are over 60 declared majors in the Applied Business program and credit hour production increased 30% in the fall of 1996 compared to fall of 1995. While subscription to the applied business courses are strong, the credit hours do not currently produce a corresponding number of graduates Low numbers of graduates are a result of program demographics. Nearly all students are non-traditional and part-time (i.e. more mature, experienced, and working full or part-time, taking 6 credits). As a result of work and family demands completing all the academic requirements for an A.A.S. may take more than 5 years. This intermediate vocational education certificate is therefore vital to continued student motivation.

Many small to medium size business, non-profits, and agencies in Fairbanks promote employees into management positions without benefit of formal supervisory training. There is a strong need for a structured and credible management training certificate program in Fairbanks. The Northwest, Kuskokwim, and Tanana Valley Campuses already provide that management training through existing applied business courses as part of the A.A.S. degree. An intent of this certificate is to "bundle" those courses already offered in other programs into a meaningful management curriculum which will fulfill a current training need in both Rural Alaska and Fairbanks and provide a path for business people who have no college experience to earn degrees.

Faculty who teach the courses required in this certificate have significant credibility within their respective local business sectors. Once the certificate program is approved, the College of Rural Alaska Applied Business department will implement an image campaign to stimulate additional demand by business for employees awarded this certificate.

Implementation of the Certificate in Applied Business will support the University of Alaska's commitment to business development within the State of Alaska and the vocational education component of the university's mission. Credits from the certificate are readily transferred and accepted within the A.A.S. business degrees of UAA and UAF. Implementation of the certificate will significantly benefit students who transfer between universities prior to award of their A.A.S. degree.

Finally, there is no additional cost to UAF or the University of Alaska System for this certificate. All faculty required to teach the certificate courses are currently employed and all courses required are currently offered through other degree programs.

9/30/96

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The UAF Faculty Senate passed the following at its Meeting #68 on December 9, 1996:

RESOLUTION PASSED (19 ayes, 4 nays)
==========

WHEREAS the UAF Faculty Senate is the duly elected assembly of faculty representatives, serving as the legislative body of the university faculty, having authority to recommend on formulation and implementation of policy pertinent to faculty governance at UAF; and

WHEREAS the UAF Faculty Senate carries out the tasks of faculty governance through a number of Standing and Permanent Committees; and

WHEREAS the charge of the UAF Faculty Senate's various Standing and Permanent Committees includes evaluation and recommendation on policy initiatives affecting faculty governance; and

WHEREAS the UAF Faculty Senate's Standing Committee on Faculty Affairs and the UAF Faculty Senate's Ad Hoc Committee on Union-Governance Relations have specific charge to evaluate and recommend on policy directly and substantially pertinent to mandatory items of collective bargaining; and

WHEREAS United Academics/AAUP-AFT is a duly recognized collective bargaining agent negotiating with the University of Alaska Administration on behalf of faculty concerns; and

WHEREAS United Academics/AAUP-AFT, notwithstanding its legally independent incorporation, is constituted inter alia explicitly to sustain and enhance faculty governance at the University of Alaska;

THEREFORE BE IT RESOLVED That the UAF Faculty Senate hereby requests the Executive Board of United Academics/AAUP-AFT:

(1) to reaffirm, by way of written communication to the President of the UAF Faculty Senate and to the President of the Faculty Alliance, UA/AAUP-AFT's commitment to sustain and enhance faculty governance at the University of Alaska;

(2) to make provision, by way of exchange of written and oral communications, for the UAF Senate's Ad Hoc Committee on Union-Governance Relations to review and recommend on the substance of UA/AAUP-AFT contract negotiations with the University of Alaska Administration;

(3) to include a member of the UAF Faculty Senate's Standing Committee on Faculty Affairs, who is also a member of United Academics, in UA/AAUP-AFT Executive Board deliberations on contract negotiations; and,

(4) to appoint, as representative of the UAF Faculty Senate, a member of the UAF Faculty Senate's Standing Committee on Faculty Affairs, who is also a member of United Academics, to the UA/AAUP-AFT Contract Negotiating Team,

with all rights and privileges of participation thereto pertaining.

****
The UAF Faculty Senate passed the following at its Meeting #68 on December 9, 1996:

MOTION PASSED (21 ayes, 5 nays)
==========

The UAF Faculty Senate moves to change the policies on "Withdrawing from a Class" and "Faculty Initiated Withdrawal" and the grading policies of "I" Incomplete and "NB" No Basis, as follows:

(( )) = deletions,
CAPS = ADDITIONS

Withdrawing from a Class --

If you withdraw from a class after the third Friday after the first day of instruction, a grade of "W" will appear on your academic record. The "W" grade does not affect your GPA. The last day you can withdraw from a class is the ((fourth)) NINTH Friday after the first day of instruction. ((unless you are a freshman or a non-degree students. Freshman and non-degree students may withdraw from classes until the sixth Friday after the first day of instruction.))

Faculty Initiated Withdrawal/DROP--

((If you do not meet the prerequisites for a course in which you have enrolled the faculty member teaching that course has the right to drop you from the class prior to the fourth Friday after the first day of instruction.))

IF YOU DO NOT MEET THE PREREQUISITES FOR A COURSE IN WHICH YOU HAVE ENROLLED, OR IF YOU HAVE NOT PARTICIPATED SUBSTANTIALLY IN THE COURSE, THE FACULTY MEMBER TEACHING THAT COURSE HAS THE RIGHT TO WITHDRAW YOU FROM THE CLASS BY THE NINTH FRIDAY AFTER THE FIRST DAY OF INSTRUCTION. IF YOU ARE WITHDRAWN FROM A CLASS AFTER THE THIRD FRIDAY AFTER THE FIRST DAY OF INSTRUCTION, A GRADE OF "W" WILL APPEAR ON YOUR ACADEMIC RECORD. FACULTY INITIATED WITHDRAWALS PREVIOUS TO THE THIRD FRIDAY AFTER THE FIRST DAY OF INSTRUCTION WILL BE TREATED AS A DROPPED CLASS.

"I" Incomplete--

A grade used to indicate that ((you've satisfactorily completed (C or better) the majority of the work in a course, but for personal reasons beyond your control,)) YOU haven't been able to complete the course during the scheduled course time.

When the "I" grade is given, the instructor includes a statement of the work required of you to complete the course AND THE TIME LIMITS YOU HAVE TO COMPLETE THE WORK. THE MAXIMUM TIME TO BE ALLOWED IS ONE YEAR. AT THE END OF THE DEFINED TIME LIMITS THE INSTRUCTOR MAY ISSUE A GRADE BASED ON THE WORK TURNED IN. IF THE INSTRUCTOR DOES NOT CHANGE THE "I" GRADE IT BECOMES PERMANENT AT THE END OF ONE YEAR.

((You must make up an incomplete within one year or it will automatically be changed to an "F" grade.)) The "I" grade is not computed in your GPA. ((until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F")) Seniors cannot graduate with an "I" grade in either a UAF or major course requirement. ((To determine a senior's GPA at graduation , an "I" grade will be computed as a failing grade))

((("NB" No Basis--

Instructors may award a No Basis (NB) grade if there is insufficient student progress and/or attendance for evaluation to occur. No credit is given, nor is "NB" calculated in the GPA. This is a permanent grade and may not be used to substitute for the Incomplete (I). It can¹t be removed by later completing outstanding work.))

EFFECTIVE: Fall 1997

RATIONALE: With the change in the cap on tuition student credit shopping does not seem to be a problem, which was one of the main reasons for the double tiering of the original policy. This change makes the withdrawal policy uniform for all students. This policy does not effect the CRA policy which states that students have nine weeks for their withdrawal period.

The faculty initiated withdrawal policy change gives the instructor the ability to remove from the class students who have a very high probability of failing the class if they were to attempt to start participation at a later date. It also provides a bit of a grade safety net for students who for what ever reason sign up for a class and then never turn in any work, but also never withdraw, from accumulating a series of "F" grades.

Students who are Faculty dropped during the first three weeks, because they do not meet the course prerequisites, will not have the course appear on their transcript and they will receive a full tuition refund. Students who are Faculty Withdrawn after the fourth Friday will receive a "W" on their transcript and will not receive any tuition refund.

This may place students who are receiving financial aid in jeopardy of loosing that aid but in most cases this policy will be no more onerous than if the student received a grade other than an A, B, C, or D.

This change in the "I" grade gives the instructor the option to control the time limits and to issue a grade based on the work turned in. The permanent "I" more correctly reflects what the student did not accomplish, as compared to the transformation of the "I" to an "F". A student who receives a permanent "I" grade would have to retake the course to earn credit. The criteria by which the instructor will issue the "I" can be delineated at the beginning of the course, just as they do for all other grades. As per the catalog instructors are expected to state their grading policies in writing at the beginning of each course.

Changes in the "I", and "W" grading policies address the

purposes for having the "NB" grade. Therefore the "NB" grade is no longer needed.

The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

MOTION PASSED
==========

The UAF Faculty Senate moves to continue the tabling of the Withdrawal/ No Basis grade issue until the December 9, 1996 face-to-face meeting.

EFFECTIVE: Immediately

RATIONALE: The Curricular Affairs (CA) and the Developmental Studies (DS) Committees have a sub-committee tasked with developing a compromise motion. This sub-committee is meeting by audioconference and will report back to CA and DS from which a motion will be sent to the Faculty Senate.

The December 9, 1996, Senate meeting is face-to-face allowing for full participation of all Senators.

****

The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

MOTION PASSED (22 aye, 6 nays)
==========

The UAF Faculty Senate moves to approve the Core Review Committee¹s recommendation on when basic Core skills courses shall be accomplished.

Beginning Fall 1997 all students are required successfully to accomplish English 111X prior to enrollment in written intensive (³W²) courses and Communication 131X (or 141X) prior to enrollment in oral intensive (³O²) courses. Exceptions are allowable on the basis of permission of instructor.

EFFECTIVE: Fall 1997

RATIONALE: Having spent a week with Jim Ratcliff discussing the University's mandate for Effectiveness Evaluation, we have identified an obvious flaw in the way the University has enacted the CORE curriculum. For whatever historical reasons the current lack of an imposed time frame for accomplishing CORE skills has come about, if the University is serious about current efforts to do a curriculum-enhancing assessment and to improve the retention of a greater percentage of incoming students, it is time to change the expectation of when basic CORE skills courses shall be accomplished.

As the requirements stand, no student is required to complete basic skills courses at any specific point before graduation. This situation is antithetical to any sense of what those courses are intended to accomplish. If, as stated, we intend to give our students the tools with which to be competitive, both in classes at the

University and life experience beyond, the most primary skills of writing, speaking, and working with diverse groups must be a part of the educational experience as close to the student's entry into the educational process as we can accommodate. How can we expect to encourage content education of students who are preoccupied with a lack of or deficit in basic student skills? And how can students participate in experiences that encourage retention if a lack of basic skills robs them of the satisfaction that learning successes engenders? It is the position of the Core Review Committee that English IIIX and Communication 131X (or 141X) should be accomplished, as a requirement, in the student's first year of classes. In recognizing that such a shift in requirements, while it is in line with practices at many other state universities, might be a hardship to this University, we believe that we must require basic skills courses to be completed before the end of the sophomore year. Both Communication and English serve over 100% of demand by the end of enrollment. Given the anecdotal experience of teaching faculty in regard to the current policy vacuum, we submit this motion.

****

The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to eliminate the requirement for an advisor's signature on a registration form for all continuing graduate students

Furthermore, it will become policy of the University of Alaska Fairbanks starting in Fiscal Year 1998 that all graduate research assistantships, teaching assistantships, fellowship and tuition scholarship stipend letters contain the following language:

tuition paid as part of graduate assistantships, fellowships, or tuition scholarships covers only courses approved by the student's Advisory Committee.

EFFECTIVE: July 1, 1997

RATIONALE: The signature requirement was originally instituted to ensure that 1) graduate students get advising and work closely with their advisor and committee in course selection; and 2) the university and/or grants which pay tuition are not paying for courses that are not reasonably related to the progress of the student. However, it was the consensus of the Graduate Curricular Affairs Committee that the requirement to obtain an advisor's signatures for registration did not meet either of these goals, and could be construed as paternalistic towards graduate students. However, removal of the signature requirement leaves concern about oversight of the classes being taken by those graduate students receiving research or teaching assistantships, fellowships or tuition scholarships.

After further discussion of the role of faculty advisors and the necessity for advisors to play a pro-active role in reaching out to students to track class enrollment,

progress and performance, and discussion on the necessity for the University to be clear about what courses a student can take when the UAF or a research grant is paying for tuition, the motion above was unanimously approved by members of GCAC.

****
The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) E., PERMANENT, 8. of the Bylaws as follows:

(( )) = deletion
CAPS = addition

8. The Faculty Appeals and Oversight Committee shall be composed of two tenured faculty members, elected from each college/school and confirmed by the Faculty Senate, who shall serve for a two year term. Members' terms will be staggered to provide continuity. ((This committee will function as an appeal body for issues of faculty prerogative, oversee evaluation of academic administrators, and make recommendations to the Provost or Chancellor.))

A promotion/tenure appeals subcommittee composed of five tenured faculty will hear all promotion and/or tenure reconsideration requests and report its findings to the Chancellor according to University of Alaska Fairbanks Regulations, Section IV,B,4. THE SUBCOMMITTEE WILL BE SELECTED BY THE CHAIR OF THE FACULTY APPEALS AND OVERSIGHT COMMITTEE AND WILL NOT INCLUDE FACULTY FROM THE UNITS IN WHICH THE REQUESTS FOR RECONSIDERATION ORIGINATED. NO TWO FACULTY FROM THE SAME UNIT, AS CURRENTLY ELECTED TO THE COMMITTEE, WILL BE SELECTED FOR THE SUBCOMMITTEE.

Committee members shall constitute a hearing panel pool to serve as needed on grievance hearing panels, AS SPECIFIED IN REGENTS' POLICY 04.08.08.VI.A.

Committee members shall oversee the process of evaluation of academic administrators.

A NON-RETENTION APPEALS SUBCOMMITTEE COMPOSED OF FIVE TENURED FACULTY WILL HEAR ALL NON-RETENTION RECONSIDERATION REQUESTS AND REPORT ITS FINDINGS TO THE CHANCELLOR. THIS SUBCOMMITTEE WILL CONDUCT BUSINESS IN THE SAME FASHION AS THE PROMOTION/TENURE APPEALS SUBCOMMITTEE, I.E., WILL REVIEW THE AVAILABLE DOCUMENTS AND MAKE A DETERMINATION ON WHETHER OR NOT APPROPRIATE POLICY AND DUE PROCESS WAS FOLLOWED.

COMMITTEE MEMBERS SHALL REVIEW ISSUES DEALING WITH FACULTY PREROGATIVE AND MAKE RECOMMENDATIONS FOR POLICY CHANGES TO THE FACULTY SENATE.

EFFECTIVE: Immediately

RATIONALE: This motion clarifies the charge of the committee as currently stated in the Bylaws. It also adds a non-retention appeals subcommittee to hear

non-retention reconsideration requests. This will provide an avenue for appeals by non-retained faculty similar to that provided by the promotion/tenure appeals subcommittee for faculty who are denied tenure or promotion.

****
The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

RESOLUTION PASSED (17 ayes, 12 nays)
==========

WHEREAS, current UA Board of Regents policy calls for faculty returning from a sabbatical leave to submit a written report; and

WHEREAS, the Faculty Development, Improvement, and Assessment Committee of the UAF Faculty Senate recommends that an oral report to the faculty of the university, one in the series of Faculty Seminars sponsored jointly by the Faculty Senate, Provost¹s Office, and the Academic Unit in which the faculty member holds their appointment, be a new requirement of the returning sabbatical leave faculty member; and

WHEREAS, this fosters intellectual exchange within UAF academic community, reinforces the legitimacy of sabbatical leaves to reinvigorate faculty, and provides opportunities to share UAF's research and scholarly traditions and experiences with the broader constituencies of UAF and the community statewide;

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recommends the development of a Faculty Seminar Series. The purpose of the seminar is to enable faculty returning from sabbatical leave to share their experiences with the University community and the public at large. The Senate anticipates that faculty will be required to participate.

****
The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend Section 3 (Article V: Committees) A., of the Bylaws as follows:

(( )) = deletion
CAPS = addition

A. An Administrative Committee will be composed of the chairpersons of all standing and permanent Senate committees, AND THE PROVOST OF THE UNIVERSITY SHALL BE AN EX OFFICIO, NON-VOTING MEMBER. SPECIFIC DUTIES OF THE ADMINISTRATIVE COMMITTEE IN ITS OBLIGATION TO FULLY PREPARE THE AGENDA AND MATERIALS FOR EFFICIENT OPERATION OF THE SENATE ARE:

1. RECEIVE REPORTS FROM THE PRESIDENT OF THE SENATE, THE PROVOST, AND, AS DEEMED TIMELY, OTHER INDIVIDUALS, ON ISSUES OF CURRENT AND FUTURE IMPORTANCE TO THE SENATE;

2. ACCEPT AND REVIEW THE MOTIONS OF STANDING AND PERMANENT COMMITTEES, AND FROM MEMBERS OF THE ADMINISTRATIVE COMMITTEE;

3. MAKE CERTAIN THAT THE MOTIONS ARE READY FOR SENATE ACTION TO THE MAXIMUM DEGREE POSSIBLE, AND IF NOT, REFER THEM BACK FOR FURTHER WORK AND/OR DIRECT THEM TO OTHER RELEVANT COMMITTEES THAT MAY NOT HAVE CONSIDERED THE MOTIONS;

4. MOVE THE MOTIONS TO THE SENATE'S AGENDA;

5. REVIEW AND APPROVE OTHER ITEMS OF THE SENATE'S AGENDA, AS DEEMED NECESSARY;

6. REVIEW REPORTS OF ALL COMMITTEE WORK IN PROGRESS; AND

7. DISCUSS OTHER ISSUES, THAT MAY OR SHOULD LEAD TO LATER COMMITTEE AND SENATE ACTIONS.

IN ADDITION,

8. WITHIN THE SCOPE OF AUTHORITY GRANTED BY THE SENATE AT THE LAST MEETING OF THE SPRING SEMESTER, THE ADMINISTRATIVE COMMITTEE WILL REPRESENT THE SENATE FROM THE CLOSE OF THE LAST SENATE MEETING IN THE SPRING UNTIL THE OPENING OF THE FIRST SENATE MEETING OF THE FALL SEMESTER; AND

9. AT THE FIRST MEETING IN THE FALL SEMESTER MAKE A REPORT OF ALL ACTIONS CARRIED OUT IN THE NAME OF THE SENATE SINCE THE LAST MEETING IN THE SPRING SEMESTER.

EFFECTIVE: Immediately

RATIONALE: The duties and obligations of the Administrative Committee are not clearly defined in the Constitution and Bylaws, and can vary from year to year based on the experiences and desires of individuals chairing the committee.

****

The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

MOTION PASSED (unanimous)

==========

The UAF Faculty Senate moves to appoint an ad hoc committee to study the relationship and/or structures of faculty governance at universities in which the faculty are unionized, and to report back to the Senate in a timely manner. Members will be:

Rich Seifert, Chair, Faculty Development, Assessment & Improvement Committee
Diane Bischak, Chair, Faculty Appeals & Oversight Committee
Norm Swazo, Chair, Faculty Affairs Committee

EFFECTIVE: Immediately

RATIONALE: Significant interest has been expressed for

a senate study of these issues, and one committee has already formed a subcommittee. A coordinated effort is required. Greater understanding of these relationships can aid the Senate in its preparations for the new environment. Three individual committee chairs have agreed to serve on such a committee.

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The UAF Faculty Senate passed the following at its Meeting #67 on November 11, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to confirm that any and all UAF courses were included in the course compression and course approval motion passed by the Faculty Senate's #59 meeting dated November 13, 1995.

EFFECTIVE: Immediately

RATIONALE: In the Curricular Affairs meeting dated October 11, 1996 this issue was discussed and it was moved in committee to confirm that the 500 level courses were included in the November 13, 1995 motion. The November 13, 1995 motion originally came from the Curricular Affairs Committee.

Motion in question:

Any course compressed to less than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than 6 weeks must be approved by the Core Review Committee.

Any new course proposal must indicate those course compression formats in which the course will be taught. Only those formats approved will be allowed for scheduling.

The UAF Faculty Senate passed the following at its Meeting #66 on October 14, 1996:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend the Associate of Arts Requirements in the following way:

To allow three semester-length courses (9 credits) in American Sign Language taken at the university level to be substituted for one of the required humanities and social science core courses, and the three-credit humanities or social science elective.

EFFECTIVE: Fall 1996

RATIONALE: During the 1995-96 year, the Faculty Senate approved the use of three semester-length courses (9 credits) in American Sign Language to substitute for two courses in the Perspectives on the Human Condition section of the baccalaureate core curriculum. At the time this was presented and approved, no consideration was given to the associate of arts degree requirements.

The humanities and social science requirements for the associate of arts degree are identical to the baccalaureate core ³Perspectives on the Human Condition² area with the exception that 3 credits of humanities or social science electives are required instead of Phil. 3232X/PS 300X.

This motion meets the intent of the Faculty Senate to facilitate the movement of associate of arts students into baccalaureate degree programs.

****

The UAF Faculty Senate passed the following at its Meeting #66 on October 14, 1996:

RESOLUTION PASSED
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the Chemistry and Biochemistry Department Peer Review Committee for the 1996-97 academic year as indicated below:

Don Button, Marine Science & Biochemistry
Tom Clausen, Chemistry/Biochemistry
John French, Fisheries & Biochemistry
Dan Jaffe, Chemistry/Biochemistry
Gerry Plumley, Marine Science
Glen Shaw, Geophysics
Richard Stolzberg, Chemistry/Biochemistry

EFFECTIVE: Immediately

RATIONALE: According to UAF Regulations, units with less than seven tenured faculty must have their Unit Peer Review committees augmented with additional appropriate faculty. Presently the Chemistry Department has six tenured faculty, one of whom is serving on the University-wide Promotion and Tenure

Committee. Thus, Chemistry has only five faculty eligible for serving on the Unit Peer Review Committee.

****

The UAF Faculty Senate passed the following at its Meeting #66 on October 14, 1996:

MOTION TABLED
==========

The UAF Faculty Senate moves to change the Student-Initiated Withdrawal Policy that applies to all Fairbanks campus courses (i.e., all UAF courses except those given by the rural campuses or the Center for Distance Education); and change the no basis (NB) grade to the following:

The last day for student-initiated withdrawal for all Fairbanks campus students shall be the sixth Friday of the semester.

Class roll correction forms completed by faculty during the sixth week of class (rural campuses will follow their own time line) will also serve as faculty initiated withdrawal forms for students not attending or participating in that course. For courses with duration other than the normal fall or spring semester the time period will be prorated according to the length of the course. For non-semester based correspondence students a course length of one year will be used.

The no basis (NB) grade will be eliminated from grades given at UAF.

EFFECTIVE: Fall 1997

RATIONALE: One major factor in the senate vote that created the relatively short time period for student initiated withdrawals was a belief that students were shopping for credits. The elimination of the tuition cap and implementation of new late add fees have changed the situation.

Each semester the faculty is requested by the registrar to correct class rolls but often see no change in the status of nonparticipating students in subsequent class rolls. Although our registrar may check student initiated withdrawal records, or change to audit requests, and may even attempt to contact these students, in many cases no change occurs in the student's status.

With the faculty being able to withdraw students who are not attending class or who have not submitted work by the end of the sixth week, there is no longer a need for the NB grade.

Together these changes should reduce student resentment for missing a deadline, reduce the number of negative interactions between students, faculty, and administrators, and reduce the abuse of NB grades.

The UAF Faculty Senate passed the following at its Meeting #65 on September 23, 1996:

MOTION
=======

The UAF Faculty Senate moves to approve the Associate of Applied Sciences degree in Apprenticeship Technology as amended by the Curricular Affairs Committee and with the Registrar¹s certification that the degree meets UAF requirements.

EFFECTIVE: Immediately

RATIONALE: See full program proposal on file in the Governance Office, 312 Signers¹ Hall.

****

The UAF Faculty Senate passed the following at its Meeting #65 on September 23, 1996:

MOTION:
========

The UAF Faculty Senate reaffirms its position on non-discrimination in the workplace as originally passed by the UAF Faculty Senate at its Meeting #39 on February 8, 1993:

RESOLUTION PASSED
==================

WHEREAS, the University of Alaska Board of Regents is currently discussing University policy on nondiscrimination; and

WHEREAS, the issues of discrimination and harassment are being debated in universities nationwide; and

THEREFORE, The Faculty Senate of the University of Alaska Fairbanks affirms its expectation that no discrimination against or harassment of individuals will be condoned on any of the campuses or in the programs or activities of the University. Consistent with this expectation, the Faculty Senate urges that all professional judgments be based on qualifications, abilities and performance. Attitudes, practices, and preferences of individuals that are essentially private in nature and that are unrelated to performance should provide no basis for judgment.

ORIGINAL

The Administrative Committee of the UAF Faculty Senate passed the following on May 3, 1996:

MOTION

=======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

Tim Hogan May 6, 1996

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #64 on May 13, 1996:

RESOLUTION OF APPRECIATION

FOR

ERIC HEYNE

WHEREAS, Eric Heyne has provided inspirational service to the UAF Faculty Senate for more than three years;

WHEREAS, Eric Heyne has effectively represented the interests of the UAF Faculty Senate in the Faculty Alliance and to the administration of UAF; and

WHEREAS, Eric Heyne has exercised his superior writing talents on behalf of the Faculty Senate;

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the contribution of Eric Heyne and expresses it appreciation for his exemplary service.

Dated this 13th day of May 1996

Howard J. Lynch

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #64 on May 13, 1996:

MOTION PASSED
==========

The UAF Faculty Senate moves to endorse the 1996-97 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

Ronald J. Hyndman 5-13-96

President, UAF Faculty Senate Date

1996-97 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs

Sukumar Bandopadhyay, SME (98)
Carol Barnhardt, CLA (98)
Joan Braddock, CNS (97)
John Creed, CRA (97)
*DeAnne Hallsten, CRA (97)
Jerry McBeath, CLA (97)
Terry McFadden, SOE (97)
Maynard Perkins, CRA (98)
^Paul Reichardt, Dean, CNS
Madeline Schatz, CLA (97)
Ex-Officio: Ann Tremarello, Registrar's Office
Wanda Martin, Advising Center
, Student

Faculty Affairs

Rich Boone, CNS (98)
Burns Cooper, CLA (98)
^Ralph Gabrielle, Executive Dean, CRA
Ray Gavlak, ACE (98)
Deborah McLean-Nelson, CLA (97)
Hans Nielson, CNS (98)
Michael Pippenger, SOM (97)
*David Spell, SOE (98)
Norman Swazo, CLA (97)
Jane Weber, CRA (98)

Graduate Curricular Affairs

James Beget, CNS (98)
*Mark Tumeo, SOE (98)
Craig Gerlach, CLA (97)
John Kelley, SFOS (97)
Kara Nance, CLA (98)
Ex-Officio: Joe Kan, Graduate Dean.
Dennis Stephens, Libraries
Ann Tremarello, Director, A&R
Graduate Student

Scholarly Activities

Phyllis Fast, CLA (98)
Bruce Finney, SFOS (98), convener
Walt Tape, CLA (98)
James Walworth, SALRM (97)
^Bob White, Director, IAB

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker and Honorary Degree Recipients

Joan Braddock, CNS/IAB (97)
John Creed, CRA (97)
Larry Duffy, CNS (98)
Koji Kawasaki, CNS
*Rudolph Krejci, CLA
Jenifer McBeath, SALRM
Claus-M. Naske, CLA
Non-University: Phil Younker
Student: Tim Kerr
Ex-Officio: ^Karen Cedzo, Director
University Relations

Developmental Studies Committee

Susan Blalock, English, CLA (97)
John Bruder, Bristol Bay CRA (97)
Nancy Ayagarak, Kuskokwim, CRA (98)
Jerah Chadwick, Devel. Studies, CRA (98)
Richard Clausen, Math, CLA (98)
John Creed, Chukchi, CRA (97)
Cindy Hardy, TVC (98) (shared seat w/Weber)
*Ron Illingworth, Interior Campus, CRA (97)
Rose Kairaiuak, RSS (97)
Wanda Martin, Advising Center (97)
Mark Oswood, Biology/Wildlife, CNS (98)
Joe Mason, Northwest, CRA (98)
Riki Sipe, CCC, CLA (97)
*Jane Weber, TVC (98) (shared seat w/Hardy)
Vacant, TVC
Ex-Officio: ^Ruth Lister, TVC

Faculty Appeals & Oversight Committee

Barbara Alexander, CLA (98)
*Diane Bischak, SOM (97)
Dale Feist, CNS (97)
Greg Goering, SOM (98)
DeAnne Hallsten, CRA (97)
Alan Jubenville, SALRM (97)
Meriam Karlsson, SALRM (98)
Ken Krieg, ACE (98)
Jonah Lee, SOE (97)
Joe Niebauer, SFOS (97)
Olayinka Ogunsola, SME (98)
Nag Rao, CLA (97)
Richard Stolzberg, CNS (98)
Mark Tumeo, SOE (98)
Wayne Vandre, ACE (97)
Daniel Walsh, SME (97)
Craig Wiese, SFOS (98)
Barbara Wilson, CRA (98)

Faculty Development, Assessment & Improvement

Ron Barry, CLA (98)
Linda Curda, CRA (97)
Wendy Ernst Croskrey, CLA (98)
Barry Mortensen, CRA (97)
^David Porter, Dean, SOM
Channon Price, CNS (97)
Raymond RaLonde, SFOS (97)
Tom Robinson, SOM (98)
*Rich Seifert, ACE (97)

Graduate School Advisory Committee

Susan M. Henrichs - FS appointee
Mark Oswood - FS appointee
David Smith - FS appointee
Curt Scuberla - Graduate Student
*Peggy Shumaker - Provost appt.
Stephan Sparrow - Provost appt
John Zarling - Provost appt
Ex-Officio: Joe Kan, Graduate Dean
John Craven, Senate President-Elect

Legislative and Fiscal Affairs

Michael Jenning, SOEd (98), convener
Wendy Redman, SW Univ. Rel.
Janice Reynolds, CLA (97)
^Robert Trent, Dean, SME
Charles Wade, CRA (97)
James Walworth, SALRM (97)

Service Committee

^Hollis Hall, Director, ACE
Don Kramer, SFOS (98)
Tara Maginnis, CLA (98)
Kara Nance, CLA (98), convener
Yinka Ogunsola, SME (98)
Diane Ruess, CLA (98)
Richard Seifert, ACE (97)
Non-University: Herb Smelcer, US BIA
Non-University: Vacant

University-wide Promotion & Tenure Committee

Larry Bennett, SOE (98); Deben Das, alt
Brian Paust, SFOS (99), Dolly Garza, alt.
Walter Benesch, CLA (99); Kes Woodward, alt.
T. Harikumar (98), SOM; Kelley Pace, alt.
Scott Huang, SME (97)
M. Karlsson, SALRM (98); Stephen Dorfing alt.
*John Keller, CNS (97), John Morack, alt
William Parrett, CLA/SOEd (99); Dauna Browne, alt.
Sheryl Stanek, ACE (99), Don Quarberg, alt.
Joli Morgan, CRA (97), Ruiz Ann Rozell, alt.

OTHER COMMITTEES

Core Review

D. Hatzignatiou, SME (98)/Dan White, SOE, alt.
*Jin Brown, Speech, CLA (98)
Lillian Corti, English, CLA (97)
Tara Maginnis, Humanities, CLA (98)
Doug Schamel, CNS (98)
Basil Coutant, Math, CLA (98)
Janice Reynolds, BSHS, CRA (97)
Student, ASUAF
Ex-Officio: ^Gorden Hedahl, Dean, CLA
Sue McHenry, RSS

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #64 on May 13, 1996:

MOTION PASSED
==========

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate until the Senate resumes deliberations in the Fall of 1996 on all matters within its purview which may arise. Senators will be kept informed of the Administrative Committee meetings and will be encouraged to attend and participate in these meetings.

EFFECTIVE: May 13, 1996

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their reights to participate in the governance process.

Donald J. Lynch 5-13-96

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #64 on May 13, 1996:

RESOLUTION PASSED
==========

WHEREAS, The University of Alaska is dedicated to promoting an environment of non-discrimination and fairness in which all employees, staff and students are treated equally; and

WHEREAS, The establishment of domestic partnership benefits programs has been used by top institutions and companies around the country to attract and retain highly qualified employees (over 450 companies and 100 institutions of higher education, both public and private, including Princeton, Harvard, the University of South Carolina, the University of South Dakota, Stanford, and the University of Iowa, offer similar domestic partnership programs); and

WHEREAS, The University of Alaska, last September instituted a Domestic Partnership benefits program that has not resulted in economic or administrative impacts; and

WHEREAS, The cost of continuing the domestic partnership program already in place is less than 0.05% of all the benefits costs incurred by the University per year ($88,000 out of $18 million) and has increased the number of people insured by less than 1%; and

WHEREAS, The current and continuing advantages of the domestic partnership benefits program are the creation of a fairer and less discriminatory workplace environment, and improved morale among faculty and staff who feel more fairly treated and valued;

THEREFORE, BE IT RESOLVED, That the Faculty Senate of the University of Alaska Fairbanks requests that the Board of Regents leave the existing domestic partnership benefits program in place and take no action to remove or reduce benefits provided to bona fide domestic partners, spouses and legal dependents of UA employees.

Ronald J. Lynch 5-13-96

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

MOTION PASSED
==========

The UAF Faculty Senate moves to recommend the adoption of a policy on evaluating educational effectiveness as described below.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: In order to maintain our institutional accreditation, UAF must develop and implement a process of educational evaluation. In addition, the UA Board of Regents has a draft policy requiring such a process which they will consider at their June meeting. Copies of the accreditation standards and proposed BOR policy are available at the Faculty Development Office. The provost has named the following team to coordinate UAF's effort in this regard; Dana Thomas (Chair), Paul Reichardt, Joan Worley, Jin Brown, Meriam Karlsson, Ralph Gabrielli, and Ron Johnson. This team offers the proposed UAF policy below to begin our development and implementation of an educational effectiveness evaluation process. Evaluating educational effectiveness methods may include, but are not limited to, interviews, transcript analyses including persistence, performance, and course taking patterns, student self-evaluations, standardized tests, portfolio samples, capstone courses, course grades, exit surveys, and graduate employee or employer surveys. The Office of Faculty Development will arrange a workshop this fall for training faculty in this area.

[signature] April 23, 1996
President, UAF Faculty Senate Date

APPROVAL: Joan Waslow DATE: 5/1/96
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

****

UAF EDUCATIONAL EFFECTIVENESS EVALUATION POLICY

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of students, faculty, and programs. UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs. The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

Evaluations shall be conducted with regard to the following:

1) Student Information - Students will be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum - Evaluation of the CORE curriculum will include assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses.

3) Programmatic Evaluation - Each degree and certificate program will establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.

4) Evaluation of Out of Class Learning - An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of those activities and student support services impacting a student's education shall be conducted.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to recommend that the proposed language in Regents' Policy on Post-Tenure Evaluation (P OX-01.06) be amended as follows:

CAPS = Additions
[[ ]] = Deletions

Tenured faculty members, INCLUDING ADMINISTRATORS HOLDING TENURED FACULTY STATUS, will be evaluated intensively [[at least]] every five years by peer faculty and administrators HAVING LINE AUTHORITY AND RESPONSIBILITY OF SUPERVISION (E.G., DEPARTMENT HEAD/CHAIR, SCHOOL/CAMPUS DIRECTOR, COLLEGE DEAN) OF THE TENURED FACULTY MEMBER. INASMUCH AS DETERMINATION OF FACULTY STATUS IS PRIMARILY A FACULTY RESPONSIBILITY, ADMINISTRATORS PARTICIPATING IN THE POST-TENURE EVALUATION PROCESS SHOULD CONCUR WITH THE PEER FACULTY JUDGMENT EXCEPT IN RARE INSTANCES AND THEN ONLY BY PROVIDING COMPELLING REASONS IN WRITING AND IN DETAIL. These evaluations will be conducted in accordance with the criteria and process for evaluation in Regents' Policy, University Regulation, and MAU rules and procedures on evaluation of faculty. NEITHER THE CRITERIA NOR THE PROCESS OF POST-TENURE EVALUATION WILL BE CONSTRUED AS EQUIVALENT TO THE PROBATIONARY EVALUATION OF TENURE-TRACK FACULTY, THE AWARD OF TENURE ITSELF SERVING AS PRIMA FACIE EVIDENCE OF A FACULTY MEMBER'S DEMONSTRATED COMPETENCE AS TEACHER, SCHOLAR, AND CITIZEN OF THE ACADEMY AT LARGE. THEREFORE, POST-TENURE EVALUATION MUST BE ESPECIALLY CAREFUL TO BE COMPLIANT WITH STANDARDS OF DUE PROCESS AND ACADEMIC FREEDOM, I.E., TEACHING, RESEARCH, PUBLIC SERVICE, AND EXTRAMURAL ACTIVITIES FREE OF CAPRICIOUS INSTITUTIONAL CENSORSHIP OR DISCIPLINE. MAU rules and procedures will include a process for remediation to address situations in which the competence and/or performance of a faculty member is deemed to be unsatisfactory. At any time prior to the scheduled evaluation, the TENURED faculty member's Dean or Director may, as a result of [[other]] PEER FACULTY evaluations, initiate processes to improve faculty performance [[which could include the post-tenure review process]].

Once a TENURED faculty member receives an unsatisfactory evaluation as a result of the intensive post-tenure review process, annual evaluations will take place until the TENURED faculty member receives a satisfactory POST-TENURE evaluation. THE YEAR IN WHICH A SATISFACTORY EVALUATION IS GIVEN WILL BE THE BASE YEAR FOR THE NEXT SCHEDULED INTENSIVE POST-TENURE REVIEW. Unsatisfactory evaluations REFLECTING [[AN]] THE TENURED FACULTY MEMBER'S unwillingness or inability to fulfill [[the]] A REASONABLE performance assignment for three consecutive years constitute grounds for termination for cause. 'CAUSE' SHALL BE UNDERSTOOD TO BE A DECLARATION OF INCOMPETENCE DIRECTLY AND SUBSTANTIALLY (1) IN THE FACULTY MEMBER'S RESPONSIBILITIES IN TEACHING, RESEARCH, AND SERVICE, AND/OR (2) FOR MORAL TURPITUDE.

EFFECTIVE: Immediately

RATIONALE: Regents' Policy revisions have been presented to the UAF Faculty Senate for formal review and recommendation on content. The section on Post-Tenure Evaluation is an entirely new addition to Regents' Policy concerning faculty status. The proposed amendment to policy seeks to highlight the UAF faculty perspective on the issue of post-tenure evaluation, and to do so in such a way as to safeguard the enduring attitude and standards endorsed by the American Association of University Professors and associated institutions of higher education.

Tim Hayes April 23, 1996

President, UAF Faculty Senate / Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves to recommend that the proposed language in Regents' Policy on locus of tenure (OX-01.05.2c) be amended as follows:

CAPS = Additions
[[ ]] = Deletions

Faculty will be tenured [[within an academic unit of a community college, extended college or campus, or school or college of an MAU within the University of Alaska]] AT THE LEVEL OF THE UNIVERSITY OF ALASKA FAIRBANKS, THE UNIVERSITY OF ALASKA ANCHORAGE, OR THE UNIVERSITY OF ALASKA SOUTHEAST. Faculty may transfer with tenure to another academic unit (E.G., DEPARTMENT, PROGRAM) in the same or another [[MAU]] UNIVERSITY OF THE UNIVERSITY OF ALASKA SYSTEM only upon the approval of the faculty and the Chancellor of the receiving academic unit.

EFFECTIVE: Immediately

RATIONALE: Having been presented to the UAF Faculty Senate for formal review and recommendation, the most recent revisions to Regents' Policy ("Collection III: Faculty Policies," 04.04.04-07 and 10.09.01, 4th Draft) are found unsatisfactory in locating tenure "within an academic unit of a community college, extended college or campus, or school or college of an MAU within the University of Alaska." Revised language in)X-01.05.2c, specifically the words "academic unit" and MAU," remain ambiguous and subject to interpretation which may undermine the award of tenure as a continuous appointment. "Academic unit" is, for the most part, an artificial administrative entity, all too readily subject to the contingencies of changing educational objectives and mission and corresponding reorganization of the academy. The UAF Faculty Senate's amendment to the proposed language, "at the level of the University of Alaska Fairbanks, The University of Alaska Anchorage, or the University of Alaska Southeast," seeks to assure that there will be no termination of an appointment with continuous tenure except as a *bona fide* formal discontinuance of a program or department of instruction, which discontinuance must "be based essentially upon educational considerations, as determined primarily by

the faculty as a whole or an appropriate committee thereof" (cf. AAUP Recommended Institutional Regulations on Academic Freedom and Tenure).

Lee Hagen April 23, 1996

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

RESOLUTION PASSED
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT

PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 1996-97.

*** John Craven, Professor
Physics/GI

Michael Jennings, Assistant Professor
School of Education

***President Elect

Tim Thompson April 23, 1996
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to recommend that Regents' Policy on Tenure (0X.01.05, F.5. Failure to Receive Tenure.) as currently approved remain the same.

Eric Hayes April 23, 1996
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to recommend that the proposed language in Regents' Policy on Tenure (0X.01.05) be amended as follows:

CAPS = Additions
[[ ]] = Deletions

Proposed Regent's Policy 0X.01.05
F.5. Failure to Receive Tenure.
{Rearranged}

[[A faculty member may stand]] A CANDIDATE STANDING for tenure prior to the mandatory year of review [[In so doing, the candidate]] MUST PROCEED THROUGH ALL STEPS [[may withdraw at any step]] in the process. [[prior to review by the Chancellor.]] If the decision of the Chancellor is to deny tenure, the faculty member [[shall be offered a terminal appointment]] WILL CONTINUE TO SERVE AS TENURE TRACK FACULTY SUBJECT TO REGENTS' POLICY 0X.01.07 (Termination of Faculty Appointment), BUT MAY NOT STAND AGAIN FOR TENURE PRIOR TO THE MANDATORY YEAR OF REVIEW. THE DECISION OF THE CHANCELLOR IN THIS INSTANCE IS FINAL.

A faculty member must stand for tenure BY OR in the mandatory review year. [[as defined in section 4.b.(1-4) above.]] If tenure is not awarded IN THE MANDATORY YEAR, the faculty member [[shall]] WILL be offered a terminal appointment for one additional year of service.

EFFECTIVE: Immediately

RATIONALE: The previous wording of this policy stated that a faculty member denied tenure prior to the mandatory year MAY continue as a tenure track faculty, implying the Chancellor could, outside of Regent's Policy 0X.01.07 (Termination of Faculty Appointment), issue a terminal contract upon the denial of early tenure. Provost Keating stated in a previous UAF Faculty Senate meeting that was not the intent of the proposed policy. Hence, this change in wording better reflects the intention on the proposed policy.

[signature] April 23, 1996

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

MOTION PASSED (3 nays)
==========

The UAF Faculty Senate moves to recommend that Regents' Policy (01.03 Definitions) include the following sections on governance and consultation.

CAPS = Additions
[[ ]] = Deletions

J. FACULTY, STAFF, AND STUDENT GOVERNANCE

FACULTY, STAFF AND STUDENT GOVERNANCE IS DEFINED IN REGENTS' POLICY 03.01.01.

[[J.]]K. Regents' Policy

[[K]]L. University Regulation

[[L]]M. MAU Rules and Procedures

N. CONSULTATION

TO FACILITATE OPEN COMMUNICATION AND EFFECTIVE UNIVERSITY GOVERNANCE, THE PRESIDENT AND OTHER ADMINISTRATIVE OFFICERS OF THE UNIVERSITY WILL PROACTIVELY EXERCISE DILIGENCE IN CONSULTING WITH THE FACULTY, APT AND CLASSIFIED STAFF, STUDENTS, AND EXTERNAL CONSTITUENTS ON ISSUES AFFECTING THEM. CONSULTATION IS CHARACTERIZED BY EARLY DISCUSSIONS WITH THE AFFECTED CONSTITUENCIES, JOINTLY FORMULATED PROCEDURES FOR CONSULTATION, REASONABLE DEADLINES WITHIN THE CONSTRAINTS OF THE ACADEMIC CALENDAR, ACCESS TO APPROPRIATE INFORMATION, ADEQUATE FEEDBACK, AND TIMELY COMMUNICATION OF DECISIONS TO THE AFFECTED CONSTITUENCIES.

EFFECTIVE: Immediately

RATIONALE: The role of everyone else involved in developing policy and/ore regulation in 01.02is defined in 01.03 except governance. Governance is defined in 03.01.01, "Faculty, Staff,

and Student Governance," so a cross-reference would take care of that.

Those who develop, pass, anbd implement Regents' policy, University Regulation, and MAU rules and procedures, and what those documents are, are already defined. Placement of how they would do it (consultation) seems to clarify and complete the picture.

April 23, 1996

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #63 on April 22, 1996:

MOTION PASSED
==========

The UAF Faculty Senate moves to recommend that the UAF Administration follow the example of Chancellor Lind of UAS and spend all 2.6% of this year's salary raise money for equity.

Eric Hayes April 23, 1996

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #62 on March 25, 1996:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to adopt the following calendar for its 1996-97 meetings:

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and the Ballroom reserved well in advance.

1996-97
Calendar of Meetings

Mtg. #	Date	Day	Time	Type
65	9/23/96	Monday	1:30 p.m.	audioconference
66	10/14/96	Monday	1:30 p.m.	face-to-face
67	11/11/96	Monday	1:30 p.m.	audioconference
68	12/9/96	Monday	1:30 p.m.	face-to-face
69	2/10/97	Monday	1:30 p.m.	face-to-face
70	3/10/97	Monday	1:30 p.m.	audioconference
71	4/14/97	Monday	1:30 p.m.	face-to-face
72	5/12/97	Monday	1:30 p.m.	audioconference

**All meetings will take place in the Wood Center Ballroom

FALL:

Orientation for New Students - Monday, September 2, 1996
Registration/Course Selection - Tuesday-Wednesday, September 3-4, 1996
First Day of Instruction - Thursday, September 5, 1996
Thanksgiving Holiday- Thursday-Friday, November 28-29, 1996
Last Day of Instruction - Friday, December 13, 1996
Final Examinations - Monday-Thursday, December 16-19, 1996
Winter Closure - December 25, 1996-January 2, 1997

SPRING:

Orientation for New Students - Monday-Tuesday, January 13-14, 1997
Registration/Course Selection - Tuesday-Wednesday, January 14-15, 1997
First Day of Class - Thursday, January 16, 1997
Spring Break - Monday-Sunday, March 17-23, 1997
Last Day of Instruction - Friday, May 3, 1997
Final Examinations - Monday-Thursday, May 5-8, 1997

tw Hayes 3/27/96
President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #62 on March 25, 1996:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to amend the UAF Governance Coordinating Procedures to delete the Library and Information Technology Users Committee.

EFFECTIVE: Immediately

RATIONALE: The current committee is inactive and not functional at this time. To delete committees from the UAF Governance Coordinating Committee requires an amendment to the Procedures. The amendment requires a two-thirds vote from each of the three governing bodies, ASUAF, Faculty Senate,. and Staff Council, and Chancellor's approval.

****

[[ ]] = Delete

ARTICLE V Committee

Sect. 1 The conference committees of the UAF Governance Coordinating Committee shall include:

Academic Computer Users Committee
Committee on Transportation and Campus Security
Intercollegiate Athletics Committee
[[Library and Information Technology Users Committee]]
Rural Affairs Committee
UAF Grievance Council
Health Issues

Sect. 3 Conference Committees Charges

[[E. Library and Information Technologies Users Committee

The charge of the Library and Information Technologies Users Committee shall be to:

1. review Library and Media Services plans and acquisitions.
2. advise on the application of technological innovations for the Library/Media Services.]]

tw Hay 3/27/96
President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #62 on March 25, 1996:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Curricular Affairs, Faculty Affairs; Scholarly Activities; Faculty Development, Assessment, and Improvement; and Service Committee.

Madeline Schatz, Curricular Affairs
Barbara Alexander, Faculty Affairs
Paul Layer, Scholarly Activities
Ray RaLonde, Faculty Development, Assessment, & Improvement
Michele He'bert, Service Committee

Tim Hagan 3/27/96

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #62 on March 25, 1996:

MOTION PASSED

ORIGINAL

==========

The UAF Faculty Senate moves to refer to the Faculty Affairs Committee the following motion on changes to proposed Regents' Policy on Post-Tenure Evaluation.

CAPS = Additions
[[ ]] = Deletions

Post-Tenure Evaluation

Tenured faculty members will be evaluated intensively at least every FIVE [[three]] years by peer faculty and administrators. These evaluations will be conducted in accordance with the criteria in Regents' Policy, University Regulation, and MAU rules and procedures on evaluation. MAU rules and procedures will include a process for addressing situations in which the competence and/or performance of a faculty member is deemed to be unsatisfactory.

Once a faculty member receives an unsatisfactory evaluation, annual evaluations will take place until the faculty member receives a satisfactory evaluation. Unsatisfactory evaluations for three consecutive years constitute grounds for termination for cause. AN UNSATISFACTORY EVALUATION MUST BE BASED ON THE FACULTY MEMBER'S UNWILLINGNESS OR INABILITY TO FULFILL A REASONABLE AND CUSTOMARY PROFESSIONAL OBLIGATION FOR THAT POSITION.

EFFECTIVE: Immediately

[signature] 3/27/96

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #62 on March 25, 1996:

ORIGINAL

MOTION TABLED
==========

The UAF Faculty Senate moves to recommend that the locus of tenure as defined in Regents' policy be [one of the following]:

Option 1: Faculty will be tenured within an MAU with the University of Alaska.

Option 2: Faculty will be tenured within a community college, extended college, or campus of an MAU within the University of Alaska.

Option 3: Faculty will be tenured within an academic unit of a community college, extended college or campus, or school or college of an MAU within the University of Alaska.

3/27/96

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #62 on March 25, 1996:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to suspend for one year the change in the last day of late registration.

EFFECTIVE: Immediately

RATIONALE: At its Meeting #59 on November 13, 1995 the Faculty Senate approved several date changes to simplify and clarify dates for various deadlines. We have since found that moving the last day for late registration to the second Friday of instruction causes major problems with the refund policy and for the fee assessment and collection processes. A one-year delay in implementing this change will give the Accounting and Business Operations Office an opportunity to review the current policies affected by this change.

Tim Hegna 3/27/96
President, UAF Faculty Senate Date

APPROVAL: Jwadlow 3/28/96
Chancellor's Office DATE:

DISAPPROVED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #62 on March 25, 1996:

MOTION PASSED (2 nays)
==========

ORIGINAL

The UAF Faculty Senate moves to approve that high school students accepted into the concurrent enrollment (AHEAD) program will be admitted to full freshman status at UAF, and that the minimum high school cumulative grade point average for admission to the concurrent enrollment (AHEAD) program will be 2.50.

EFFECTIVE: Immediately

RATIONALE: The AHEAD program will provide for the formal admission to UAF for high school students enrolled in their senior year. Because the UAF admission policy requires high school graduation and/or 18 years of age as the basic admission criteria, this change provides for the admission of non-high school graduates under the age of 18 who meet the requirements for admission to the AHEAD program. This change allows these students to register earlier and to be assigned an advisor. No change is being made for high school students that are simply taking a few courses.

The AHEAD program is designed for high school students who have completed three-fourths of their high school core curriculum, have exceptional general scholastic and/or specific talent abilities, and have been recommended for acceptance into the AHEAD program by both their high school and university representatives. The committee felt that the required cumulative grade point average should be above average. The current criteria for high school students to take university courses is a 2.00 GPA so a higher standard is required for acceptance into the AHEAD program.

Lee Heyn 3/27/96
President, UAF Faculty Senate Date

APPROVAL: J Wadlow ® DATE: 3/28/96
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

while approving,
® I ask you to consider a higher gpa.
thanks

CONCURRENT ENROLLMENT -- THE AHEAD PROGRAM
Overview

The University of Alaska Fairbanks, in conjunction with the Fairbanks North Star Borough School District and a representative from private schools, has developed a program to provide a more formalized process and structure for high school students taking courses at UAF.

The purpose is to admit qualified high school students into UAF as concurrently enrolled students (simultaneously enrolled for credit in high school and university courses) using a coordinated, systematic, four-way model (student, parents, high school AHEAD advisor and UAF academic advisor) of planning and academic advising.

The objectives are to:

1. Offer advanced, non-duplicative instructional opportunities at UAF for local high school students;
2. Provide secondary and postsecondary credit for the instruction as appropriate (dual credit);
3. Provide eligible high school students official UAF admittance (with degree-seeking, undeclared major, freshman status);
4. Provide services for AHEAD Program participants commensurate with UAF degree-seeking students;
5. Foster planned, cooperative advising between the high school student, parents, high school counselor or teacher, and a UAF academic advisor; and
6. Provide local high school students with unique opportunities for enriched scholastic and talent development.

High school students will be introduced to the AHEAD Program during their freshman year of high school. While planning for entrance into the program is encouraged during the freshman year of high school, nothing precludes identification of participants in their sophomore or junior year. However, the earlier the participation in the AHEAD Program, the better the opportunity for planning an integrated high school and university curriculum which best meets the needs of the student.

The AHEAD Program will occur in three phases during a high school student's career; information and planning, admission/enrollment (usually the senior year), and orientation and advising.

Information and Planning: As the most important phase, the student, parents, high school counselor and/or teacher, and UAF academic advisor should be actively involved in preparing the student to make the most out of the opportunity to use the AHEAD Program.

Admission and Enrollment: Admittance to UAF is based on an evaluation of GPA and coursework. A minimum high school grade point average of 2.50 is required. The applicant must have completed æ of the high school academic core curriculum required for admission as a freshman at UAF.

Orientation and Advising: Students accepted into the AHEAD Program will attend the orientation and early registration program held in late April for all local, incoming freshmen for the fall semester at UAF.

CONCURRENT ENROLLMENT -- THE AHEAD PROGRAM
(Alaska Higher Education Admission Decision)

The University of Alaska Fairbanks welcomes the enrollment of qualified high school students in selected university courses. In the past, local high school sophomores, juniors and seniors have successfully completed courses at UAF. In these cases, the high school students were "on their own" without coordinated support between the university and the local high schools. The Concurrent Enrollment Program (the AHEAD Program) provides a framework through which high school students will receive better coordinated assistance in enrolling and completing university courses.

The AHEAD Program is designed to add structure to the currently exiting informal method of enrolling high school students at UAF. High school students who want to receive academic advising, official admission into UAF with degree-seeking status (an advantage in the registration process), and high school and university credit will want to enroll at UAF through the AHEAD Program. However, participation is voluntary: some high school students may want to self-select university courses and proceed independently as non-degree students.

STATEMENT OF NEED

At the present time, local high school students can, and do, enroll in courses at UAF. Approximately 40 high school students enroll each semester in disciplines such as mathematics, music, computer science and foreign languages. They do not apply to the university or receive admission status. They register as non-degree students, the same category as a community member taking a class for personal interest. Thus, they are at a disadvantage because they do not receive priority registration privileges and are the last to register each semester. Furthermore, as non-degree seeking students, they do not receive academic advising unless they ask for it, they are not readily accounted for in academic progress reports so faculty and/or deans can track progress, and very little coordination exists for planning the coursework with high school and university credit in mind. The AHEAD Program provides high school seniors an opportunity to be admitted with degree seeking status, registration priority equivalent to university freshmen, coordinated support services from the school district and the university, and dual credit where appropriate.

GOALS AND OBJECTIVES

The goal/purpose of the AHEAD Program is to:

> Admit qualified high school students into UAF as concurrently enrolled students (simultaneously enrolled for credit in high school and university courses) using a coordinate, systematic, 4-way model (student, parents, high school AHEAD advisor, and UAF academic advisor) of planning and academic advising.

The objectives are to:

1. Offer advanced, non-duplicative instructional opportunities at UAF for local high school students.
2. Provide secondary and postsecondary credit for the instruction as appropriate (dual credit);
3. Provide eligible high school students official UAF admission (with degree-seeking, undeclared major, freshman status);
4. Provide services for AHEAD Program participants commensurate with UAF degree-seeking students;
5. Foster planned, cooperative advising between the high school student, parents, high school counselor or teacher, and a UAF academic advisor; and
6. Provide local high school students with unique opportunities for enriched scholastic and talent development.

GENERAL PROGRAM DESCRIPTION

High school students with exceptional general scholastic and/or specific talent abilities will be introduced to the AHEAD Program during their freshman year of high school. Examples of disciplines (subjects) that may be used for concurrent enrollment include mathematics, computer science, English, art, music, and theater; however, this is not an exhaustive list.

While planning for entrance into the program is encouraged during the freshman year of high school, nothing precludes identification of participants in their sophomore or junior year. However, the earlier the participation in the AHEAD Program, the better the opportunity for planning an integrated high school and university curriculum which best meets the needs of the participant.

The AHEAD Program will occur in three phases during a high school student's career: information and planning, admission/enrollment (usually the senior year), and orientation and advising.

• Information and Planning

Information sessions for interested students and their parents will be held several times during the academic year. High school counselors and teachers and university staff will jointly conduct the program. Brochures outlining the AHEAD Program will be available.

Early identification of possible participants in the program will facilitate planning and enhance the integration of the high school and university curricula to best meet the needs of each individual enrollee. The high school student should strive to complete as many high school requirements through the junior year as possible. This will leave the senior year more open for the inclusion of university-level courses.

The planning phase is the period in which the 4-way model is most important. The student, parents, high school counselor and/or teacher, and UAF academic advisor should be actively involved in preparing the student to make the most out of the opportunity to use the AHEAD Program. Courses to be taken for dual credit (meeting a

high school requirement accruing university credit) should be carefully planned and pre-approved during this phase. Also, with advanced notice, the university may be able to schedule classes at times that meet the needs of the students enrolled in the AHEAD Program.

The AHEAD advisor in each high school will expedite requests for dual credit. Decisions regarding dual credit rest with the school district. An admitted, enrolled student who has successfully completed a university course, automatically receives university credit for that course and establishes a UAF academic record. However, the degree to which a selected university course meets high school credit and graduation requirements is determined by the school district.

- **Admission/Enrollment**

Admittance to UAF is based on an evaluation of GPA and coursework. A minimum high school grade point average of 2.50 is required. In addition, the applicant must have completed æ of the high school academic core curriculum required for the admission as a freshman at UAF or be able to demonstrate progress equivalent to æ of the core.

Students wishing to enter the program will be evaluated by their high school advisor and a UAF academic advisor. The evaluation will include a review of qualifications and assessment of the student's ability to succeed and benefit from participation in the program. Each student must have an unconditional recommendation from each of the two representatives in order to be accepted into the AHEAD Program. Parental permission also will be required.

Tuition and fees for concurrently enrolled students are based on the current tuition and fee rates. The AHEAD advisor in each high school may be able to provide information on possible sources of funding. In some cases, student may qualify for a tuition waiver or a special scholarship.

Participation in the program will require a high level of commitment from a student. The full cooperation and active support from parents also will be essential. Furthermore, the parents need to acknowledge that their son or daughter will be functioning in an adult-based environment at UAF. This will differ significantly from the highly-supervised environment of a high school campus.

- **University Orientation and Advising**

Students accepted into the AHEAD Program will attend an orientation and early registration program held in late April for incoming freshman for the following fall semester at UAF. Usually this will occur during the spring semester of the student's high school junior year. At this time, the student and the UAF academic advisor will meet and finalize plans for courses for the year. Actual registration for the fall semester classes will be done at that time. The student will be eligible for priority (early) registration for the spring semester that will be held in November. An orientation-to-college seminar will be offered during the first semester of concurrent enrollment.

PROGRAM ADMINISTRATION

General oversight for the AHEAD Program will be the responsibility of an individual designated through the Student Services Division at UAF. The ongoing administration of the program will be accomplished through an advisory committee composed of the following representatives:

one concurrently enrolled high school student
one university student (preferably a concurrent enrollment graduate)
one staff of the FNSB School District Central Office
one high school advisor of a concurrently enrolled student (not of the student representative)
one university academic advisor of a concurrently enrolled student
one staff of UAF Student Services, and
one parent of concurrently enrolled student (not parent of any student connected with the advisory committee

The committee will monitor the program and provide advice concerning program policies and procedures. Meetings will occur at least once per semester, with additional meetings as necessary. Members will be appointed by the FNSB School District Central Office and the UAF Dean of Student Services.

In addition to the administrative advisory committee, a program leadership team will exist for each high school involved in concurrent enrollment. The team will consist of a student, a high school advisor, a parent, and the principal (or designee). The high school advisor will be the team leader and will be the liaison with the UAF employee designated as the supervisor of the concurrent enrollment program. The purpose of the team is to monitor and evaluate the concurrent enrollment program as it occurs within each high school. If situation-specific problems occur, the team should endeavor to expedite solutions. For problems that are recurring or are not resolvable at the team level, the issue/concern should be passed to the administrative advisory committee. It will not be necessary for the team to meet on a regular basis unless there are problems that require attention.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #61 on February 5, 1996:

MOTION PASSED (w/o opposition)
==========

The UAF Faculty Senate moves to approve the deletion of the M.Ed. in College Student Personnel Administration.

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: See full program proposal on file in the Governance Office, 312 Signers' Hall.

Eric Hayes 2/7/96
President, UAF Faculty Senate Date

APPROVAL: Joan Wadden Chancellor's Office DATE: 2/8/96

DISAPPROVED: _____ Chancellor's Office DATE: _____

EXECUTIVE SUMMARY FOR THE BOARD OF REGENTS

Program/Degree:

M.Ed. - College Student Personnel Administration

Identification of Program:

This program is designed to train educators to be able to function in student service positions in higher education. This training would include specifically: history, philosophy, and contemporary issues in higher education; management concepts; principles of educational psychology, measurement, and research, and supervised laboratory experiences in college student personnel agencies.

Reasons for Requesting Deletion of Program:

This program has not been available for several years and has no students enrolled The people who developed this program sequence are no longer at the university, and there is no intent to revive the degree sequence.

RECEIVED OCT 24 1995

FORMAT 4
Submit original with signature + 4 copies

DELETION OF PROGRAM REQUEST

Under review by the Board of Regents

Department: School of Education

College/School: College of Liberal Arts

Prepared by: Maureen Varnell

Phone: 474-7231

Program/Degree: M.Ed.– College Student Personnel Administration

I. Cover Memorandum: None (addressed below)

A. Requested by: Gorden O. Hedahl, Dean
College of Liberal Arts

B. Reasons for requesting deletion of program: This program has not been available for several years. The people who developed this program sequence are no longer at the university, and there is no intent to revive the degree sequence.

C. Relation of program to other programs in the local unit and system: None

D. Effects on personnel directly involved with the program: None

E. Effects deletion of program will have on budget of department: None

F. Information on current student enrollment in program of courses: None

II. Background Information:

1. Identification of Program: This program is designed to train educators to be able to function in student service positions in higher education. This training would include specifically: history, philosophy, and contemporary issues in higher education; management concepts; principles of educational psychology, measurement, and research; and supervised laboratory experiences in college student personnel agencies.

2. Enrollment Information: None

3. Resource Requirements of Program: None

III. Executive summary for inclusion the Board of Regents committee agenda: Deletion of the M.Ed. in College Personnel Administration. The program has not been available for several years and has no students enrolled.

APPROVALS:

Mark O. Hall — Date 10/18/95

Head, Program/Department of Liberal Arts

Roy [illegible] — Date 10/20/95

Chair, College/School Curriculum Council for CLA

[illegible] Lamb — Date 10/20/95

Dean, College/School of CLA

[illegible] — Date 2/29/96

Dean, Graduate School (if graduate request)

Date

President, UAF Faculty Senate

Date

Chancellor

Date

President

Date

Board of Regents

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO GOVERNANCE OFFICE.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #61 on February 5, 1996:

MOTION PASSED
==========

The UAF Faculty Senate moves to approve the BFA in Theatre.

EFFECTIVE: Upon Board of Regents' Approval

RATIONALE: See full program proposal on file in the Governance Office, 312 Signers' Hall.

Kris Hagen 2/7/96
President, UAF Faculty Senate Date

APPROVAL: Joseph Wadlow Chancellor's Office DATE: 2/8/96

DISAPPROVED: _____ Chancellor's Office DATE: _____

EXECUTIVE SUMMARY FOR THE BOARD OF REGENTS

The Bachelor of Fine Arts is a professionally oriented degree designed to prepare students for careers in theatrical design. This degree is also the usual prerequisite for graduate studies in theatre. The B.F.A. in Theatrical Design's main objective is to give a more thorough and concentrated focus into the various methods, bases, and applications of all theatrical design.

Theatre UAF has unique opportunities open for our design students. Our audience counts/house records are steadily growing; interest is rising and our program is expanding. Through a portfolio/interview enrollment, the B.F.A. program presented here will aid in drawing in new students as well as in retaining those we have due to the larger demand of graduate schools requiring a B.F.A. of their applicants.

Resources and equipment needs will barely be effected; in fact, in the long run, design faculty will be able to take on a more supervisory role in the design process; thereby allowing them more time to teach more classes.

This program will aid the department's productions better, will supply a more qualified "labor force" for the mounting of departmental productions, and will aid the community by offering them (Fairbanks Drama Association, Fairbanks Light Opera Theatre,etc.) a variety of better-trained designers willing to work in exchange for resume credits.

In conclusion, I feel that because all the pieces are already in place for the B.F.A. program in Theatre, we should take advantage of it and add the program to attract more students into our already growing program.

DEGREE PROGRAM REQUEST

Defining a B.F.A. program in Theatre
University of Alaska-Fairbanks

Request prepared by:
Kade Mendelowitz, Assistant Professor, Theatre
Thomas Riccio, Associate Professor, Chair, Theatre
October, 1995

UAF Theatre Program: History, evolution, and objectives

The Theatre program at UAF has recently undergone several transformations in response to the changing needs of students, the discipline, and the society it serves. The present Theatre Department at UAF traces its origins to 1952 when Lee Salisbury founded the Department of Radio and Speech. Since that time it evolved into the Department of Speech and Drama, and then in 1990, into the Theatre Department.

Since becoming the Theatre Department several fundamental curricular changes have occurred. Those changes have included the addition of new classes such as: Dramatic Literature, History of Fashion and Costume, Advanced Acting I and II, Movement for the Theatre, among others. Curricular adjustments have also included clarification of other class offerings that transformed Tuma Theatre into a more academically founded Introduction to Alaska Native Performance. And simplification and clarity of degree tracks: a major can now earn a BA in Theatre with a Performance or Technical Theatre emphasis. Adjustments were made with the intent of making the Theatre Department more professional in its orientation without sacrificing the student's Liberal Arts pursuits.

The Theatre's initiative has been successful in attracting majors (going from three majors in 1988 to thirty-five during the 1994-95 year) and better preparing students for work in professional theatre or graduate studies. Adjustments have also had the effect of developing a stronger community base of support and interaction.

The development of the Theatre's curriculum and programming (which are inherently linked and interactive) to address the needs of the discipline have occurred gradually over the last several years. This growth has remade the Theater Department to the point where what the Theatre Department is offering a de facto BFA program.

The objective of a BFA program in Theatre or any of the arts, is to offer the student a more thorough preparation, both academic and practical. A BFA program prepares the student for the increasingly competitive, and limited, opportunities in graduate school and the professional theatre.

The Theatre Department has evolved a BA program that is, with minor adjustment, a BFA program. A BFA program will not add expense to our programming, but rather more fully realize what is already in place. A BFA offering will better serve our students, community, and discipline. A BFA program has the potential to attract students both in-state and out-of-state, to a professionally oriented program. BFA is synonymous with professional.

The Theatre Faculty request the ability to evolve its programming to its next logical step.

Department Head

Curriculum Council Chair

Dean, CLA (acting)

President, UAF Faculty Senate

Chancellor

President

Board of Regents

TABLE OF CONTENTS

Cover Memorandum	*Page 1*
Table of Contents	*Page 2*
Identification of the program	*Page 3*
Course Descriptions	*Page 3 - 6*
Schedule of Course Offerings Design Emphasis	*Page 7*
Schedule of Course Offerings Performance Emphasis	*Page 8*
Catalog lay-out copy of program	*Page 9*
Brief identification of objectives	*Page 10*
Relationship of program objectives to "Purposes of the University"	*Page 10*
Occupational/other competencies to be achieved	*Page 10*
Relationship of courses to the program objectives	*Page 11*
Personnel Directly Involved with Program	*Page 11*
Enrollment Information	*Page 11*
Need for program	*Page 12*
Other	*Page 12*
Resource Impact	*Page 12*
Relation of Program to other Programs within the System	*Page 12*
Implementation/Termination	*Page 13*
Provide an executive summary of about one page for inclusion in the Board of Regents committee agenda.	*Page 14*

Degree Program Request - Theatre Department: Adding a B.F.A. in Theatre.
University of Alaska Fairbanks

IDENTIFICATION OF THE PROGRAM

Program Title: B.F.A. in Theatre.

Admissions requirements and prerequisites: Enrollment in the B.F.A. program is recommended only for those students willing to make the considerable commitment of time and energy necessary to strive for professional competence in their major areas. Admission to the B.F.A. program requires a portfolio review (for design emphasis students) or a monologue review (by the performance emphasis students) by the Theatre Faculty and is generally done in the junior year.

Course Descriptions:

Required of All B.F.A. Candidates

121 Fundamentals of Acting *Basic stage acting techniques for persons with little or no prior acting experience. Emphasis on physical, emotional and imaginative awareness. Scene work fundamentals introduced.*

190 Audition and Review Participation *Students are required to partake in auditions or portfolio review every semester as declared theatre majors. They are also expected to attend all departmental productions (tickets are provided free) and they must attend departmental meetings.*

191 Musical Audition and Review Participation *Students are required to partake in auditions or portfolio review every semester as declared theatre majors. They are also expected to attend all departmental productions (tickets are provided free) and they must attend departmental meetings.*

215 Dramatic Literature *Studies of drama and forms of plays such as tragedy, comedy, melodrama, farce, tragic comedy. Reading plays of the classic theatre designed to give basic knowledge of masterpieces of the world drama.*

241 Basic Stagecraft *Materials of scene construction, painting, lighting design and their use. Students will be trained to use standard construction tools safely. the fundamentals of theatre drafting will also be covered. 39 hour lab required. Theatre Majors are encouraged to fulfill this requirement by their Junior year.*

247 Introduction to Theatrical Design *Introduction to all the design elements used in the theatre. Analysis of line, texture, color, and how they relate to designing for the theatre including costumes, scenery and lighting.*

254 Beginning Costume Design and Construction *Introduction to theory and practice of costume design for the theatre, methods used to make costumes out of a variety of media. Projects include simple hat making, mask making, stenciling, hot gluing and body padding.*

290 Production Participation or Review *Students are required to partake in auditions or portfolio review every semester as declared theatre majors. They are also expected to attend all departmental productions (tickets are provided free) and they must attend departmental meetings.*

291 Musical Production Participation or Review *Students are required to partake in auditions or portfolio review every semester as declared theatre majors. They are also expected to attend all departmental productions (tickets are provided free) and they must attend departmental meetings.*

331 Fundamentals of Stage Direction *Introduction to the history, theory, basic concepts of stage direction, interpretive script analysis, creative visualization, use of space, working with actors and designers. direction of short scenes and plays.*

411 Theatre History I *Theatrical form an practice from its origins in storytelling and ritual through the French Neo-classic Theatre.*

412 Theatre History II *Theatrical form and practice from the English Restoration through the present.*

Required of all B.F.A. Performance Track Students:

220 Voice and Diction for the Theatre *Development of fluency and clarity in the voice, study and practice to improve speech and eliminate faults of articulation and pronunciation. Emphasis on preparing the student for vocal work in theatre, radio, and television, including individual analysis and tape recordings.*

221 Intermediate Acting *Continued development of physical, emotional and imaginative awareness. Text and character analysis, scene and monologue study and presentation. Introduction to improvisation.*

225 Movement for the Actor *Principles of stage movement, body awareness, and control as explored through analysis, exercise, study of historical dance and scene work.*

245 Stage Management *Organizational skills for a successful stage manager, completion of a prompt script including creating all forms and schedules necessary, working with actors, directors and designers.*

321 Advanced Acting I *Refinement of physical, emotional and imaginative awareness. Introducing a variety of character building methods. Study and performance of scenes and short plays. Introduction of audition techniques.*

351 Makeup for the Theatre *Theatrical makeup for actors, teachers, directors, and other theatre workers; makeup materials and use, straight and character makeup, illusory and plastic relief, national types, and influence of lighting.*

413 Playscript Analysis *Investigation of the structure of play scripts designed to develop skills in analysis and interpretation for performance.*

421 Advanced Acting II *Acting techniques for periods and styles. Intensive scene and monologue work / Introduction of ensemble work / Public performance of short plays. Intensive audition work.*

Three From

SPC 222 Fundamentals of Interpersonal Communication *The communication process, focusing on listening, perception, verbal and non-verbal communication, and organizing materials. Emphasizes understanding of and effective performance in two-person communication situations.*

ENG 422 Shakespeare: History Plays and Tragedies *Major chronicle plays and tragedies, including significant criticism.*

ENG 425 Shakespeare: Comedies and Non-Dramatic Poetry *Major comedies and non-dramatic poems, including significant criticism.*

ENG 445 20th Century Drama: From Chekhov to Ionesco *The major dramatists and their achievements.*

Two From

341 Intermediate Stagecraft *An examination of the less common scenic materials with methods and techniques for their use.*

343 Scene Design *Principles and techniques of theatrical scene design. Includes designing projects directed at solving particular scenic problems or in a specific scenic style with specific physical limitations.*

347 Lighting Design *Principles and techniques of theatrical lighting design. The student will conduct practical experiments and design projects applying the experience gained from the experiments.*

355 History of Fashion and Dress *Social history of costume in Western Civilization, from Ancient Greece to the present time. Includes instruction in the methods of research used to find visual source material, and assignments that exercise these research skills.*

Two From

161 Intro. to Alaska Native Performance *For Native and non-Native students with no prior acting or theatre experience. Includes both academic and practical components to examine traditional Alaska Native theatre mythology, ritual, ceremony and performance methods. Application of exercises and developmental scenes drawn from the Alaska Native heritage.*

361 Advanced Alaska Native Performance *In-depth study of Alaska Native theatre techniques and tradition, including traditional dance, song and drumming techniques, mask characterizations and performance application and presentation of a workshop production develops by the students during the semester.*

416 Performance Studies Abroad *An intensive course for actors, directors and playwrights interested in script development / training with the participation of international theater professionals. Experience working in a mulicultural environment developing new scripts and performances. under supervision of a theatre faculty member. Previous faculty and student work abroad includes: Russia, Siberia, Zambia, South Africa, and Scandinavia. Requirements of the course will vary according to project.*

435 Advanced Stage Direction *Major theories and current trends in stage direction including different styles periods and stage configurations. Emphasis on practical preparation for production, from concept to execution, of a one act play for public performance.*

499 Thesis Project *Final step in acting/directing/design or playwright training which involves performing a leading role on main stage, or a one-person show, or a directing/designing/writing project for the UAF season.*

Required of all B.F.A. Design Track Students:

ART 105 Beginning Drawing *Basic elements in drawing. Emphasis on a variety of techniques and media.*

ART 162 Color and Design *Fundamentals of color principles and interactions. Emphasis on two dimensions.*

ART 205 Intermediate Drawing *Exploration of pictorial composition and creative interpretation of subjects.*

ART 261 History of World Art *Origins of art and its development from the beginning through contemporary painting, sculpture and architecture. ART 261-262 may be taken in reverse order; however, course content is presented in a chronological sequence beginning with fall semester.*

ART 262 History of World Art *See ART 261*

Three From

341 Intermediate Stagecraft *An examination of the less common scenic materials with methods and techniques for their use.*

343 Scene Design *Principles and techniques of theatrical scene design. Includes designing projects directed at solving particular scenic problems or in a specific scenic style with specific physical limitations.*

347 Lighting Design *Principles and techniques of theatrical lighting design. The student will conduct practical experiments and design projects applying the experience gained from the experiments.*

355 History of Fashion and Dress *Social history of costume in Western Civilization, from Ancient Greece to the present time. Includes instruction in the methods of research used to find visual source material, and assignments that exercise these research skills.*

Eight (Or a total of 24 Credits) From

(Up to six credits worth of) **Independent Study**

(Up to six credits worth of) **Special Topics Courses**

(Up to six credits worth of) **101-401 Theatre Practicum** *Participation in drama workshop or lab production as performer or technical staff member.*

245 Stage Management *Organizational skills for a successful stage manager, completion of a prompt script including creating all forms and schedules necessary, working with actors, directors and designers.*

348 Sound Design for the Theatre *Exploration and application of the elements of design as they relate to sound for theatre, dance, other art forms, and life in American and other cultures. Production work required.*

351 Makeup for the Theatre *Theatrical makeup for actors, teachers, directors, and other theatre workers; makeup materials and use, straight and character makeup, illusory and plastic relief, national types, and influence of lighting.*

413 Playscript Analysis *Investigation of the structure of play scripts designed to develop skills in analysis and interpretation for performance.*

416 Performance Studies Abroad *An intensive course for actors, directors and playwrights interested in script development / training with the participation of international theater professionals. Experience working in a mulicultural environment developing new scripts and performances. under supervision of a theatre faculty member. Previous faculty and student work abroad includes: Russia, Siberia, Zambia, South Africa, and Scandinavia. Requirements of the course will vary according to project.*

456 Advanced Costume Design and Construction *Examination of the methods and materials used in the design and construction of costumes for the theatre. Special projects in design, pattern drafting, and advanced construction.*

447 Lighting Design II *Further exploration and application of elements of design (color, texture, intensity, line, composition) as they relate to lighting for the theatre, dance, other art forms, and life. Production work required.*

499 Thesis Project *Final step in acting/directing/design or playwright training which involves performing a leading role on main stage, or a one-person show, or a directing/designing/writing project for the UAF season.*

Degree Program Request - Theatre Department: Adding a B.F.A. in Theatre.
University of Alaska Fairbanks

Cycle of course offerings 3-YEAR CYCLE *DESIGN TRACK B.F.A.*

Course	Fall 95	Spring 96	Fall 96	Spring 97	Fall 97	Spring 98
121 Fundamentals of Acting	X	X	X	X	X	X
190 Audition and Review Participation	X		X		X	
191 Musical Audition and Review Participation		X		X		X
215 Dramatic Literature			X			
241 Basic Stagecraft	X		X		X	
247 Introduction to Thtr Des.	X		X		X	
254 Beginning Costume...	X		X		X	
290 Production Participation or Review	X		X		X	
291 Musical Production Part. or Review		X		X		X
331 Fundamentals of Dir.				X		
411 Theatre History I				X		
412 Theatre History II	X				X	
ART 105 Beginning Drawing	X	X	X	X	X	X
ART 162 Color and Design	X	X	X	X	X	X
ART 205 Intermediate Drawing	X	X	X	X	X	X
ART 261 History of World Art	X		X		X	
ART 262 History of World Art		X		X		X
Three From						
341 Intermediate Stagecraft		X		X		X
343 Scene Design			X			
347 Lighting Design			X			
355 History of Fashion and Dress		X		X		
7(Or a total of 21 Cr) From						
(Up to 6 Cr.) Ind. Study	As	Demand	Warrants			
(Up to 6 Cr.) THTR Practicum	X	X	X	X	X	X
(Up to 6 Cr.) Special Topics	As	Demand	Warrants			
245 Stage Management	X		X		X	
333 Film and Drama Studies		X		X		X
348 Sound Design for Theatre		X				X
351 Makeup for Theatre		X		X		X
413 Playscript Analysis	X					
416W Studies Abroad	As	Demand	Warrants			
456 Advanced Costume		X		X		X
457 Lighting Design II			X			
499 Thesis Project	X	X	X	X	X	X

Degree Program Request - Theatre Department: Adding a B.F.A. in Theatre.
University of Alaska Fairbanks

Cycle of course offerings 3-YEAR CYCLE *PERFORMANCE TRACK B.F.A.*

Course	Fall 95	Spring 96	Fall 96	Spring 97	Fall 97	Spring 98
121 Fundamentals of Acting	X	X	X	X	X	X
190 Audition and Review Participation	X		X		X	
191 Musical Audition and Review Participation		X		X		X
215 Dramatic Literature			X			
241 Basic Stagecraft	X		X		X	
247 Introduction to Thtr Des.	X		X		X	
254 Beginning Costume...	X		X		X	
290 Production Participation or Review	X		X		X	
291 Musical Production Participation or Review		X		X		X
331 Fundamentals of Dir.				X		
411 Theatre History I				X		
412 Theatre History II	X				X	
220 Voice and Diction	As	Demand	Warrants			
221 Intermediate Acting		X		X		X
225 Movement for the Actor				X		
245 Stage Management	X		X		X	
321 Advanced Acting I			X			
351 Makeup for Theatre		X		X		X
413 Playscript Analysis	X				X	
421 Advanced Acting II		X				X
Three From						
SPC 222 Fund. Int. Communication.			X			
ENG 422 Shakespeare: Trag.	X		X		X	
ENG 425 Shakespeare: Comedies		X		X		X
ENG 445 20th Cent. Drama	X				X	
Two From						
341 Intermediate Stagecraft		X		X		X
343 Scene Design			X			
347 Lighting Design			X			
355 History of Costume			X			
Two From						
(Up to 6 Cr.) Ind. Study	As	Demand	Warrants			
(Up to 6 Cr.) THTR Practicum	X	X	X	X	X	X
(Up to 6 Cr.) Special Topics	As	Demand	Warrants			
161 Introduction to AK Native	X		X		X	
333 Film and Drama Studies		X		X		X
361 Advanced AK Native Perf.		X		X		X
380 Film Directing				X		
416 Studies Abroad	As	Demand	Warrants			
435 Advanced Stage Direction		X				X
499 Thesis Project	X	X	X	X	X	X

CATALOG LAY-OUT COPY OF PROGRAM:

Theatre B.F.A. Degree

1. Complete general university requirements and B.A. degree requirements.

2. Complete the following program (major) requirements:

Required of All Theatre B.F.A. Candidates	24 Credits
THR 121 Fundamentals of Acting	3
THR 190 Audition and Review Participation	0
THR 191 Musical Audition and Review Participation	0
THR 215 Dramatic Literature	3
THR 241 Basic Stagecraft	3
THR 247 Introduction to Theatrical Design	3
THR 254 Beginning Costume Design and Construction	3
THR 290 Production Participation or Review	0
THR 291 Musical Production Participation or Review	0
THR 331 Fundamentals of Directing	3
THR 411 Theatre History I	3
THR 412 Theatre History II	3

3. Complete one of the following emphasis tracks:

A. **Performance Track**

Take all of the following eight courses	24 Credits
THR 220 Voice and Diction	3
THR 221 Intermediate Acting	3
THR 225 Movement for the Actor	3
THR 245 Stage Management	3
THR 321 Advanced Acting I	3
THR 351 Makeup for Theatre	3
THR 413 Playscript Analysis	3
THR 421 Advanced Acting II	3
Three From	9 Credits
SPC 222 Fundamentals of Interpersonal Communication	3
ENG 422 Shakespeare: History Plays and Tragedies	3
ENG 425 Shakespeare: Comedies and Non-Dramatic Poetry	3
ENG 445 20th Century Drama: From Chekhov to Ionesco	3
Two From	6 Credits
THR 341 Intermediate Stagecraft	3
THR 343 Scene Design	3
THR 347 Lighting Design	3
THR 355 History of Fashion and Dress	3
Two From	6 Credits
THR Independent Study	Up to 6 Cr.
THR 101, 201, 301, 401 Theatre Practicum	Up to 6 Cr.
THR Special Topics	Up to 6 Cr.
THR 161 Introduction to AK Native	3
THR 333 Film and Drama Studies	3
THR 361 Advanced AK Native Performance	3
THR 380 Film Directing	3
THR 416W Studies Abroad	3
THR 435 Advanced Stage Direction	3
THR 499 Thesis Project	3

B. Design Track

Complete all five of the following	15 Credits
ART 105 Beginning Drawing	3
ART 162 Color and Design	3
ART 205 Intermediate Drawing	3
ART 261 History of World Art	3
ART 262 History of World Art	3
Three From	9 Credits
THR 341 Intermediate Stagecraft	3
THR 343 Scene Design	3
THR 347 Lighting Design	3
THR 355 History of Costumes	3
Seven From	21 Credits
THR Independent Study	Up to 6 Cr.
THR 101, 201, 301, 401 Theatre Practicum	Up to 6 Cr.
THR Special Topics	Up to 6 Cr.
THR 245 Stage Management	3
THR 333 Film and Drama Studies	3
THR 348 Sound Design for Theatre	3
THR 351 Makeup for Theatre	3
THR 413 Playscript Analysis	3
THR 416W Studies Abroad	3
THR 456 Advanced Costume	3
THR 457 Lighting Design II	3
THR 499 Thesis Project	3

4. Complete a minimum of 130 credits.

Brief identification of objectives

The bachelor of fine arts is a professionally oriented degree designed to prepare students for careers in theatrical design. This degree is also the usual prerequisite for graduate studies in theatre. The B.F.A. in Theatrical Design's main objective is to give a more thorough and concentrated focus into the various methods, bases, and applications of all theatrical design.

Relationship of program objectives to "Purposes of the University"

By offering a B.F.A. in Theatre at UAF, we will be the only University in Alaska that offers this option. It will aid our goal in becoming a University that offers an excellent education by offering more choices and a better grounding for the student theatrical designer. We have, in just the last year, lost at least 3 students because we do not offer a B.F.A. in theatre; two transferred to another school, and one has changed majors for the time being. At the current rate, we will lose many more of our design-oriented (as opposed to actor/director/playwright oriented) students.
This program will also aid in our ties to the community (see below).

Occupational/other competencies to be achieved

For students that want to continue onto graduate school, the B.F.A. is almost a prerequisite which we do not offer.

The theatre department's link with the community is very strong; our students are constantly working with F.D.A. (Fairbanks Drama Association) and FLOT (Fairbanks Light Opera) on their productions as well as the department's. A B.F.A. program will also better-train our students to be able to design for community productions in addition to acting in them. Having students design Mainstage productions has also proved to help boost morale in the department; and the students work would be better if they had a more rigorous/focused training in the field.

Students in the B.F.A. Design program will, as a side effect / goal, be required to make and update a portfolio of their work which we will aid in and supervise. This will aid greatly in their ability to employ themselves once they graduate from UAF.

Students in the B.F.A. Performance program will, as a side effect / goal, be required to have a repertoire of monologues and an updated resume which we will aid in and supervise. This will aid greatly in their ability to employ themselves once they graduate from UAF.

Relationship of courses to the program objectives

Design:

Beginning with Introduction to Design and basic-level design courses, the student will be better aware of the many possibilities of design available to them.

By taking at least beginning courses in all the design fields - as well as acting, directing, playscript analysis, the student will be a better (more rounded) designer in whichever emphasis/design elements they choose to pursue.

By including both Theatre History as well as Art History courses, the student will have a better understanding of where they fit in "the big scheme of things" as a theatrical designer.

Performance:

Focusing more on movement, speech and diction in addition to more acting courses, the student will have more knowledge / training to use when preparing for future roles and projects.

Taking more directing and playscript courses will also help them better understand the management aspects of theatre.

Personnel Directly Involved with Program

Primary Faculty Involved:

Tara Maginnis, Costume Designer, Ph.D. in design/theatre history.
Kade Mendelowitz, Lighting Designer/Technical Director, M.F.A. in design.
A set designer, who will hold at least an M.F.A. in design (we currently don't have one due to CLA hiring freeze).

Anatoly Antohin, Director/Playwright
Tom Riccio, Director/Playwright/Tuma Coordinator

Secondary Faculty Involved:
Jeanine Patane, Staff / Costume Shop Supervisor

Administrative and coordinating personnel

Amy Fatland, Administrative Assistant/Dept. Secretary.
Gordon O. Hedahl, Dean of CLA, Director/Lighting Designer.

Enrollment Information

Projected: At least four to start; four students have asked me about the possibility of this program - they are why I started to look into adding this program. They came to me when I took over as Department Head because they want a B.F.A. and know it is not presently offered here - and were looking into other schools.

Minimum enrollment to maintain program: 1. Because the department does not need to add any other additional courses or faculty at this time to start the B.F.A. program, its impact is minimal on the department. If we get a great deal of interested students we may need to later add specific high-end theatre design courses.

Maximum enrollment which program can accommodate: 20 acting emphasis, 16 design emphasis.

Special restrictions on enrollments: no more than 4 students in each of the design areas (Costume, Lighting, Scenic, Technical Direction) if we keep up with the present number of productions. This will allow sufficient design opportunities for those members in the program.

Need for program

Required for other programs; required for many M.F.A. programs. How has this requirement been met to date: it hasn't. Most of our students interested in a B.F.A. have left UAF in search for a different school.

Employment market needs; Designers, especially for community theatres, are needed all over; to take a guess at a number would not be possible for me at this time - but there is a publication called ARTSearch which is filled with job opportunities, internships and apprenticeships available for theatrical designers, and a B.F.A. is usually a required minimum for those jobs. Theatre UAF, to date, has only graduated two technical theatre emphasis majors to my knowledge. Most others have either left UAF, or changed majors or emphasis. Realize that the Theatre Department at UAF is 5 years old.

Acting is still a hard field for newcomers to "break into", but a B.F.A. can aid a students marketability.

Other

The Theatre Department, which is small already, is constantly losing students to other programs and schools because of the lack of a B.F.A. program. The worst part of this fact is that we own the facilities and courses to offer a B.F.A.; but up to this point no one has aided in making this program happen. Although the

enrollments might be low at first, due to the nature of the program the cost will be low while it still allows students to get the best educational opportunity here - at UAF.

This program will aid greatly in actually reducing the load on the design faculty by freeing up some time to act as advisors for designers as opposed to having to design all the productions themselves. This will free the designers to eventually be able to offer more classes or commit more time to research.

The program would also benefit the community - as the local theatre groups don't have money to hire designers (so they use untrained volunteers or tax the resources of the Theatre Department) - a B.F.A. program would give them a viable pool of resources to pull from for no money; while offering our students opportunities to get professional credits on their resumes.

Our B.F.A. program would also stand out from others because in conjunction with the Tuma theatre program, we can provide design opportunities that other universities do not have available to them.

Resource Impact

Budget, Facilities, Faculty, Library; because we already regularly offer all of the required courses for a B.F.A. at this time; the impact would be minimal. In fact, as pointed out above, the program would eventually aid in reducing faculty load. The facilities are already equipped to handle student designers and actors. Although we do need the Scene Designer position filled.

Relation of Program to other Programs within the System

Effects on enrollments elsewhere in the system; could only help increase.

Does it duplicate/approximate programs anywhere in the system; No.

How does the program relate to research or service activities; (as stated above) The program would also benefit the community - as the local theatre groups don't have money to hire designers (so they use untrained volunteers or tax the resources of the Theatre Department) - a B.F.A. program would give them a viable pool of resources to pull from for no money; while offering our students opportunities to get professional credits on their resumes.

Implementation/Termination

Date of implementation: Fall, 1996

Plans for recruiting students: send posters/flyers to high schools and other Undergraduate colleges that do not offer a B.F.A. in theatre.

Plans for phasing out program if it proves unsuccessful: wouldn't be needed because the program does not add any additional taxing on the faculty already available.

Provide an executive summary of about one page for inclusion in the Board of Regents committee agenda.

Degree Program Request

Theatre Department UAF: Adding a B.F.A. in Theatrical Design

Request prepared by:
Kade Mendelowitz, Assistant Professor, Theatre UAF
October 11, 1995

The bachelor of fine arts is a professionally oriented degree designed to prepare students for careers in theatrical design. This degree is also the usual prerequisite for graduate studies in theatre. The B.F.A. in Theatrical Design's main objective is to give a more thorough and concentrated focus into the various methods, bases, and applications of all theatrical design.

Theatre UAF has unique opportunities open for our design students. Our audience counts/house records are steadily growing; interest is rising and our program is expanding. Through a portfolio/interview enrollment, the B.F.A. program presented here will aid in drawing in new students as well in retaining those we have due to the larger demand of graduate schools requiring a B.F.A. of their applicants.

Resources and equipment needs will barely be effected; in fact, in the long run, design faculty will be able to take on a more supervisory-role in the design process; thereby allowing them more time to teach more classes.

This program will aid the department's productions better, will supply a more qualified "labor force" for the mounting of departmental productions, and will aid the community by offering them (Fairbanks Drama Association, Fairbanks Light Opera Theatre, etc.) a variety of better-trained designers willing to work in exchange for resume credits.

In conclusion, I feel that because all the pieces are already in place for the B.F.A. program in Theatre, we should take advantage of it and add the program to attract more students into our already growing program.

Bachelor of Arts Theatre Degree Comparison to new Bachelor of Fine Arts degree.

Bachelor of Arts - Design Emphasis

Required of All Majors	Credits
THR 121 - Fundamentals of Acting	3
THR 190 - Audition and Review Participation	0
THR 191 - Musical Audition and Participation	0
THR 241 - Basic Stagecraft	4
THR 215 - Dramatic Literature	3
THR 247 - Introduction to Theatrical Design	3
THR 254 - Beginning Costume Const and Design	3
THR 290 - Production Participation or review	0
THR 291 - Musical Production Part. or review	0
THR 331 - Fundamentals of Stage Direction	3
THR 411 - Theatre History I	3
THR 412 - Theatre History II	3

1. A minimum of one course from:
   - THR 221 - INTERMEDIATE ACTING (3)
   - THR 225 - MOVEMENT FOR THE ACTOR (3)
   - THR 351 - MAKEUP FOR THEATRE (3).....3
2. A minimum of three courses from:
   - THR 341 - INTERMEDIATE STAGECRAFT (3)
   - THR 343 - SCENE DESIGN (3)
   - THR 347 - LIGHTING DESIGN (3)
   - THR 355 - HISTORY OF STAGE COSTUME (3)....9
3. A minimum of four courses from:
   - THR 348 - SOUND DESIGN IN THE THEATRE (3)
   - THR 447 - LIGHTING DESIGN II (3)
   - THR 456 - ADV. COSTUME DESIGN AND CONST. (3)

THR 499 - THESIS PROJECT (3).....12

Bachelor of Fine Arts - Design Emphasis

121 Fundamentals of Acting
190 Audition and Review Participation
191 Musical Audition and Review Participation
215 Dramatic Literature
241 Basic Stagecraft
247 Introduction to Thtr Des.
254 Beginning Costume Design and Construction
290 Production Participation or Review
291 Musical Production Participation or Review
331 Fundamentals of Dir.
411 Theatre History I
412 Theatre History II

Design Track

Complete all five of the following:

ART 105 Beginning Drawing
ART 162 Color and Design
ART 205 Intermediate Drawing
ART 261 History of World Art
ART 262 History of World Art

Three From

341 Intermediate Stagecraft
343 Scene Design
347 Lighting Design
355 History of Costumes

Seven (Or a Total of 21 Credits) From

(Up to 6 Cr.) Ind. Study
(Up to 6 Cr.) THTR Practicum
(Up to 6 Cr.) Special Topics
245 Stage Management
333 Film and Drama Studies
348 Sound Design for Theatre
351 Makeup for Theatre
413 Playscript Analysis
416W Studies Abroad
456 Advanced Costume
457 Lighting Design II
499 Thesis Project

Bachelor of Arts Theatre Degree Comparison to new Bachelor of Fine Arts degree.

Bachelor of Arts - Performance Emphasis

Required of All Majors	Credits
THR 121 - Fundamentals of Acting	3
THR 190 - Audition and Review Participation	0
THR 191 - Musical Audition and Participation	0
THR 241 - Basic Stagecraft	4
THR 215 - Dramatic Literature	3
THR 247 - Introduction to Theatrical Design	3
THR 254 - Beginning Costume Const and Design	3
THR 290 - Production Participation or review	0
THR 291 - Musical Production Part. or review	0
THR 331 - Fundamentals of Stage Direction	3
THR 411 - Theatre History I	3
THR 412 - Theatre History II	3

A. Performance Emphasis

1. All five courses below:
   - THR 221 - INTERMEDIATE ACTING (3)
   - THR 225 - MOVEMENT FOR THE ACTOR (3)
   - THR 321 - ADVANCED ACTING I (3)
   - THR 351 - MAKEUP FOR THEATRE (3)
   - THR 421 - ADVANCED ACTING II (3).....15
2. A minimum of one course from:
   - THR 341 - INTERMEDIATE STAGECRAFT (3)
   - THR 343 - SCENE DESIGN (3)
   - THR 347 - LIGHTING DESIGN (3)
   - THR 355 - HISTORY OF STAGE COSTUME (3).....3
3. A minimum of two courses from:
   - THR 161 - INTRODUCTION TO ALASKA NATIVE PERFORMANCE (3)
   - THR 220 - VOICE AND DICTION FOR THEATRE (3)
   - THR 361 - ADV ALASKA NATIVE PERFORMANCE (3)
   - THR 413 - PLAYSCRIPT ANALYSIS (3)
   - THR 435 - ADVANCED STAGE DIRECTION (3)....6

Bachelor of Fine Arts - Performance Emphasis

121 Fundamentals of Acting
190 Audition and Review Participation
191 Musical Audition and Review Participation
215 Dramatic Literature
241 Basic Stagecraft
247 Introduction to Thtr Des.
254 Beginning Costume Design and Construction
290 Production Participation or Review
291 Musical Production Participation or Review
331 Fundamentals of Dir.
411 Theatre History I
412 Theatre History II

PERFORMANCE TRACK

Take all of the following eight courses
220 Voice and Diction
221 Intermediate Acting
225 Movement for the Actor
245 Stage Management
321 Advanced Acting I
351 Makeup for Theatre
413 Playscript Analysis
421 Advanced Acting II

Three From
SPC 222 Fundamentals of Interpersonal Communication
ENG 422 Shakespeare: History Plays and Tragedies
ENG 425 Shakespeare: Comedies and Non-Dramatic Poetry
ENG 445 20th Century Drama: From Chekhov to Ionesco

Two From
341 Intermediate Stagecraft
343 Scene Design
347 Lighting Design
355 History of Fashion and Dress

Two From
Two From
(Up to 6 Cr.) Ind. Study
(Up to 6 Cr.) THTR Practicum
(Up to 6 Cr.) Special Topics
161 Introduction to AK Native
333 Film and Drama Studies
361 Advanced AK Native Perf.
380 Film Directing
416W Studies Abroad
435 Advanced Stage Direction
499 Thesis Project

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #61 on February 5, 1996:

MOTION PASSED AS AMENDED (unanimous)
==========

The UAF Faculty Senate moves to amend the UAF Grade Appeals Policy as indicated below.

EFFECTIVE: Immediately

RATIONALE: The existing appeals policy defines the letter grades A, B, C, D, F and Pass as being subject to appeal, while the I and NB are explicitly exempted. However, as the NB is a permanent grade, it too must be subject to appeal. It is recommended that Paragraph II.A. be revised.

The policy does not provide a course of action for the case in which an instructor whose grade is being appealed is no longer an employee of the university but who is willing to participate in the appeals procedure. It is recommended that Paragraph III.A.5.c. be inserted.

It appears that grade appeals committees are not always making certain that the student's request for a review is valid. The committee recommends that the first sentence of Paragraph III.B.4.c be revised.

The present policy does not identify a clear course of action for cases in which the instructor is either the dean or the department head. It is recommended that the present Paragraphs III.B.3-6 be renumbered III.B.4-7, and that a new Paragraph III.B.3 be inserted.

Tim Hayes 2/7/96
President, UAF Faculty Senate Date

APPROVAL: Joan Wadlow DATE: 2/8/96
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

[ ]] = Deletions
CAPS = Additions

GRADE APPEALS POLICY

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. A "grade" refers to FINAL letter grades A, B, C, D, F, NB and Pass. The [[NB (no basis) and]] I (incomplete) [[designators are not grades and, therefore, are]] DESIGNATES A TEMPORARY GRADE, NOT A FINAL GRADE, SO IT IS not subject to appeal.

B. For the purpose of this procedure, "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course, or

2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or

3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

C. "Grading errors" denotes errors in the calculation of grades rather than errors in judgment.

D. All references to duration in "days" refers to university working days, which exclude weekends, holidays and days in which the university is officially closed.

E "Department head" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department, OR THE CAMPUS DIRECTOR IF THE FACULTY MEMBER IS IN THE COLLEGE OF RURAL ALASKA).

III. Procedures

A. Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention following the normal change of grade procedure.

1. It is a student's obligation to notify the instructor of any possible error immediately by the most direct means available. If this is through an oral conversation and/or the issue is not immediately resolved, it is the student's responsibility to provide the instructor with a signed, written request for review of the grade, with a copy to the unit department head and the dean of the college or school in which the course was offered.

2. Notification must be received by the instructor and/or department head within 20 days from the first day of instruction of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).

3. The instructor is responsible for notifying the student in writing of his or her final judgment concerning the grade in question within 10 days of receipt of the request, and for promptly submitting the appropriate change of grade form to the Director of Admissions and Records if an error occurred.

4. If the student does not receive a response from the instructor or the unit department head by the required

deadline, the student must seek the assistance of the dean of the college or school in which the course was offered.

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student must bring the matter to the attention of the unit department head who will make every effort to contact the instructor.

   a. If the instructor can not be contacted but course records are available, the department head may correct a grading error through the regular change of grade process on behalf of the instructor.

   b. If the instructor can not be contacted and course records are either unavailable or indecisive, the student may request a review following the procedure outlined below.

   C. IF THE INSTRUCTOR CAN BE CONTACTED AND ELECTS TO PARTICIPATE, THEN A CONSTRUCTIVE PARTICIPATION IS TO BE WELCOMED BY THE REVIEW COMMITTEE. THE PROCEDURES OF PARAGRAPH III.A.5.a OR PARAGRAPH III.A.5.b WILL BE INSTITUTED IF THE INSTRUCTOR WITHDRAWS FROM PARTICIPATION.

6. There may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. In such a case, upon request from the student, the dean of students, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. An extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

B. If no such error occurred, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and satisfaction is not forthcoming from the appropriate department head.

1. This review is initiated by the student through a signed, written request to the department head with a copy to the dean of the college or school in which the course was offered.

   a. The student's request for review may be submitted using university forms specifically designed for this purpose and available at the Admissions and Records Office.

   b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration can not influence or affect the outcome of the review.

   c. The request for a review must be received no later than 45 days after the first day of instruction in the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).

   d. The request must detail the basis for the allegation that a grade was improper and the result of arbitrary and capricious grading and must present the relevant evidence.

2. It is the responsibility of the department head to formally notify both the instructor who issued the grade and the dean of the unit's college or school that a request for a review of grade has been received.

3. IF THE INSTRUCTOR OF THE COURSE IS ALSO THE DEPARTMENT HEAD, THE DEAN OF THE COLLEGE WILL DESIGNATE ANOTHER DEPARTMENT HEAD WITHIN THE COLLEGE TO ACT AS THE DEPARTMENT'S REPRESENTATIVE FOR ALL PROCEEDINGS. IF THE INSTRUCTOR OF THE COURSE IS ALSO THE DEAN OF THE COLLEGE, THE PROVOST WILL DESIGNATE ANOTHER DEAN WITHIN THE UNIVERSITY TO ACT AS THE COLLEGE'S MONITOR OF ALL PROCEEDINGS.

4.[[3.]] The dean will appoint a 5 member review committee composed of the following:

a. One tenure-track faculty member from the academic unit in which the course was offered (other than the instructor of the course).

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the course was offered.

c. One tenure track faculty member from outside the college or school in which the course was offered.

d. At the option of the student whose grade is being reviewed, the fifth member to be appointed by the dean will be a student or another tenure track faculty member outside the college or school in which the course was offered.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

5.[[4.]] The committee must meet within 10 days of receipt of the student's request.

a. During this and any subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

c. THE MANDATORY FIRST ITEM OF BUSINESS At this meeting[[,]] IS FOR the committee [[will]] TO rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) This is not the first properly prepared request for appeal of the particular grade.

2) The actions of the instructor do not constitute arbitrary and capricious grading, as defined herein.

3) The request was not made within the policy deadlines.

4) The student has not taken prior action to resolve the grade conflict with the instructor, as described under section III, A.

d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department head and dean within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

6.[[5.]] Acceptance for consideration of the student's request will result in the following:

a. A request for and receipt of a formal response from the instructor to the student's allegation.

b. A second meeting scheduled to meet within 10 days of the decision to review the request.

1) The student and instructor will be invited to attend the meeting.

2) The meeting will be closed to outside participation, and neither the student nor instructor may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor may provide additional relevant and useful information

and can provide clarification of facts for materials previously submitted.

7.[[6.]] The final decision of the committee will be made in private by a majority vote.

a. The committee is not authorized to award a grade (letter or pass/fail) or take any action with regard to the instructor.

b. Actions which the committee can take if it accepts the student's allegation of arbitrary and capricious grading must be directed towards a fair and just resolution, and may include, but are not limited to, the following:

1) direct the instructor to grade again the student's work under the supervision of the department head,

2) direct the instructor to administer a new final examination and/or paper in the course,

3) direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.

c. A formal, written report of the decision must be forwarded to the student, instructor, department head, dean and Director of Admissions and Records within five days of the meeting.

d. The decision of the committee is final.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #61 on February 5, 1996:

MOTION PASSED AS AMENDED (w/o objection)
==========

The UAF Faculty Senate moves to amend the UAF Grade Appeals Policy III. B. 3. as indicated below.

EFFECTIVE: Immediately

RATIONALE: Currently, the UAF Grade Appeals Policy does not specify how the faculty members of grade appeals review committees will be selected. The Faculty Appeals and Oversight Committee functions as an appeal body for issues of faculty prerogative, and thus grade appeals are included in its mandate. This motion requires that the unit dean select two of the four faculty members appointed to any grade appeals review committee from among the members of the Faculty Appeals and Oversight Committee. If the student requests that the fifth member be a faculty member, the unit dean will also select that faculty member from the Faculty Appeals and Oversight Committee. The unit dean will appoint the other two faculty members on a committee at his or her discretion.

Eric Hayes 2/7/96
President, UAF Faculty Senate Date

APPROVAL: Joan Wadman DATE: 3/8/96
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

CAPS = addition

GRADE APPEALS POLICY

III. Procedures

B. 3. The dean will appoint a 5 member review committee composed of the following:

a. One tenure-track faculty member from the academic unit in which the course was offered (other than the instructor of the course).

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the course was offered. IF AVAILABLE, ONE OF THESE TWO MEMBERS WILL BE SELECTED FROM THE MEMBERS OF THE UAF FACULTY APPEALS AND OVERSIGHT COMMITTEE.

c. One tenure track faculty member from outside the college or school in which the course was offered. IF AVAILABLE, THIS MEMBER IS TO BE SELECTED FROM THE MEMBERS OF THE UAF FACULTY APPEALS AND OVERSIGHT COMMITTEE.

d. At the option of the student whose grade is being reviewed, the fifth member to be appointed by the dean will be a student or another tenure track faculty member outside the college or school in which the course was offered. IF THE FIFTH MEMBER IS A FACULTY MEMBER, THIS MEMBER WILL BE SELECTED FROM THE MEMBERS OF THE UAF FACULTY APPEALS AND OVERSIGHT COMMITTEE IF ONE IS AVAILABLE.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #61 on February 5, 1996:

MOTION TABLED (unanimous)
==========

The UAF Faculty Senate moves to amend the guidelines for Faculty Role in the Evaluation of Administrators endorsed at the Faculty Senate Meeting #23 on December 17, 1990 as indicated below.

EFFECTIVE: Immediately

RATIONALE: These amendments delete from the list of administrators to be evaluated those administrative positions that no longer exist and add existing administrative positions.

Eric Hayes 2/7/96

President, UAF Faculty Senate Date

[[ ]] = Deletion
CAPS = Addition

GUIDELINES FOR FACULTY ROLE IN THE EVALUATION OF ADMINISTRATORS

1. All faculty in a given administrative unit will have the opportunity to provide anonymous written input into the evaluation of their EXECUTIVE DEAN, dean or director, associate dean or director, deputy director, and department head. In small units, interviews with individual faculty members may also be appropriate.

2. A representative sample of faculty will be asked to provide written input into the evaluation of the [[Vice Chancellor for Academic Affairs and the Vice Chancellor for Research]] PROVOST. The Faculty Senate and its leadership will be included in this sample, as well as any ad hoc groups and individuals who have worked closely with the administrators during the time covered by the evaluation.

3. In each evaluation cycle, a uniform procedure will be used in all academic units to obtain faculty input.

4. The procedure for evaluation of the Chancellor is codified in Board of Regents' policy. The Faculty Senate urges the Regents and the President to consult with faculty as a crucial part of this evaluation.

5. The administrative characteristics that faculty will have the opportunity to comment upon will include at least the following:

   Administrative Tasks
   - Building and maintaining excellence
   - Resource allocation

   Leadership
   - Maintenance of strong faculty morale
   - Problem resolution
   - Delegation of duties to appropriate colleagues
   - Building a team
   - Providing a means to involve department heads and other faculty in decisionmaking

Skills as a mediator between faculty and
administration/community/legislature
General leadership abilities

Academic Contributions

General Comments

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #60 on December 4, 1995:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate recommends that American Sign Language be recognized as fulfilling the non-English language option of the "Perspectives on the Human Condition" as required by the Baccalaureate Core.

The UAF Faculty Senate further recommends that given the structure and depth of ASL courses, that three semesters of ASL (9 hours) be counted as we presently count two semesters (10 hours) of other languages.

EFFECTIVE: Fall 1996

RATIONALE: For an inordinately long time, voices of reason within the UAF academic community have urged that the University's Core Curriculum be extended in a way that offers students the opportunity of using American Sign Language (ASL) courses to meet Core Requirements in the same manner as other languages. At the same time, vocal resistance to this minor change has been forthcoming. The reasons offered for this resistance seem to emanate from a lack of awareness in an educated community.

In prefacing the motion from the Core Review Committee urging acceptance of ASL as Core Curriculum credit, we wish to address the specifics of the aforementioned objections and to offer supporting reasons for the Committee's recommendation.

1. It has been suggested that there is no "body of literature" associated with ASL that would stand as foundation for this language as a perspective on the human condition.

This objection is perhaps the most offensive to the culture at the very center of which ASL stands as core. First, the implication shows little understanding of the concept of culture. Many of us who actually teach the concept of culture refer definitionally to Geertz (1973) who says culture is a "design for living," or to Goodenough (1970) who claims it is "whatever one has to know or believe in order to operate in a manner acceptable to its members." However one chooses to define culture, all cultures share the objectives of adaptation and survival in a specific environment, and maintenance of group identity and unity over time. For Deaf Americans, their families, friends, and authentic associates, ASL, as the heart of their culture, functions in exactly the same way.

As a language in and of itself, ASL is not a transformation of any oral language, but rather an evolution of the need to communicate among and with persons who have little or no access to sound. The language sets Deaf culture apart from others with similar sensory loss (e.g., the blind). ASL has its own unique phonological, syntactic, and semantic structure, with the flexibility required to develop new vocabulary and new grammatical structures (Friedman, 1977). It serves the same social and intellectual functions as spoken languages. It also has regional dialects and slang. All by way of explaining that ASL is a unique, evolving language and not some manual/digital code for English.

Note that identity comes not from being deaf per se, but from the cultural matter of ASL use. Further, cultural matters (such as marriage patterns, societal structure, and material artifacts) define ASL users, documentation of which is extensive and available on request from Deaf Community Services of Fairbanks or from the Chairperson of the Core Curriculum Review Committee.

In specifically addressing the matter of a "body of literature," we speculate that such an objection seems to be that there is no accumulation of written literature. We hope that it is recognized that no native language which is taught and accepted as Core Curriculum credit has written literature. Frishberg (1992) discusses Deaf traditions of oratory, folklore, and performance art, and notes that "...written forms of language are not required for a community to possess a well-formed aesthetic in poetry, narrative, humor, and rhetoric" (p. 45). Please become aware, however, that ASL culture has fostered an extensive wealth of materials across a variety of genres. There exists a body of ASL history, poetry, stories, plays, and novels. There are libraries of print, videotape, and film (Please see: Gannon, 1981; Lane, 1984; Groce, 1980; Miles, 1975; Klima & Bellugi, 1975, 1979; Eastman, 1974; Bragg & Bergman, 1981; Rutherford, 1983, 1984, 1985, 1987). The folkloristic tradition of Deaf America is over 175 years old, replete with legends, tall tales, jokes, folkspeech, games, sign play, folk poetry, customs, rituals, and celebrations (Rutherford, 1984, 1987; Carmel, 1980). The study of American Deaf Culture has shown distinct differences between that culture and the mainstream society in social attitude, patterns for daily living, world view, humor, and literature. Additionally, the deaf community in America has a long and extensive tradition in all forms of the visual arts (Rutherford, 1992, pp. 32-33).

There are Deaf publishers whose primary focus is the publication of Deaf literature and related materials in print and electronic

media. Among them are T.J. Publishers, Inc.; Dawn Sign Press, Inc.; National Association of the Deaf; and Gallaudet University Press/ Linstok Press, Inc. focuses on scholarly publication. Mainstream publishers, including Harvard University Press, University of California Press, University of Illinois Press, Alfred A. Knopf, and Random House, among many others, have published major works on Deaf culture and literature and are becoming increasingly interested in the field. National publishers focusing primarily on videotape and film production of works in ASL include D.E.A.F. Media, Inc., Sign Media, Inc., and Beyond Sound, Inc. Other producers of ASL videotape materials include Gallaudet University, the National Technical Institute for the Deaf, and the San Francisco Public Library (Rutherford, 1992).

Persons with an interest to further their awareness of ASL culture, literature, and tradition will find useful bibliographic material attached to this background material. (See especially Corwin and Wilcox, 1985).

2. It has been implied that ASL courses are taught without standard syllabi and are taught by persons who do not have "University-level credentials."

The Core Review committee has requested and received evidence that conclusively refutes the syllabus rumor. ASL courses are conceived, organized, and taught with as much or more care than many courses accepted by UAF.

The matter of who teaches ASL is significant but "university-level credentials" most certainly are not. Any University in which accredited courses in indigenous languages are available (University of New Mexico, University of Nebraska, University of Arizona, University of Oklahoma, University of Alaska Fairbanks,) sensibly recognizes that no better source of a language can exist than native speakers. Yet we know further that all ASL teachers in the UAF system are either degreed or are working to become so at this time. Further interest in the topic might be referred to "Who is Qualified to Teach American Sign Language" (Kanda, J., and Fleischer, L., 1992).

As additional information, the Core Review Committee would like to offer the following:

- Modern Languages at UAF not only has no objections, but endorses ASL for use in the core.
- The State of Alaska recognizes ASL as a language.

- The State of Alaska mandates ASL as foreign language credit at the public school level.
- Major Universities throughout the Lower 48 allow students to satisfy foreign language requirements using ASL (e.g. Iowa State University).
- ASL is the fourth most commonly used language in the United States of America.

The Core Review Committee and others who endorse this minor alteration of the UAF core recognize that changes can be unsettling, particularly to persons comfortable with the status quo. We must understand, however, that standing still puts us behind in the broad movement towards better education as the central product of our institution. Lamb & Wilcox (1992), in discussing the establishment of ASL as a baccalaureate degree program at the University of New Mexico, say that " ... we were aware of the rather cumbersome bureaucracy through which any request of this nature would have to move" (p. 165). But there, too, the faculty and administration came to understand the significance of Deaf culture to the American plurality and moved toward a supportive recognition of ASL as both language and as the central feature of an extensive American culture. Selover (1992) tells us that in establishing ASL as a language in the curriculum of higher education we will " ... meet with opposition. This largely stems from basic misunderstanding of the language and culture of Deaf persons. Your job is to educate as you go - most people will listen" (p. 160).

As members of the Core Review Committee, we certainly hope so.

Tui Hayes 12/6/95

President, UAF Faculty Senate Date

APPROVAL: Joan Wadden DATE: 12/15/95

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #60 on December 4, 1995:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend the UAF Governance Coordinating Procedures as indicated below.

EFFECTIVE: Immediately

RATIONALE: The actions of the Budget Council and the budget process have changed over the last few years. As a result, the committee has been inactive. The individual governing bodies all have some type of budget or fiscal committee to track information. This committee duplicates functions that are covered in other areas and this duplication is deemed unnecessary.

To delete the Budget Committee from the UAF Governance Coordinating Committee requires an amendment to the Procedures. The amendment requires a two-thirds vote from each of the three governing bodies, ASUAF, Faculty Senate, and Staff Council, and Chancellor's approval.

****

(( )) = Delete

ARTICLE V Committees

Sect. 1 The conference committees of the UAF Governance Coordinating Committee shall include:

Academic Computer Users Committee
((Budget Committee))
Committee on Transportation and Campus Security
Intercollegiate Athletics Committee
Library and Information Technology Users Committee
Rural Affairs Committee
UAF Grievance Council
Health Issues

Sect. 3 Conference Committees Charges

((B. Budget Committee

The charge for the UAF budget Committee shall be:

1. follow and study the annual budget development including methods of determining budget allocations among and within the Major Administrative Units of the University of Alaska.
2. conduct hearings on the UAF budget as deemed appropriate or necessary.))

Tina Hayes 12/6/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #60 on December 4, 1995:

MOTION PASSED (15 yes, 11 nays)
==========

The UAF Faculty Senate moves to adopt a policy statement on "Consensual Sexual (Amorous) Relations between Faculty and Students" as formulated by the AAUP Council.

The UAF Faculty Senate so moves with the understanding that adoption of the AAUP statement does not preclude amendments consistent with the Faculty Affairs Committee's "Report on Rationale and Options."

AAUP Policy Statement

on

Consensual Sexual Relations Between Faculty and Students

Sexual relations between students and faculty members with whom they also have an academic or evaluative relationship are fraught with the potential for exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties have initially consented, the development of a sexual relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty members and students.

In their relationships with students, members of the faculty are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias. When a sexual relationship exists, effective steps should be taken to ensure unbiased evaluation or supervision of the student.

EFFECTIVE: Immediately
Upon Chancellor Approval

Ted Hayes 1/2/96

President, UAF Faculty Senate Date

APPROVAL: Joan Wadlow DATE: 12/22/95
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

This is an important statement. I am now asking the deans to develop proposals regarding implementation of the policy.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #60 on December 4, 1995:

RESOLUTION PASSED AS AMENDED (with 1 nay)
==========

Whereas, the Administrative Committee of the UAF Faculty Senate, in a memorandum dated October 18, 1995 disagreed with the Chancellor's action in setting aside "university policy for the search committees for Deans/Directors" and requested appointment of "a representative search committee"; and

Whereas, the CRA Faculty Council, in a memorandum dated October 26, 1995, supported the request of the UAF Faculty Senate Administrative Committee and additionally requested "that the search not be limited to the UAF community but at least be extended statewide"; and

Whereas, the UAF Faculty Senate, at its Meeting #59 held on November 13, 1995, passed a resolution, viz., "The UAF Faculty Senate does not recognize the validity of the current selection process for the Executive Dean of the College of Rural Alaska and directs the Chancellor to follow the established procedure"; and

Whereas, President Heyne, in a letter to President Komisar dated November 14, 1995, expressed the Senate's position "that if procedures developed through shared governance are to have any credibility or validity at all, they must be followed by the Chancellor"; and

Whereas, the Chancellor has refused to follow to follow existing procedure for the hiring of either a Vice-Chancellor or Dean;

THEREFORE BE IT RESOLVED THAT, the UAF Faculty Senate moves to censure Chancellor Joan K. Wadlow.

BE IT FURTHER RESOLVED THAT, the UAF Faculty Senate moves to direct Chancellor Joan K. Wadlow to follow both the spirit and the letter of the procedures and policies for all hiring of a Vice-Chancellor or Deans or any other positions with responsibilities that include supervision of faculty.

Ted Heyne 12/12/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #60 on December 4, 1995:

MOTION PASSED
==========

The UAF Faculty Senate moves to request that Regent's Policy 04.04.05 provide for inclusion of appropriate procedure in MAU rules and regulations for responding to any violation of the tenure and promotion process at any point prior to decision of either tenure or promotion.

At UAF the Faculty Appeals & Oversight Committee shall be empowered to adjudicate any grievance prior to such time that the candidate's file is forwarded to the next level of review.

EFFECTIVE: Immediately

RATIONALE: There is currently no procedure for remedy of a violation of policy and/or regulations during the process for tenure and promotion review, and such procedure is sorely needed.

Lee Hagen 12/12/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #60 on December 4, 1995:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to adopt the following Student Leadership Honors recognition policy developed by Steven Cole, ASUAF Director of Community Service. The recognition would be conferable at graduation.

EFFECTIVE: Upon Chancellor Approval.

RATIONALE: Much like academic graduation with honors this recognition program provides the campus the opportunity to recognize outstanding student leadership. Such recognition would be noted in the graduation program.

Eric Hogue 1/12/96
President, UAF Faculty Senate Date

APPROVAL: Joan Wadleigh DATE: 1/17/96
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

UNIVERSITY OF ALASKA FAIRBANKS
LEADERSHIP HONORS

Purpose:

Leadership Honors will be publicly awarded to individuals in order to recognize and honor student leadership contributions to the University of Alaska Fairbanks. The leadership activities must enhance the Mission Statement of UAF and promote student life through individual and collective growth, and enhance the communities in which UAF campuses are located.

Criteria:

1. Minimum 2.5 cumulative GPA.

2. Must have had leadership involvement for four semesters at UAF, this includes Rural Campuses, for a bachelor's degree or two semesters for an associate's or master's degree.

3. Involvement can be demonstrated by, but not limited to, the following:
   - A. Elected or appointed office.
   - B. Holding a leadership position, or a position of ultimate responsibility, i.e., Chairperson, President, Figurehead, Big Kahuna.
   - C. Participation in community events, club activities, student government for the improvement of student life, campus life, or university relations with the greater community.

The students' involvement must have contributed to the improvement of student and campus life, either at the main or rural campus. They saw a need and filled it! They didn't just watch from the sidelines. There was a significant difference made by their involvement.

Awarding:

1. Students must apply or be nominated for the award and show proof of leadership by submitting letters of recommendation. There must be at least two letters of recommendation along with the Leadership Honors Form. These are to be turned in to the Dean of Student Services by date XXXX, time XXXX. This date must be at least two months before graduation. Date to be set by Leadership Honors Committee.

2. A. The Leadership Honors Committee will be composed of
   - a. one designee from Faculty Senate,
   - b. one designee from the Student Services Office,

c. one student designee from ASUAF,
d. one designee from the Student Activities Office,
e. one other student and one other faculty/staff respectively.
f. on student from a rural campus.

B. Students who sit on this committee cannot apply for Leadership Honors during the semester in question.

C. The Leadership Honors Committee is the final authority for all matters related to this award.

3. Students will receive a crimson Leadership Honors cord at graduation. An explanation about the purpose of the honor will be in the graduation program with the student's names highlighted.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #60 on December 4, 1995:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves to adopt a new class schedule with 15 minutes between morning classes and Monday, Wednesday, and Friday early afternoon classes.

EFFECTIVE: Fall 1996

RATIONALE: Students are having difficulty making their classes on West Ridge and the Natural Science Facility. The use of the campus shuttle bus will be facilitated by this change. The change preserves the 1:00 - 2:00 pm Tuesday & Thursday "class free " time and the instructional day is not lengthened.

Tim Hayes 1/12/96
President, UAF Faculty Senate Date

APPROVAL:* Joan Wadleigh DATE: 1/15/96
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

* on 1 year trial basis, AY 96-97

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

MOTION PASSED
==========

The UAF Faculty Senate does not recognize the validity of the current selection process for the Executive Dean of the College of Rural Alaska and directs the Chancellor to follow the established procedure.

11/14/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

RESOLUTION
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm additional membership on the Faculty Appeals and Oversight Committee membership indicated below:

Dale Feist, Professor, CNS
David Stone, Professor, CNS
Joseph Niebauer, Professor, SFOS
Brian Paust, Associate Professor, SFOS
Mark Tumeo, Associate Professor, SOE
Jonah Lee, Professor, SOE

11/14/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

RESOLUTION
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the Chemistry Department Peer Review Committee for the academic year 1995-96 indicated below:

Don Button, Chemistry
Larry Duffy, Chemistry
Dan Jaffe, Chemistry
Rainer Newberry, Geology
Channon Price, Physics
David Shaw, Chemistry
Richard Stolzberg, Chemistry

EFFECTIVE: Immediately

RATIONALE: According to UAF Regulations, units with less than seven tenured faculty must have their Unit Peer Review committees augmented with additional appropriate faculty. Presently the Chemistry Department has six tenured faculty, one of whom is serving on the University-wide Promotion and Tenure Committee. Thus, Chemistry has only five faculty eligible for serving on the Unit Peer Review Committee this year.

Tri Thyn 11/14/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

RESOLUTION
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the Education Department Peer Review Committee for the academic year 1995-96 as indicated below:

Raymond Barnhardt, Professor of Education
Dauna Browne, Associate Professor of Guidance & Counseling
Perry Gilmore, Associate Professor of Education
Willaim Parrett, Professor of Education
David Smith, Professor of Education
Clif Lando, Associate Professor of Mathematics
John Kelley, Professor - Institute of Marine Science
Cecilia Martz, Associate Professor - Kuskokwim Campus

EFFECTIVE: Immediately

RATIONALE: According to UAF Regulations, units with less than seven tenured faculty must have their Unit Peer Review committees augmented with additional appropriate faculty. Presently the Education Department has seven tenured faculty, one of whom is serving on the University-wide Promotion and Tenure Committee and one who is the Director and cannot serve on the committee because her position is an administrative appointment. Thus, Education has only five faculty eligible for serving on the Unit Peer Review Committee this year.

Tim Hegg 11/14/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

MOTION PASSED
==========

The UAF Faculty Senate moves to postpone action on a policy on consensual (amorous) sexual relations until the December 4, 1995 meeting.

Eric Hayes 11/14/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

RESOLUTION PASSED
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to endorse the proposed changes to the System Governance Council Constitution.

RATIONALE: The changes reflect the relative importance and success of the Faculty Alliance, as well as the Coalition of Student Leaders and the Staff Alliance, and make the Systemwide Governance Council more of a coordinating group for those three organizations.

Eric Hayne 11/14/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the statement on Interdisciplinary Studies as currently listed in the UAF Catalog with the following noted changes:

[[ ]] = Deletions
CAPS = Additions

> Interdisciplinary Studies is a program available to UAF students within the associate of applied science, bachelor of arts, bachelor of science, and bachelor of technology degree options. The interdisciplinary program option provides flexibility to students with well-defined goals who do not fit into one of the established majors offered by the university.
>
> A student may submit his/her proposal for an interdisciplinary program upon completion of 15 credits at UAF [[and preferably 30 credits (for the associate's degree), or 60 credits (for the bachelor's degree) prior to graduation.]], AND HE/SHE SHALL HAVE AT LEAST 30 CREDITS REMAINING IN HIS/HER PROPOSED DEGREE PROGRAM WHEN SEEKING APPROVAL FOR AN INTERDISCIPLINARY DEGREE. The proposed curriculum must differ significantly from established degree programs at UAF and will require evidence that the necessary facilities and faculty are available to ensure an approximation of a normal undergraduate degree. All general requirements for the A.A.S., B.A., B.S., or B.T. degree must be met.
>
> In developing an interdisciplinary proposal, the student should specify the degree (A.A.S., B.A., B.S., or B.T.), include an explanation of how the proposed program differs substantially from established UAF programs, and a discussion that current UAF resources are adequate to meet the requirementS of the proposed program. (A MINIMUM OF TWO DISCIPLINES IS REQUIRED FOR THE INTER-DISCIPLINARY DEGREE). The student then obtains an advisory committee of at least three faculty members from the appropriate disciplines THERE SHALL BE AT LEAST ONE FORMAL MEETING WITH THE FULL COMMITTEE TO REVIEW THE STUDENT'S PROPOSAL. The committee will appoint a chair, review the proposed program, select a degree title in concert with the student, and make its recommendation. Applicants then submit to the Provost their proposal for the program they wish to pursue, specifying the degree, proposed curriculum WORKSHEET, and rationale. THE DEGREE

IS AWARDED THROUGH THE SCHOOL OR COLLEGE OF THE CHAIR OF THE COMMITTEE, SUBJECT TO APPROVAL BY THE PROVOST.

Students interested in pursuing an interdisciplinary A.A.S., B.A., B.S., or B.T. degree, or who want to explore this as a degree option, can contact the Academic Advising Center to receive assistance in finding faculty advisors and developing their curriculum proposal.

EFFECTIVE: Fall 1996

RATIONALE: Clarification of procedures and requirements for interdisciplinary degrees.

[signature] 11/14/95

President, UAF Faculty Senate Date

APPROVAL: Joan K Woodlow DATE: 11/20/95

Chancellor's Office

DISAPPROVED: _____ DATE: _____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

MOTION
=======

The UAF Faculty Senate moves to modify the deadline schedules for add/drop, withdrawal, credit/audit, and freshman low grade reports as indicated below:

[[ ]] = deletion
CAPS = addition

1. Change *Last Day to Add* from [[End of 1st week of instruction]] to: SECOND FRIDAY AFTER 1ST DAY OF INSTRUCTION.
2. Change *Late Add* from [[Until the 4th Friday after classes begin]] to: 4TH FRIDAY AFTER 1ST DAY OF INSTRUCTION.
3. Change *Drop* from [[Until the end of the 2nd week of Instruction]] to: 3RD FRIDAY AFTER 1ST DAY OF INSTRUCTION.
4. Change *Freshman Low Grade Reports* from [[4th week of classes]] to: THE WEDNESDAY OF THE FOURTH FULL WEEK AFTER THE 1ST DAY OF INSTRUCTION.
5. Change *Withdrawal for Freshman and Non-degree Students* from [[Until the 6th Friday after classes begin]] to: 6TH FRIDAY AFTER 1ST DAY OF INSTRUCTION.
6. Change *Withdrawal (for all other students)* from [[Until the 4th Friday after classes begin]] to: 4TH FRIDAY AFTER 1ST DAY OF INSTRUCTION.
7. Change *Faculty Initiated Withdrawal* from [[Prior to the 4th Friday of classes]] to: 4TH FRIDAY AFTER 1ST DAY OF INSTRUCTION.
8. Change *Change from Credit to Audit* from [[Subsequent to the 3rd Friday after Instruction begins]] to: FOLLOWING 3RD FRIDAY AFTER 1ST DAY OF INSTRUCTION.
9. Change *Change from Credit to Audit After 3rd Friday of Class (freshmen and non-degree students)* from [[Same deadlines as Withdrawal but instructor's signature required]] to: UNTIL THE 6TH FRIDAY AFTER 1ST DAY OF INSTRUCTION.
10. Change *Change from Credit to Audit After 3rd Friday of Class (all others)* from [[Same deadlines as Withdrawal but instructor's signature required]] to: 4TH FRIDAY AFTER 1ST DAY OF INSTRUCTION.

Late withdrawal and late total withdrawal remain the same as printed (Until the Last Day of Instruction).

Note: First day of instruction identified in catalog.

EFFECTIVE: Fall 1996

RATIONALE: To simplify the placement of dates and make the calendar more comprehensible.

Eric Hayes 11/14/95
President, UAF Faculty Senate Date

APPROVAL: Joan K Wadlow DATE: 11/20/95
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #59 on November 13, 1995:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the policies on course compression and course approval by adding the following:

Any course compressed to less than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than 6 weeks must be approved by the Core Review Committee.

Any new course proposal must indicate those course compression formats in which the course will be taught. Only those formats approved will be allowed for scheduling.

EFFECTIVE: Fall 1996

RATIONALE: There is no existing institutional policy establishing an approval process for offering specific courses in a compressed format. This lack of an approval process has caused some faculty to question the appropriateness of some compressed courses. The proposed policy change implements an approval process using the existing governance structure and places the burden of review at the college/school level. A more general review by the Core Curriculum Committee is required for proposals to compress core courses because of their common use across disciplines.

Courses currently offered in a compressed format were not granted blanket approval so that individual colleges and schools could review their current compressed offerings. The proposed policy does not prohibit colleges/schools from granting such a blanket approval themselves.

Teri Hegna 11/14/95
President, UAF Faculty Senate Date

APPROVAL: Joan K. Wadlow DATE: 11/20/95
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #58 on September 18, 1995:

MOTION PASSED
==========

The UAF Faculty Senate moves to confirm the membership of the Faculty Appeals and Oversight Committee membership as follows:

Diane Bischak, Associate Professor, SOM
Dennis Crawford, Associate Professor, ACE (96)
Marvin Falk, Associate Professor, CLA
Greg Goering, Associate Professor, SOM
DeAnne Hallsten, Professor, CRA
Alan Jubenville, Professor, SALRM
Vidyadhar. Kamath, Professor, SME
Meriam Karlsson, Associate Professor, SALRM
Walt Peterson, Instructor, CRA
Nag Rao, Professor, CLA
Wayne Vandre, Professor, ACE
Daniel Walsh, Associate Professor, SME

EFFECTIVE: Immediately

Eric Hayes 9/19/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #58 on September 18, 1995:

RESOLUTION PASSED
==========

WHEREAS, the recently adopted Regents' policy on non-bargaining unit faculty compensation has nothing in common with the UAF Faculty Senate and statewide Faculty Alliance recommendations for faculty compensation developed over the last year in consultation with the Systemwide Academic Council; and

WHEREAS, Regents' policy assumes that at least one-fifth of University of Alaska faculty are not satisfactorily performing their jobs and therefore do not deserve annual raises, and furthermore asks faculty to identify those undeserving professors; and

WHEREAS, Regents' policy allows for a maximum of fourth-fifths of the faculty to receive annual raises in a given year, but does not offer any minimum, so that "annual" raises are actually entirely discretionary; and

WHEREAS, Regents' policy also includes an explicitly "discretionary" fund for administrators to grant raises to whomever they please, including raises for promotion of anywhere between zero and ten percent; and

WHEREAS, Regents' policy is insulting, divisive, and not responsive to the collaborative work of faculty on all three campuses;

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate joins the UAA Faculty Senate in urging the Board of Regents immediately to suspend the new policy and hold adequate public hearings to consider adoption of the UA Faculty Alliance recommended compensation policy.

Tim Hogan 9/19/95

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

MOTION PASSED (AS AMENDED)

==========

At the request of Chancellor Wadlow, the UAF Faculty Senate endorses the selection of the following individuals as a pool from which to select two representatives to a Chancellor's committee to evaluate last year's program assessment: Eric Heyne, Brian Barnes, John Craven, Michele He'bert, Donald Lynch, John Leipzig, and Dana Thomas.

4/25/95

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

MOTION PASSED (AS AMENDED)
==========

ORIGINAL

MOTION
========

The UAF Faculty Senate moves to adopt the following changes to its by-laws (Section 3 Art. V Committees STANDING and PERMANENT):

ADD = CAPS
DELETE = [[]]

STANDING 4. THE GRADUATE CURRICULAR AFFAIRS COMMITTEE WILL INCLUDE FIVE MEMBERS AND WILL BE RESPONSIBLE FOR THE REVIEW AND APPROVAL OF GRADUATE COURSES, CURRICULUM AND GRADUATE DEGREE REQUIREMENTS, AND OTHER ACADEMIC MATTERS RELATED TO INSTRUCTION AND MENTORING OF GRADUATE STUDENTS. THE DEAN OF THE GRADUATE SCHOOL, AND THE DIRECTORS OF THE LIBRARY, AND ADMISSIONS AND RECORDS AND ONE GRADUATE STUDENT, ARE NON-VOTING EX-OFFICIO MEMBERS.

PERMANENT 3. THE GRADUATE SCHOOL ADVISORY COMMITTEE WILL INCLUDE THREE FULL-TIME FACULTY MEMBERS APPOINTED BY THE SENATE PRESIDENT, THREE FULL-TIME FACULTY MEMBERS APPOINTED BY THE PROVOST, AND ONE GRADUATE STUDENT SELECTED BY THE PROVOST FROM NOMINATIONS SUBMITTED BY THE GRADUATE FACULTY AND STUDENT SENATE. THE GRADUATE STUDENT MUST HAVE COMPLETED A MINIMUM OF ONE FULL YEAR OF ATTENDANCE AT UAF. EACH DEPARTMENT WITH A GRADUATE PROGRAM IS LIMITED TO NO MORE THAN ONE MEMBER. THE DEAN OF THE GRADUATE SCHOOL AND THE PRESIDENT OF THE FACULTY SENATE ARE EX-OFFICIO NON-VOTING MEMBERS. THE DEAN OF THE GRADUATE SCHOOL WILL CONVENE REGULAR MEETINGS, AND MUST CONVENE ADDITIONAL MEETINGS IF REQUESTED BY TWO MEMBERS OF THE COMMITTEE. THE COMMITTEE WILL ADVISE THE DEAN OF THE GRADUATE SCHOOL AND THE PROVOST ON ADMINISTRATIVE MATTERS PERTINENT TO THE OPERATION AND GROWTH OF GRADUATE STUDIES AT UAF, INCLUDING FINANCIAL AND TAX-RELATED ISSUES AND DEALINGS WITH OTHER UNIVERSITIES. ALL

RECOMMENDATIONS REGARDING CURRICULAR MATTERS WILL GO TO THE GRADUATE CURRICULAR AFFAIRS COMMITTEE AND THE FACULTY SENATE FOR APPROVAL.

[[3. The Graduate Council shall consist of:

1. 5 graduate faculty members elected from and by the Senate with no more than two members from the same college or school.
2. To the extent not already being represented by the 5 Senate members, 1 member elected from and by faculty in schools and colleges with active graduate programs, or 2 if the school or college has one or more active Ph.D. programs.
3. 1 graduate student.
4. 4 ex-officio non-voting members: Dean of the Graduate School; Coordinator of Graduate Studies; Director of Admissions and Records; and Director of the Library.]]

EFFECTIVE: Immediately

RATIONALE: The Graduate Council feels that this structure will better serve the process of graduate education at UAF.

Terri Hogan 4/25/95
President, UAF Faculty Senate

APPROVED: Joanne Wilson DATE: 4/27/95
Chancellor's Office

DISAPPROVED:_____ DATE:_____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

MOTION
=======

The UAF Faculty Senate moves to endorse the 1995-96 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preferences for committee selection were reviewed and weighed against membership distribution from schools and colleges.

4/25/95

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

RESOLUTION ON OFFICE OF FACULTY DEVELOPMENT

RESOLUTION
==========

WHEREAS , Faculty Development services on campus improve effectiveness of instruction and advising, encourage collegial exchange of ideas, and provide training and materials to inspire and support creative teaching and research,

THEREFORE BE IT RESOLVED, that the Faculty Senate recommends that the Office of Faculty Development be more fully supported, with a half-time faculty officer and half-time clerical support; and

BE IT FURTHER RESOLVED , that the first priorities for the OFD be as follows:

1) generation of funding to support development of teaching, supervision, and mentoring of undergraduate and graduate students, including travel to seminars, presentation of on-campus seminars, and a collection of teaching resources to be housed at the OFD:

2) encouragement of peer support for teaching, including a mentoring program for new faculty, and peer visit programs to supplement SOI's and stimulate cross-classroom exchange;

3) implementation of the UAF Featured Faculty Program, in conjunction with the Office of the Provost.

RATIONALE: In the past, the UAF Office of Faculty Development has provided seminars on teaching, on the assessment of teaching, and on faculty promotion and tenure. The office has generated outside funding for off-campus faculty training and for presentation of successful UAF teaching programs at conferences. Program efforts to achieve and retain accreditation are also enhanced by the existence of vital faculty development services.

Unfortunately, the Fall 1994 Assessment report (Kuykendall, Worley) concluded that the funding of faculty development provides "such minimal services that it is difficult to locate on campus" and that "the absence of such an office jeopardizes both faculty morale and the quality of teaching and advising services."

The faculty senate should support current efforts of the Provost to reinvigorate this valuable office.

4/25/95

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate approved and passed the following at its Meeting #57 on April 24, 1995.

MOTION PASSED (one opposed)
==========

MOTION
=======

The Faculty Senate accepts the recommendation of the Ad Hoc Committee on Unit Criteria and approves the following unit criteria.

Art Department Unit Criteria
Library Science Unit Criteria
College of Natural Sciences Unit Criteria
Department of Mathematical Sciences Unit Criteria
School of Engineering Unit Criteria

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The foregoing unit criteria have been reviewed and approved by the Ad Hoc Committee on Unit Criteria and by the Provost. The question of criteria that might be applied to the various units in setting standards for evaluation has been debated since 1988. Approval of this block represents the first formal approval of any supplemental unit criteria

[Note: Copies of the above criteria will be available in the Governance Office and at the Senate meeting.]

Tim Hagan 4/25/95
President, UAF Faculty Senate

APPROVED: Joan Wadelow DATE: 4/27/95
Chancellor's Office

DISAPPROVED:_____ DATE:_____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate approved and passed the following at its Meeting #57 on April 24, 1995.

MOTION TO APPROVE DEGREE CANDIDATES

MOTION
=======

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded appropriate UAF degrees, pending completion of all University requirements. [Note: copy of the list is available in the Governance Office.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

Tim Hogan 4/25/95
President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate approved and passed the following at its Meeting #57 on April 24, 1995.

MOTION TO ADOPT 1995-96 MEETING CALENDAR

MOTION
=======

The Faculty Senate adopts the following calendar for its 1995-96 meetings:

EFFECTIVE: Immediately

RATIONALE: Meetings have to be scheduled and a room reserved well in advance.

UAF FACULTY SENATE 1995-96
Calendar of Meetings
All meetings will take place in Wood Center Ballroom

58	9/18/95	Monday	1:30 p.m.	face-to-face
59	10/16/95	Monday	1:30 p.m.	audioconference
60	11/20/95	Monday	1:30 p.m.	audioconference
61	12/4/95	Monday	1:30 p.m.	face-to-face
62	2/5/96	Monday	1:30 p.m.	face-to-face
63	3/25/96	Monday	1:30 p.m.	audioconference
64	4/22/96	Monday	1:30 p.m.	face-to-face

Lee Hayes 4/25/95
President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

MOTION TO EMPOWER ADMINISTRATIVE COMMITTEE

MOTION
=======

The Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate between April 25 and September 18. All Senate members are invited to attend and participate in any Administrative Committee meetings held during this period, and any such meetings will be posted in advance and notification given to senators.

EFFECTIVE: Immediately

RATIONALE: Issues of importance to faculty often arise over the summer when there are fewer faculty members on campus. This motion enables the Administrative Committee to take positions on behalf of faculty on such issues.

Lisa Horn 4/25/95
President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

RESOLUTION ENDORSING FACULTY ALLIANCE POSITION
ON FACULTY SALARY STRUCTURE

RESOLUTION
==========

The UAF Faculty Senate endorses the following position taken by the Alliance of Faculty Senates.

For simplicity and standardization, we propose a system of compensation based on the staff pay scale which successfully recognizes increased experience over time. Our proposal addresses the goal of formulating a simple mechanistic system of pay increases that could prevent the demoralizing practice of holding experienced faculty members' salaries constant while bringing in new faculty at higher pay. This proposal is similar to the staff compensation system in that it offers three percent annualized increases awarded every two years based on satisfactory or better performance. These increases fall to an annualized rate of 1.5 percent at the higher end of the ranges. It also offers the opportunity for promotions, which are equivalent to moving to a higher grade in the staff compensation scale. This proposal is a product of senate deliberations over the past few months, and, time permitting, will be reviewed by the senates one last time in the next couple of weeks.

The new salary schedule for non-bargaining unit faculty should contain the following elements.

1. salary increases annualized at 3 percent;

2. cost of living adjustments to the faculty salary scale applied in the same manner as to the staff salary scale;

3. step increases based on overall satisfactory or better performance every two years for the first 12 years;

   a. salary increases for promotion are equivalent to a 2 year salary jump, from year 7 to year 10.

4. step increases of 1.5% after 12 years; and

5. appropriate discipline based started salaries

4/25/95

President, UAF Faculty Senate

ORIGINAL

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

MOTION (PASSED)
==========
The UAF Faculty Senate moves to delete bylaw Section 3 Art V Permanent Committee B and C.

RATIONALE: The sections should have been deleted in the original motion to reorganize the Senate graduate committees.

Teri Hayes 4/25/95
President, UAF Faculty Senate

APPROVED: _____ DATE: 4/25/95
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #57 on April 24, 1995.

RESOLUTION OF APPRECIATION FOR COLIN READ

WHEREAS, Professor Colin Read served on the 1992-93 UAF Faculty Senate Administrative Committee, as 1993-94 Senate President-elect, and 1994-95 Senate President, and

WHEREAS, Colin was the first spokesperson for the newly created UA Alliance of Faculty Senates, and was re-elected for a second term, serving from 1993-95, and

WHEREAS, Colin served on other statewide and UAF committees over the last three years, too numerous to mention, during a period of extreme financial duress and a host of threats to the university community and its mission, and

WHEREAS, Colin has been an extraordinarily diplomatic and patient leader, and always a determined and eloquent voice for faculty rights, and

WHEREAS, Colin has earned the highest respect from UA Regents, Statewide administrators, and UAF administrators, but far more importantly, from his fellow faculty members,

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate thanks Professor Colin Read for his exemplary service, congratulates him on being done with governance duties (for a while), and wishes him luck on his well-earned sabbatical.

Dated this 24th day of April, 1995.

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1955.

MOTION PASSED (Unanimous approval)
==========

ORIGINAL

Faculty Appeals - Bylaw Change

I proposed The following motion for introduction to the Faculty Senate meeting of February 6, 1995.

Motion to Amend Faculty Senate Bylaws Sec. 3 (Article V-Committees) Permanent 8:

The UAF Faculty Senate moves to amend its bylaws Sec. 3(Article V-Committees) Permanent 8 to read as follows:

The Faculty Appeals AND OVERSIGHT Committee shall be composed of two [[one]] tenured faculty members, ELECTED [[selected]] from each college/school and confirmed by the Faculty Senate, who shall serve for a two year term. Members' terms will be staggered to provide continuity. THIS COMMITTEE WILL FUNCTION AS AN APPEAL BODY FOR ISSUES OF FACULTY PREROGATIVE, OVERSEE EVALUATION OF ACADEMIC ADMINISTRATORS, AND MAKE RECOMMENDATIONS TO THE PROVOST OR CHANCELLOR.

Committee members shall CONSTITUTE [[serve as]] a hearing panel pool to serve as needed on grievance hearing panels.

A promotion/tenure appeals subcommittee composed of five tenured faculty will hear all promotion and/or tenure reconsideration requests and report its findings to the Chancellor according to University of Alaska Fairbanks Regulations, Section IV,B,4.

EFFECTIVE: Immediately on Chancellor's approval

RATIONALE: The current faculty appeals committee has a narrow charge. There is no appropriate faculty-governed process to consider issues such as: student grade appeals; student actions against faculty; challenges to academic freedom; faculty appeals of dismissals, non-retentions, and administrative decisions; and faculty initiated actions against other faculty or faculty governance. This committee will also provide a representative body of senior faculty to oversee the evaluation of administrators, which

has previously been carried out on an ad hoc basis.

This committee is not designed to replace the current University Wide Grievance Council but rather to create a forum to resolve issues of faculty prerogative or faculty appeal. It is hoped that this forum would resolve some issues before they reach the Grievance Council.

This committee and the UAF Faculty Senate will develop procedures for the appeal and administrative evaluations. Appropriate University regulations governing the function of this committee will be formulated.

March 22, 1995

President, UAF Faculty Senate Date

APPROVED: _____ DATE: 3/22/95
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1995.

ORIGINAL

Submitted by Developmental Studies - Ronald D. Illingworth

MOTION
(Additions in Caps)
Deletions in brackets (( ))

The Developmental Studies Committee will INCLUDE [(be)] one representative from each of the following units: Northwest Campus, Chukchi Campus, Kuskokwim Campus, Bristol Bay Campus, INTERIOR -ALEUTIANS Campus, the College of Natural Sciences, the {[Math}] English, MATHEMATICAL SCIENCES, and Cross Cultural Communications Departments, the [[General and] Developmental Studies DIVISION [{Department}] of the COLLEGE OF RURAL ALASKA, [(Rural College, Interior Campus]) RURAL STUDENT SERVICES, AND THE ADVISING CENTER; and two representatives from the TANANA VALLEY CAMPUS [School of Career and Continuing Education]. [{Additionally, there shall be one non-voting representative each from Rural Students Services and from the Advising Center.}] THE DEVELOPMENTAL STUDIES COMMITTEE SHALL CONSIDER POLICIES CONCERNING DEVELOPMENTAL EDUCATION: PROGRAMS, COURSES, INSTRUCTIONAL DEVELOPMENT, EVALUATION, AND ASSESSMENT. This Committee will function as a curriculum council review committee for all developmental studies courses. Discipline based developmental courses will [{first}]be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination

EFFECTIVE: Immediately upon Chancellor's Approval

RATIONALE: Several rural campuses have undergone name changes and the college of Rural Alaska has undergone a name change and an internal restructuring since these bylaws were modified. Additionally,

ORIGINAL

committee members believe it inappropriate for Rural Student Services and the Advising Center to be restricted to non-voting membership. Finally, this change identifies those areas of responsibility which have been a part of this committee since its initial formation in 1987 but which had not been formally incorporated into these bylaws.

Chris Reed March 22, 1995
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE: 3/27/95
Chancellor's Office

DISAPPROVED _____ DATE: _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its meeting #56 on March 20, 1995.

MOTION PASSED (1 Nay)
==========

The UAF Faculty Senate moves to adopt the following Grade Appeals Policy:

GRADE APPEALS POLICY

I. Introduction

The University of Alaska is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. Therefore, the University administration shall not influence or affect an assigned grade or the review of an assigned grade.

The following procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the following procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university.

II. Definitions

A. A "grade" refers to letter grades A, B, C, D, F and Pass. The NB (no basis) and I (incomplete) designators are not grades and, therefore, are not subject to appeal.

B. For the purpose of this procedure, "arbitrary and capricious" grading means:

1. the assignment of a course grade to a student on some basis other than performance in the course, or

2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or

3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

C. "Grading errors" denotes errors in the calculation of grades rather than errors in judgment.

D. All references to duration in "days" refers to university working days, which exclude weekends, holidays and days in which the university is officially closed.

E. "Department head" for the purposes of this policy denotes the administrative head of the academic unit offering the course (e.g., head, chair or coordinator of an academic department).

III. Procedures

A. Errors by an instructor in determining and recording a grade or by the university staff in transcribing the grade are sources of error that can be readily corrected through the student's prompt attention following the normal change of grade procedure.

1. It is a student's obligation to notify the instructor of any possible error immediately by the most direct means available. If this is through an oral conversation and/or the issue is not immediately resolved, it is the student's responsibility to provide the instructor with a signed, written request for review of the grade, with a copy to the unit department head and the dean of the college or school in which the course was offered.

2. Notification must be received by the instructor and/or department head within 20 days from the first day of instruction of the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).

3. The instructor is responsible for notifying the student in writing of his or her final judgment concerning the grade in question within 10 days of receipt of the request, and for promptly submitting the appropriate change of grade form to the Director of Admissions and Records if an error occurred.

4. If the student does not receive a response from the instructor or the unit department head by the

required deadline, the student must seek the assistance of the dean of the college or school in which the course was offered.

5. If the instructor is no longer an employee of the university or is otherwise unavailable, the student must bring the matter to the attention of the unit department head who will make every effort to contact the instructor.

    a. If the instructor can not be contacted but course records are available, the department head may correct a grading error through the regular change of grade process on behalf of the instructor.

    b. If the instructor can not be contacted and course records are either unavailable or indecisive, the student may request a review following the procedure outlined below.

6. there may be extenuating circumstances when the deadlines cannot be met due to illness, mail disruption, or other situations over which the student may have no control. in such a case, upon request from the student, the dean of students, after review of supporting documentation provided by the student, may recommend to the grade appeals committee that the deadlines be adjusted accordingly. an extension of the deadline will be limited to one semester but every effort should be made to complete the appeal process within the current semester.

B. If no such error occurred, the remaining option is by review for alleged arbitrary and capricious grading, or for instances where the course instructor is unavailable and satisfaction is not forthcoming from the appropriate department head.

1. This review is initiated by the student through a signed, written request to the department head with a copy to the dean of the college or school in which the course was offered.

    a. The student's request for review may be submitted using university forms specifically designed for this purpose and

available at the Admissions and Records Office.

b. By submitting a request for a review, the student acknowledges that no additional mechanisms exist within the university for the review of the grade, and that the university's administration can not influence or affect the outcome of the review.

c. The request for a review must be received no later than 45 days after the first day of instruction in the next regular semester (i.e., fall semester for grade issued at the end of the previous spring semester or summer session; spring semester for grade issued at the end of the previous fall semester).

d. The request must detail the basis for the allegation that a grade was improper and the result of arbitrary and capricious grading and must present the relevant evidence.

2. It is the responsibility of the department head to formally notify both the instructor who issued the grade and the dean of the unit's college or school that a request for a review of grade has been received.

3. The dean will appoint a 5 member review committee composed of the following:

a. One tenure-track faculty member from the academic unit in which the course was offered (other than the instructor of the course).

b. Two tenure-track faculty members from within the college or school but outside of the unit in which the course was offered.

c. One tenure track faculty member from outside the college or school in which the course was offered.

d. At the option of the student whose grade is being reviewed, the fifth member to be appointed by the dean will be a student or another tenure track faculty member outside the college or school in which the course was offered.

e. The campus judicial officer or his/her designee shall serve as a nonvoting facilitator for grade appeals hearings. This individual shall serve in an advisory role to help preserve consistent hearing protocol and records.

4. The committee must meet within 10 days of receipt of the student's request.

a. During this and any subsequent meetings, all parties involved shall protect the confidentiality of the matter according to the provisions of the Family Educational Rights and Privacy Act (FERPA) and any other applicable federal, state or university policies.

b. Throughout the proceedings, the committee will encourage a mutually agreeable resolution.

c. At this meeting, the committee will rule on the validity of the student's request. Grounds for dismissal of the request for review are:

1) This is not the first properly prepared request for appeal of the particular grade.

2) The actions of the instructor do not constitute arbitrary and capricious grading, as defined herein.

3) The request was not made within the policy deadlines.

4) The student has not taken prior action to resolve the grade conflict with the instructor, as described under section III, A.

d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department head and dean within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

5. Acceptance for consideration of the student's request will result in the following:

   a. A request for and receipt of a formal response from the instructor to the student's allegation.

   b. A second meeting scheduled to meet within 10 days of the decision to review the request.

      1) The student and instructor will be invited to attend the meeting.

      2) The meeting will be closed to outside participation, and neither the student nor instructor may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

      3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

      4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

6. The final decision of the committee will be made in private by a majority vote.

   a. The committee is not authorized to award a grade (letter or pass/fail) or take any action with regard to the instructor.

d. In the event that the committee votes to dismiss the request, a written notice of dismissal must be forwarded to the student, instructor, department head and dean within five days of the decision, and will state clearly the reasoning for the dismissal of the request.

5. Acceptance for consideration of the student's request will result in the following:

   a. A request for and receipt of a formal response from the instructor to the student's allegation.

   b. A second meeting scheduled to meet within 10 days of the decision to review the request.

      1) The student and instructor will be invited to attend the meeting.

      2) The meeting will be closed to outside participation, and neither the student nor instructor may be accompanied by an advocate or representative. Other matters of format will be announced in advance.

      3) The proceedings will be tape recorded and the tapes will be stored with the campus Judicial Officer.

      4) The meeting must be informal, non-confrontational and fact-finding, where both the student and instructor may provide additional relevant and useful information and can provide clarification of facts for materials previously submitted.

6. The final decision of the committee will be made in private by a majority vote.

   a. The committee is not authorized to award a grade (letter or pass/fail) or take any action with regard to the instructor.

ORIGINAL

b. Actions which the committee can take if it accepts the student's allegation of arbitrary and capricious grading must be directed towards a fair and just resolution, and may include, but are not limited to, the following:

1) direct the instructor to grade again the student's work under the supervision of the department head,

2) direct the instructor to administer a new final examination and/or paper in the course,

3) direct a change of the student's registration status (i.e., withdrawn, audit, dropped) in the course.

c. A formal, written report of the decision must be forwarded to the student, instructor, department head, dean and Director of Admissions and Records within five days of the meeting.

d. The decision of the committee is final.

EFFECTIVE: Beginning of Fall Semester 1995

RATIONALE: No such formal appeals process currently exists. This has lead to inconsistencies in the handling of such cases.

[signature] March 22, 1995

President, UAF Faculty Senate Date

APPROVED: [signature] (see statement) DATE: 3/31/95
Chancellor's Office

DISAPPROVED_____ DATE:_____
Chancellor's Office

In signing this I want to emphasize two points:
1. The grade appeals policy fills a very serious gap in UAF procedure and I am pleased that the Senate acted and appreciate the efforts that resulted in its development.
2. Experience may suggest formal revisions. Yet I hope that meanwhile the committee exercises its full authority in the last provision to secure a "fair and just resolution"; this provision authorizes the committee to take actions beyond those that are specifically listed. For example, the committee might find it desirable to appoint a faculty peer committee to grade the student's work again. And, the committee might also want to include in its written report any conclusion that the instructor's action was unethical and possibly illegal.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1995.

Submitted by Faculty Development, Assessment, and Improvement
Featured Faculty Proposal- Joan Worley

MOTION (PASSED AS AMENDED - 4 Nays)

Amendments in CAPS

The UAF Faculty Senate moves to accept the proposal on Featured Faculty.

POLICY AND PROCEDURES FOR TEACHING RECOGNITION AT UAF

PREAMBLE

UAF is creating the UAF Featured Faculty as its way of recognizing and certifying teaching excellence within the institution. While UAF endorses and encourages the granting of awards to outstanding teachers, it also wishes to recognize teaching excellence in a way which emphasizes performance relative to explicit criteria rather than the competitive comparisons which are inherent in award programs. Thus, election to the Featured Faculty will identify a faculty member as an excellent teacher as determined by criteria rather than by comparison to peers. The Featured Faculty will, in addition to providing recognition for faculty, become an important part of UAF's efforts to maintain and improve the quality of instruction within the institution.

Faculty at the University of Alaska Fairbanks may be recognized for exemplary teaching practices when their teaching performance for at least three years demonstrates consistently high-quality instruction and this performance quality is confirmed by students, colleagues within their unit, supervisor, Dean or Director and Provost. Faculty selected to be recognized for exemplary teaching practices shall receive a Certificate of Teaching Excellence Recognition and will be given membership in the UAF Featured Faculty. The membership term will be five years. Newly elected members serve the following calendar year as "Featured Faculty of UAF". Other faculty will be encouraged to observe the teaching practices of Featured Faculty for one month during the calendar year after appointment. The purposes of these awards shall be to improve teaching, recognize high quality teaching, and further develop and support faculty collegiality.

Procedures:

A. Teaching Excellence Recognition, UAF Featured Faculty

Faculty interested in applying for the UAF Featured Faculty shall initiate the process by submission of a letter and support materials to Department Heads. Faculty with an average of 4 or higher over the last three years on any or all of the items: I-1,I-3, or I-4 of the Student Opinion of Instruction (SOI), or "very good" or higher on this or other comparative measures, are strongly encouraged to apply.

Any student, faculty, or staff member may nominate a faculty member for consideration by submitting the nomination to the faculty member's supervisor. The supervisor shall inform the faculty member of his/her nomination and encourage him/her to apply according to procedures described in 1.a

1. Faculty Application Procedures

a. Letter shall indicate:

1) Interest of the faculty member in being considered for the award.

2) Agreement to serve the following calendar year as Featured Faculty.

3) Reasons for being considered for this honor, including personal teaching strengths, areas of significant teaching improvement, successful connection of research and teaching, advising of graduate and undergraduate students, mentorship/supervision of graduate students, and/or record of course/curriculum/pedagogy development.

b. Support materials shall include:

1) Documentation of student evaluation of instruction through student opinion of instruction measures and/or letters of support or other evaluative instruments.

2) Copies of two letters of support for exemplary teaching from peer review of teaching and support materials during the prior three years.

2. Selection Procedures:

a. SUPERVISORS SHALL REVIEW THE SUBMITTED REQUESTS, ADD ANY RECOMMENDATIONS OR COMMENTS, AND FORWARD THE SUBMISSIONS TO THE DEAN OF THE COLLEGE OR SCHOOL BY OCTOBER 25 ANNUALLY.

b. DEANS SHALL REVIEW THE SUBMITTED REQUESTS, ADD ANY RECOMMENDATIONS OR COMMENTS, AND FORWARD SUBMISSIONS TO THE FACULTY SELECTION COMMITTEE BY NOVEMBER 15 ANNUALLY.

c. THE FACULTY SELECTION COMMITTEE SHALL SELECT FEATURED FACULTY AND ANNOUNCE SELECTIONS TO THE PROVOST BY DECEMBER 15.

d. PROVOST SHALL REVIEW THE REQUESTS APPROVED BY THE COMMITTEE OF THE FACULTY AND ANNOUNCE APPOINTMENTS TO FEATURED FACULTY.

e. AFTER SELECTION IS COMPLETED, APPLICATION FILES WILL BE RETURNED TO CANDIDATES.

B. Featured Faculty procedures

1. Faculty Expectations:

Faculty receiving UAF Featured Faculty Membership shall serve as Featured Faculty at UAF during the following calendar year.

a. Faculty shall serve as Featured Faculty for 1 month during the calendar year following their award.

b. Faculty shall admit peers interested in observing their teaching practices during the month they are featured on the Featured Faculty calendar. Faculty will select the month during which they will serve and will notify the coordinator.

c. Faculty shall have the right to refuse peer observation when there is unavailable space or its is deemed inappropriate (hazardous, confidential, other).

d. Faculty shall make every effort to support the intent of peer observations, by providing observation opportunities to at least 3 peer faculty members making such requests, during their agreed-upon month of service.

e. Faculty shall agree to serve as Featured Faculty in the spirit of improving collegiality, providing mentor opportunities to others, and improving teaching practices.

2. Peer observation expectations:

Peer faculty interested in observing a Featured Faculty member(s) shall for the purpose of improving their own teaching practices, shall exhibit every consideration to the instructional environment, Featured Faculty member, and students.

a. Peer faculty interested in observing must contact the Featured Faculty member to arrange an appointment to observe during their month of service.

b. Faculty who observe a peer shall honor and comply with all ethical and professional expectations, as outlined in the Code of Ethics of the Education Profession, State of Alaska, and expected of a professional faculty member.

3. Supervisor expectations:

Featured Faculty may decline to be observed for purposes of evaluation during the agreed-upon month of service to peer faculty.

[signature] March 22, 1995

President, UAF Faculty Senate Date

APPROVED: [signature] DATE: 3/31/95

Chancellor's Office

DISAPPROVED:_____ DATE:_____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1995.

MOTION PASSED (Unanimous approval)
==========

ORIGINAL

The Faculty Senate moves to establish the following path for approval of unit criteria for promotion and tenure.

1. New unit criteria or changes to established criteria are submitted to the Faculty Senate Ad Hoc Committee on Unit Criteria.

2. The Committee either returns the criteria to the unit for suggested changes, or approves the criteria and forward them to the Provost for approval. The Provost returns the criteria to the Committee, either asking for suggested changes or approving them. If they are not returned within thirty days they will be assumed to have been approved.

3. Upon return from the Provost, the Committee brings the unit criteria to the Faculty Senate for approval, and then on the Chancellor for final approval.

EFFECTIVE: Immediately on Chancellor's approval

RATIONALE: Unit Criteria have been stranded repeatedly over the last several years, partly because no clear path of approval has been in place. This procedure should make it possible to finally resolve the issue of supplementary unit criteria for promotion and tenure.

March 22, 1995

President, UAF Faculty Senate Date

APPROVED: _____ DATE: 3/27/95
Chancellor's Office

DISAPPROVED _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1995.

The UAF Faculty Senate endorses a Faculty Compensation Plan based on national average salaries for appropriate disciplines at comparable institutions as determined by nationally published salary surveys.

March 22, 1995

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #56 on March 20, 1995.

The UAF Faculty Senate endorses the Outreach Working Group's "Definition, Criteria, and Evaluation of Service" with the modification that we do not accept paid consulting in excess of appropriate expenses as consistent with public service.

March 22, 1995

President, UAF Faculty Senate Date

5 February 1995

Dr. John P. Keating, Provost
University of Alaska Fairbanks
310 Signers Hall
Fairbanks, AK 99775-7580

Ref: Definition and Evaluation of Service

Dear Dr. Keating:

The Outreach Working Group which you constituted has finished its review and deliberations of this university's policy on the definition and evaluation of service. Our recommended revision of that policy is enclosed with this letter. We suggest that you forward this draft revised policy to the Public Service Committee of the Faculty Senate with a request for full Senate consideration and approval.

After considered discussion of several drafts of the policy on service, the Outreach Working Group has reached consensus. Enroute to consensus, the greatest discussion occurred over three items; a) distinguishing between good citizenship and public service, b) consulting, and c) the issue of whether activity must be free in order to be considered public service. Although the full discussion of these items addressed many things, we offer this brief rationale for what became the core issue in those discussions. It might be useful for these thoughts to also accompany the revised policy as it moves forward.

Good Citizenship versus Public Service. Although we hope the high quality of our faculty extends beyond the university to the communities in which we live, we believe that public service, just as teaching and research, are defined as part of the professional/disciplinary appointment of the faculty member. Thus the definition and evaluation of the public service component of the faculty member's contract with the university must be made within the context of that faculty member's professional appointment. Although good citizenship, e.g. search and rescue missions or helping youth groups, is laudable and to be encouraged, it is not part of the professional appointment of the faculty and thus should not be evaluated as such. Presently there is conflicting policy and practice which the enclosed revision addresses.

Consulting. Consulting results from the professional credibility of faculty and is often compensated beyond the faculty appointment with the university. The university has established policy allowing and controlling the amount of time available to faculty for consulting. This committee believes that consulting should not be considered as part of a faculty member's assigned workload, but that it is beneficial to the university mission, its public visibility, and to university constituencies to recognize and evaluate consulting effort as a part of a faculty member's professional contribution and thus their professional public service.

Free. The present definition of public service is that it must be free. The committee strongly disagrees. Just as with teaching and research, there is a cost to providing public service. Just as with teaching and research, we believe it is appropriate for the university to compensate its faculty for this element of their appointment and to recover some of those costs. Similarly, when publications or other materials are developed for use by university constituencies, we see nothing inappropriate about recovering those costs. It is recognized that the cost recovery structure might vary between those services and materials provided for broad public audiences such as schools and those for more narrow constituencies such as competitive profit making businesses.

Please let us know if there is additional information you would like from us on this subject.

Cordially,

Hollis D. Hall
Chair

Enclosure

cc: Outreach Working Group

2/6/95

DEFINITION, CRITERIA and EVALUATION OF "SERVICE"

As a public university, and as the State of Alaska's Land Grant, Sea Grant, and Space Grant institution, the University of Alaska Fairbanks fulfills the interrelated roles of education, service, and discovery. The core of a university is its faculty. It is in their hands that resides the primary responsibility for teaching both on the campus and to constituencies off the campus, advising students on how to reach their goals, expanding knowledge through basic and applied research, and transferring the fruits from the process of discovery to those who can benefit from the knowledge gained. It is also the responsibility of the faculty to maintain the standards of quality of the university; to ensure that the curriculum is robust; that the faculty is of national quality and diversity; and that their productivity meets prescribed standards. In this context, the faculty performs its important role of governance. The purpose of this discussion is to articulate, distinguish, and to clarify the expectations for faculty in the several areas of service activity.

SERVICE:

Definition of Public Service: The focus of universities is knowledge; expanding knowledge through research, and delivering knowledge both in the classroom

and beyond the campus. When the university focuses its development or delivery of knowledge on the needs of an identified constituency, it is performing its public service function. Thus for each faculty member, the public service role is tied to his/her professional appointment and, as with teaching and research, the expectation for public service of each faculty member varies with his/her discipline and assignment.

In the context of this definition the following changes are recommended to the University regulations as expressed on page 5 of the 8/18/89 document.

3. Effectiveness of Service

The notion of public service is intrinsic to the land grant/sea grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's constituencies is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

a. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to benefit constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional or academic competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or professional assignment. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community; such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

(1) Providing discipline related information services to adults or youth.

(2) Professionally related service on or to government or public committees.

(3) Applying or interpreting research efforts directed towards industry needs.

(4) Developing or delivering a course directed to a constituency issue.

(5) Active participation in discipline-oriented service organizations.

(6) Consulting.

Evaluation of Public Service: Faculty performance is evaluated periodically, especially when promotion or tenure is being considered. As with teaching and research duties, the quality and effectiveness of public service performance, and not just the activity level, is important in developing a full understanding of faculty effectiveness. It is important that faculty activity reporting be changed to include evaluative elements.

Effectiveness in undertaking public service can be demonstrated by such things as:

(a) Publicly recognized professionally related service to constituencies external to the university, including public and private sector groups, governmental agencies, elementary and secondary schools, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents.

(b) Successful application of knowledge and research by constituencies.

(c) Recognition, awards, and honors from constituent groups.

(d) Reputation among peer deliverers of public service.

b. Definition of University Service

Faculty perform a key role in maintaining the quality and balance of programs at a university. Through essential committees, task forces and cooperative enterprises, it is anticipated that faculty members will be involved in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. Examples of such activity include, but are not limited to:

(1) Service on university, college, school, institute, or departmental committees or governing bodies.

(2) Consultative work in support of university functions, such as expert assistance for specific projects.

(3) Service in management as department head or similar part-time administrator.

(4) Participation in accreditation and program reviews.

(5) Service in support of student organizations and activities.

(6) Academic support services such as library and museum programs.

Evaluation of University Service

Faculty performance is evaluated periodically. When promotion or tenure is being considered, an in-depth evaluation of each faculty member is undertaken. As with teaching, research, and public service duties, the quality and effectiveness of university service performance and, not just its performance, is important in developing a full understanding of a faculty member's total effectiveness.

Effectiveness in undertaking university service can be demonstrated by, but is not limited to, the following:

(1) Active contribution through participation in the work of university committees and task forces, especially in a leadership role.

(2) Effective participation in faculty governance, at the departmental, college, and university level.

(3) Contribution to the mission of the university through collaborative or consultative activities related to the expertise of the faculty member.

(4) Effective service as the head of an academic unit, such as department or program.

(5) Recognized expertise or leadership within the university community.

c. Definition of Professional Service

Professional service is the application of one's expertise to the faculty member's academic discipline or area of scholarly interest and is directed towards the promotion, advancement and improvement of the discipline.

Examples of professional service include, but are not limited to:

(1) Active participation or leadership in professional organizations beyond this university.

(2) Editing or reviewing articles or proposals for professional publications or organizations.

(3) Service on accrediting agencies or as a consultant for discipline-based reviews.

(4) Major role in the development of professional conferences or meetings.

(5) Judging or providing educational expertise for discipline-based exhibitions, contests or festivals of peers and colleagues.

Effectiveness in professional service can be demonstrated by such things as:

(a) Selection or election by peers in the discipline for roles requiring leadership, special competence or expertise.

(b) Recognition, awards and honors or other indications of reputation among the faculty member's professional peers.

(c) Recognized leadership or expertise within the discipline.

The UAF Faculty Senate passed the following at its meeting #56 on March 20, 1995.

The UAF Faculty Senate endorses the following Pay Raise Proposal and formula.

PAY RAISE PROPOSAL

STEPS IN RANK	1	2	3	4	5	6
YRS IN RANK	1,2	3,4	5,6	7,8	9,10	11,12
FORMULA						
ASSISTANT	1.00	1.04	1.08	1.12		
ASSOCIATE	1.20	1.24	1.30	1,35	1.38	1.40
FULL	1.40	1.46	1.51	1.57	1.64	1.70

1. These step increases are to reflect increased faculty experience and are in addition to regular cost-of-living increases as provided by the Board of Regents.

2. Assistant Professors shall receive a 4% longevity increase for each step corresponding to every two years of university service (assuming a satisfactory or better evaluation.)

3. Upon promotion to Associate Professor, the faculty members will receive a salary of 20% higher than the base starting Assistant Professor salary.

4. Upon promotion to full professor, the faculty member will receive a base salary of 40% higher than the base starting Assistant Professor salary.

5 Associate Professors must be promoted to full Professor by their 12th year as Associate Professors or forego additional step increases.

6. Full Professors receive a 2% step increase after their 12th year at rank as full Professors.

7. All steps refer to appropriate, discipline based starting salaries.

March 22, 1995

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its meeting #56 on March 20, 1995.

Resolution of the Faculty Senate of UAF Regarding Increasing the Land Grant for UAF

WHEREAS, the University of Alaska Fairbanks is the land grant institution for the State of Alaska, and

WHEREAS, the concept of utilization of a land grant is to provide a source of revenue for support of the University's activities and to provide for research and intellectual opportunities as a model for landuse and resource utilization for each state, and

WHEREAS, historically the University of Alaska Fairbanks has on several occasions attempted to secure an appropriately sized land grant to enable it to accomplish all of the above, and the accomplishment of this land grant has been disrupted on many occasions in our history, and

WHEREAS, the Legislature of the State of Alaska has recently examined the question and reviewed legislative acts calling for the increase in the University of Alaska Fairbanks' land grant, and

WHEREAS, the original concept of a land grant was intended to provide for a continuing utilization and disposition of typically a percentage of all transferred lands from the Federal Government to the State, and

WHEREAS, this amount of land in Alaska should justifiably be one million acres, and several attempts have been made historically to achieve a land grant of this size, and

WHEREAS, conditions for finally obtaining our land grant have not been better in a long time,

NOW THEREFORE BE IT RESOLVED, That the University of Alaska Fairbanks Faculty Senate endorses the concept of increasing the Fairbanks land grant to one million acres, as in the best interest of the University, its students, and the future of Alaska, and

BE IT FURTHER RESOLVED, That the University of Alaska Fairbanks' Faculty Senate urges the Legislature to pursue full transfer of title to its land grant to the University at the earliest possible date.

March 22/95

President, UAF Faculty Senate Date

ORIGINAL

The UAF Facutly Senate passed the following at its meeting on February 6, 1995.

MOTION PASSED (Unanimous approval)

==========

The UAF Faculty Senate moves to change the approval process for credit overload applications by deleting the section requiring the Dean's approval. Final approval will be granted by the department head.

EFFECTIVE: Immediately

RATIONALE: The rationale for this policy change is that such a decision should be that of the student, their advisor, and the department head; where the best information is available.

Chris Read March 9/95

President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE: 3/9/95

Chancellor's Office

DISAPPROVED:_____ DATE:_____

Chancellor's Office

ORIGINAL

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #53 on November 14, 1994:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves to approve the following changes to the M.A. in Professional Communication:

SUMMARY OF CHANGES IN THE M.A. IN PROFESSIONAL WRITING

A change to broaden the degree to a M.A. in Professional Communication has been endorsed by the Departments of Communication, English, Art, and Journalism & Broadcasting. The restructured degree retains the requirement that students complete course work in professional writing and editing in addition to the requirement of demonstrating their professional expertise in the completion of a thesis. When the Departments of English and Journalism & Broadcasting originally developed the degree, the plan was to have both faculties fully involved with the delivery of the degree. With the addition of the faculty in the Department of Communication and the support of faculty in Art, the degree has been changed to offer expanded offerings to students wishing advanced study in Professional Communication. In addition to the writing, editing, and thesis requirements, all candidates for the degree will be required to complete courses in communication theory and communication methodologies. Having completed these courses, students will specialize in either a Journalism & Broadcasting Track or a Communication Track. Each track requires two specialty core courses in addition to their respective editing course and two elective courses. The elective courses can be drawn from discipline specific courses or from within the other track as well as from other approved disciplines.

Following is how the revised M.A. degree in Professional Communication would appear in the UAF catalog:

Degree Requirements:

1. Complete the general university requirements and master's degree requirements.

2. Pass a written, comprehensive examination which is to be taken no later than student's fourth semester of work.

3. Students may advance to candidacy when their advisory committee deems that they have made satisfactory progress in both academic and writing areas.

4. Pass an oral defense of the thesis.

Course Requirements (30-33 credits) for Journalism & Broadcasting and Communication Tracks:
Complete a minimum of 24 credits at the 600 level (a maximum of 6 credits of approved 300-400 level courses may be included in the 30-33 credit requirements):
Required courses (15 credits):

ENGL 687 - Writing Professional Prose	3
COMM/JB 625 - Communication Theory	3
COMM/JB 601 - Communication Methodologies	3
COMM/JB 699 - Thesis	6

Journalism & Broadcasting Track Additional Courses (15 credits):
Required Courses (9 credits):

JB 623 - Advanced Editing for Professionals	3
JB 680 - Diversity and the Media	3
ART/JB 684 - Multimedia Theory and Practice .	3

Elective Courses (6 credits):

JB 605 - Advanced Photography Seminar	3
JB 611 - Advanced Writing for Publication.	3
JB 613 - Advanced Mass Media Law and Regulation	3
JB 633 - Public Relations Theory and Practice	3
JB 640 - Ethics and Reporting	3
JB 641 - Comparative Media Systems	3

Communication Track Additional Courses (15 credits):
Required Courses (9 credits):

COMM 675 - Training & Development Communication	3
COMM 680 - Communication Diversity in the Professional World.	3
ENGL 689 - Editing Prose	3

Elective Courses (6 credits):

COMM 622 - Interpersonal Interaction	3
COMM 631 - Team Building	3
COMM 635 - Organizational Culture and Communication	3
COMM 682 - Seminar in Communication	3

(Alternatively, students in either the JB or the Communication Tracks may take 300, 400, and 600 level courses in Art, Education, English, JB, Communication, Marketing, Business Administration, and Northern Studies as well as graduate level independent studies to fulfill the 6 credit elective requirement, if approved by the student's committee.
Students will also be able to apply up to 6 credits of appropriate graduate level course work from other universities

in the elective area if approved by the student's committee.)

Additional Requirement for Teaching Assistants (3 credits):

COMM 685 - Teaching College Communication	3

NOTE: The UAF Graduate Council approved the changes at their October 14, 1994 meeting.

EFFECTIVE: Upon Board of Regent's Approval

Edward Nov 15, 1994

President, UAF Faculty Senate Date

Approved

Joan M. Wadlow

Nov. 15, 94

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #53 on November 14, 1994:

MOTION PASSED AS AMENDED (unanimous)
==========

The UAF Faculty Senate moves to approve the following changes on evaluating minor and major course changes.

The UAF Faculty Senate moves to amend the policy on evaluating minor and major course changes and dropping courses to include a requirement of notification of all departments for which the subject course is cross-listed. This policy shall be implemented by appending Change Course (Minor) Format 2A and Change Course and Drop Course Format 2 forms with the following:

9. Is this course cross-listed?_____
If yes, Dept. _____ Course No. _____
(Requires written notification of each department and dean involved. Please attach a copy of written notification.)

EFFECTIVE: Fall 1995

RATIONALE: The current forms do not require any notification of crosslisted departments. Problems have occurred in our evaluation process because this omission.

Ed McLeod Nov. 15, 1994
President, UAF Faculty Senate Date

APPROVED: Jane Vadlow
Chancellor's Office
DATE 11/15/94

DISAPPROVED:_____
Chancellor's Office
DATE_____

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #53 on November 14, 1994:

RESOLUTION AS AMENDED PASSED (unanimous)
==========

WHEREAS, over one hundred faculty members participated in program assessment, and

WHEREAS, Professors Brian Barnes, Sukumar Bandopadhyay, and Patricia Kwachka worked closely with faculty governance to represent faculty concerns to the Coordinating Committee, and

WHEREAS Professors Larry Duffy, Eric Heyne, Clifton Lando, John Leipzig, Jeannette Morton, and David Smith worked closely with faculty governance to represent faculty concerns to the Central Committee on academic program assessment, and

WHEREAS, Professors Charles Geist, Greg Goering, Mary Lindahl, John Morack, Gerald Shields, Stephen D. Sparrow, Dennis Stephens, Dana Thomas and Joan Worley, participated in academic program assessment over the summer of 1994, and

WHEREAS, each one of these individuals undertook many hours of study and deliberation, and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered by the program assessment teams for the entire University community, and

WHEREAS, their work is now concluded, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the contributions of the foregoing faculty members and expresses its appreciation for their exemplary service.

May 22/95

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' meeting on October 17, 1994

RESOLUTION PASSED (unanimous)
==========

WHEREAS, The University of Alaska Fairbanks Faculty Senate wishes to express its condolences to the family and friends of the six faculty members and students of UAF who have died in the last few weeks; and

WHEREAS, The University of Alaska Fairbanks Faculty Senate wishes to offer our respect to the memories of Professor Clifford Cox and Professor Thomas Johnston for their thirty-five combined years of exemplary service to UAF;

THEREFORE BE IT RESOLVED, THAT as a small token of our respect, we dedicate a few moments of silence, to remember our friends, and also to reflect on the vocation of teaching and the importance to our lives of our colleagues in the community of scholars.

Nov. 2, 1994

President, UAF Faculty Senate Date

ORIGINAL

ORIGINAL

The UAF Faculty Senate passed the following at its' meeting #52 on October 17, 1994

MOTION PASSED
==========

The UAF Faculty Senate moves to establish an Ad Hoc Committee on faculty retention composed of elected, tenured faculty from all colleges and schools to review all cases of faculty non-retention resulting from program reductions, eliminations, or declarations of financial exigency.

The Ad Hoc Committee on Faculty Retention is to be elected in the same manner as the current Promotion and Tenure Committee. The Faculty Retention Committee is to be charged with the responsibility for making recommendations to the Chancellor and Provost on each affected individual faculty member before the final decision on retention is made. The recommendation should include consideration of whether the non-retention is PROCEDURALLY justified, possibilities for reassignment, and reasonable assistance in relocation. THIS COMMITTEE SHALL BE ESTABLISHED FOR A PERIOD OF THREE YEARS.

EFFECTIVE: Immediately

RATIONALE: The President of the University of Alaska and the Chancellor of the University of Alaska, Fairbanks have announced a three year program of reducing or eliminating academic programs on the Fairbanks Campus to achieve a budget reduction of between eight and twelve million dollars.

The Regents of the University of Alaska have announced a financial exigency policy which permits the declaration of financial exigency on a unit basis.

Reductions of this order of magnitude could lead to the elimination of a large number of both tenured and non-tenured faculty on the basis of program reduction, cancellation, and/or declaration of financial exigency.

There exists no established procedure under which the Faculty Senate or any of its subordinate committees considers matters of faculty non-retention related to

program elimination or reduction or declaration of financial exigency.

An Ad Hoc Committee is, therefore, urgently needed to review and make recommendations on individual cases of non-retention. Without such faculty involvement, there is a risk of decisions on non-retention being bases on invalid criteria.

Oct 18/95

President, UAF Faculty Senate Date

APPROVED:_____ DATE_____
Chancellor's Office

DISAPPROVED:_____ DATE_____
Chancellor's Office

never approved

The UAF Faculty Senate passed the following at its' meeting on October 17, 1994

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the Senate Bylaws with the addition of the following:

Sect. 4 (Art. IX Parliamentary Authority)

Majority and supermajority votes of the Senate shall be counted on the basis of a majority or supermajority of the votes cast by members present, with abstentions not counting as votes.

EFFECTIVE: Chancellor's Approval

RATIONALE: This interpretation is consistent with the most recent version of Robert's Rules of Order, and clears up confusion about different methods of counting votes. Robert's recommends such clarification be included in an organization's bylaws. Abstaining is recommended only for perceived conflict of interest, not to reflect uncertainty or avoid making a decision. This method of counting votes will tend to discourage the use of abstention as a means of passively preventing motions from being passed. Alternative methods of vote-counting may still be adopted by the Senate for particular situations. The term "supermajority" refers to any voting contingent larger than a simple majority, such as two-thirds, three-fourths, or unanimous.

Chris Reed Nov. 2, 1994
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE 11/3/94
Chancellor's Office

DISAPPROVED_____ DATE_____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its' meeting on October 17, 1994

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to empower the Senate president to create an ad hoc committee comprised of at least one representative from Curricular Affairs, Faculty Affairs, and Faculty Development, which will review issues related to the UA Learning Cooperative and, where necessary, submit motions to the Senate for consideration.

EFFECTIVE: Immediately

RATIONALE: The creation of the UALC has resulted in a number of issues that cross the purposes of existing senate committees. For example,

1. How will UAF faculty unfamiliar with various distance delivery systems receive training in selecting a medium (or technology) for delivering a UALC course. Faculty Development.

2. How will tuition for UALC courses be distributed. Budget Committee? A course offered by UAA with students registered and located at UAF impacts our library, computing facilities, etc. What portion of the tuition, if any, would UAA receive for offering the course, grading papers, etc.

3. What process does the Senate foresee for setting curriculum priorities for the UALC. For example, should the emphasis be on large section courses as a budget saving device systemwide or should the emphasis be on offering a greater diversity of more specialized courses systemwide? More specifically, what process will be used to decide which departments receive funds to develop UALC courses? Note that UAA has decided not to offer any experimental courses via the UALC only well established courses are eligible.

4. What MAU will receive the credit hours for UALC courses? As we understand it now, there is no mechanism for such bookkeeping nor any plan for such.

5. How will the UALC work with the MAUs to adjust faculty workload? Consider the case for example where the faculty member responsible for a UALC course has 30 local students but 120 statewide. Faculty Affairs?

6. How will resources be allocated among MAUs and within MAUs for graders, teaching assistants, library resources, and media support? Budget and Faculty Affairs?

7. How will UALC courses be funded? From within departmental budgets? Or separate UALC funds?

8. If two or more MAUs want to offer the same course or program, who decides which MAU will offer the course and what will be the criteria for the decision.

9. The UALC has suggested offering the AA degree via distance delivery. This implies common degree requirements may have to be agreed upon among the MAUs.

10. What type of course evaluation will be used for UALC courses? The type of media used should be evaluated as well as the instructors handling of the course.

Chris Cook Nov. 2, 1994

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #51A on September 22, 1994:

MOTION PASSED (2 nays)
==========

The UAF Faculty Senate moves to clarify that the 2/3 voting procedure to move an item to the C list would require 2/3 positive votes cast for an item to move. Abstentions would be counted in the total.

EFFECTIVE: Immediately

RATIONALE: Point of order was made for clarification. Moving an item from the B list to the C list should require 2/3 positive votes of the total votes cast to move.

Sept 23/94

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #51A on September 22, 1994:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves to recommend that Governance be place on the B list for Program Assessment.

EFFECTIVE: Immediately

RATIONALE: The original motion to place Governance on the C list failed. Senators felt that placing Governance on the C list would not be a wise utilization of time. Thus they recommended placing Governance on the B list, so that it would not be in limbo.

Sept 23/94

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #51A on September 22, 1994:

MOTION PASSED (3 nays)
==========

The UAF Faculty Senate moves to recommend that the UAF Police Department be placed on the C list for Program Assessment.

EFFECTIVE: Immediately

RATIONALE: Although the Police Department recently underwent an external review, this review was mainly focusing on the security aspects of the department. By placing the Police Department on the C list, it will enable the unit to undergo a more comprehensive review regarding their function and effectiveness. Also, it was suggested to review the unit to see how it works together with the Fire Department, which is on the C list.

Sept 23/94

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #51A on September 22, 1994:

MOTION PASSED (4 abstentions)
==========

The UAF Faculty Senate moves to recommend that University of Alaska Statewide Development and Foundation program be placed on the C list for Program Assessment. Note: This item will be forwarded to the Faculty Alliance for further consideration.

EFFECTIVE: Immediately

RATIONALE: Since the Statewide "investment management" function (under Finance) is on the C list, a coordinated review of the accounting/investment responsibilities within the Development and Foundation office may show ways to realign for greater efficiency and cost savings. Also, all UA functions that are duplicated at the campus level to identify unnecessary overlap, as well as opportunities for savings.

Sept 23, 1994

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #51 on September 19, 1994:

RESOLUTION PASSED (unanimous approval)
==========

WHEREAS, program assessment has so far been conducted separately within individual units of the university, and

WHEREAS, the purpose of program assessment is to more sharply define the university's overall priorities in a time of declining budgets,

THEREFORE BE IT RESOLVED, that the Faculty Senate urges the Chancellor to appoint a campus-wide program assessment committee that includes faculty representation from those groups conducting the separate reviews for academic programs, student services, administrative services, and university relations. The charge of this committee would be to make an integrated recommendation for the university's next step in program assessment, and

BE IT FURTHER RESOLVED, that this committee carry out its deliberations beginning on October 24, and submit its recommendations to the chancellor no later than October 31.

RATIONALE: The piecemeal process by which assessment has so far been conducted creates an illusion of across-the-board cuts, which are exactly what program assessment was designed to avoid. Regents' policy on program assessment does not provide any guide to the integration process or its timing, although it allows for advice from governance and other groups. Our advice is to allow faculty familiar with the earlier stages of assessment to provide significant input in the integration phase. Senators expressed concerns over consolidations that would not enhance the schools or colleges. Professional schools will be looked at throughout the UA system. These programs include the School of Engineering, School of Education, and the School of Management. President Read encouraged senators to take all this information regarding program assessment back to their constituents.

Colin Read Sept. 28/94

ORIGINAL

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #51 on September 19, 1994:

MOTION PASSED (1 nay)
==========

The UAF Faculty Senate moves that recommendations to transfer programs from B list to the C list for a more exhaustive analysis must be:

1. Submitted by 2:00 p.m. September 21 via Vax to the Governance Office.

2. A written rationale must accompany each recommendation.

3. Approved by a 2/3 majority of the Faculty Senate in its meeting on September 22 at 4:00 p.m.

Sept. 29/94

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #51 on September 19, 1994:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to confirm the membership of the Faculty Appeals Committee consisting of one tenured faculty member from each college/school, who serve staggered two-year terms. Committee members shall serve as a hearing panel pool to serve as needed on Grievance Hearing Panels.

A Promotion/Tenure Appeals Subcommittee composed of five faculty will hear all promotion and/or tenure reconsideration requests and report its findings to the Chancellor according to University of Alaska Fairbanks Regulations, Section IV, B. 4.

Larry Bennett, SOE
Dennis Crawford, ACE
Koji Kawasaki, CNS
John Kelley, SFOS
Rudolph Krejci, CLA
Jenifer McBeath, SALRM
John Shuler, CRA
Nils Johansen, SME (pending his acceptance)
Cliff Cox, SOM

Sept. 28/94

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #51 on September 19, 1994:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Faculty Affairs, Scholarly Activities; Faculty Development, Assessment, and Improvement; and Service Committee.

Nag Rao, Faculty Affairs
Gerald Plumley, Scholarly Activities
Ray Ralonde, Faculty Development, Assessment & Improvement
Kara Nance, Service Committee

Sept. 25/94

President, UAF Faculty Senate Date

ORIGINAL

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #50 on May 18, 1994:

RESOLUTION
==========

Whereas the Board of Regents is considering changes to the University Policy on financial exigency; and

Whereas the Statewide Administration of the University of Alaska has requested governance groups' responses to suggested changes; and

Whereas financial exigency is an extremely serious step, implying a financial emergency beyond the capacity of the administration to handle without seriously undermining the mission and quality of the university; and

Whereas all units of the University of Alaska are heavily dependent on lump-sum general appropriations by the Alaska State Legislature;

Therefore Be It Resolved, That the UAF Faculty Senate urges the Board of Regents to reserve the declaration of financial exigency to the entire UA system.

Glen Reed May 19/94

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #50 on May 18, 1994:

MOTION
=======

The UAF Faculty Senate moves to empower the Administrative Committee to solicit nominations for and select six faculty members to serve on the Provost Council Program Assessment clusters and to nominate any additional faculty members needed to serve on other assessment groups.

May 19, 1994

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #50 on May 18, 1994:

MOTION
=======

The UAF Faculty Senate moves to table discussion of faculty salary structure and compensation.

May 19, 1994

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #50 on May 18, 1994:

A RESOLUTION OF THE UAF FACULTY SENATE AND
THE STATEWIDE ALLIANCE OF FACULTY SENATES

The Alliance of Faculty Senates asks the Board of Regents to direct participation by the UA Statewide System (hereafter Statewide) in Program Assessment according to the criteria enumerated below.

We ask that the UA Faculty Senates, and other governance units, participate in reviewing criteria for Program Assessment for non-academic units that are part of the UA system.

We ask that the Board of Regents convene a committee chaired by Dr. T. Gaylord (UAF), and consisting of faculty and the UAF, UAA and UAS heads of institutional research/fiscal analysis. The function of this committee should be to review the data provided by Statewide for Program Assessment.

We request that the Statewide administration provide information on cost-savings effected over the past five years. We recognize that the Kaludis Report was completed just a few years ago, and that the most crucial cost-savings are likely to have been only recently implemented. However, we feel that the history over the past five years is essential for fairly assessing all Statewide programs.

We request that Statewide programs be defined as small as is feasible, to facilitate ascertaining the acuity of each program. Below is a listing of divisions within Statewide that are, according to our incomplete information, consistent with our definition of small scale programs. This listing is meant to be illustrative and not inclusive.

Academic Affairs Office
Accounting Services
Advance College Tuition
Admin. Systems Coord. Office
Benefits
Board of Regents Office
Budget Development
Cash & Investment Accounting
Cost Accounting
Educational Property
Equal Employment/Affirmative Action
Financial Services (VP Finance /Controller)
Financial Systems
Institutional Research
Internal Audit
Labor Relations
Land Management
President Office
Procurement/Property
Public Affairs
Records Management
Risk Management
Russian Affairs
UACN Director's Office
UACN Application Services
UACN Customer Service

ORIGINAL

Fund Accounting
General Assembly
General Council
General Services/Payroll
Government/University Relations
Human Resources
UACN Planning, Research Office
UACN Production Services
UACN Technical Services
UACN Telecomm/Networking
UACN ATN
Vocational/Tech. Education

We request that each Statewide program provide specific information.

1. Personnel information: The programs should list employees, their rank and job descriptions. These should equal the total of all the personnel employed by Statewide. The data should be current, for FY94. To facilitate comparisons and evaluation of cost-saving measures implemented over the past five years, we request that the program submit complete personnel information for FY89. In the event that the program was not extant in FY89, we ask for this information from as early a date as is possible.

2. Fiscal information: The programs should provide data to address how Alaska state monies (Fund I minus overhead), and any overhead monies are spent. This should include all revenues, assets, expenses, and liabilities for each program. The sum of all fiscal data for Statewide programs should equal the sums of revenues, assets, expenses, and liabilities for Statewide in toto. Data should be current, for FY94. To facilitate comparisons, particularly with regard to cost-saving measures that have been implemented, full financial information for FY89 should also be included. In the event that the program was not extant in FY89, we ask for this information from as early a date as is possible.

3. A Cost-Benefit Analysis: This should be current, for FY94. If available, a cost-benefit analysis for FY89 should also be included. In the event that the program was not extant in FY89, we ask for this information from as early a date as is possible.

4. Implemented of cost-saving measures: We want to know what cost-saving measures have been implemented over the past 5 years, and how successful they have been. In the event that the program was not extant in FY89, we ask for this information from as early a date as is possible.

5. Self assessment: Each program should provide a self assessment indicating their function; their successes and failures over the past fiscal year (FY94), and over the past five years (since FY89). If applicable, this should include a listing of all formal reports produced. In the event that the program was not extant in FY89, we ask for this information from as early a date as is possible. In this section, programs should indicate if they are mandated because of federal regulations, state regulations, or if they are not so mandated.

ORIGINAL

6. Ancillary or corroborative information: Any data deemed pertinent to a cogent judgment of the cost-benefit of the program should be appended. This might consist of implementation of management programs such as TQM, etc.

RATIONALE: Alaska state budgets have been in decline for several years. The University of Alaska is facing serious shortfalls this year, and predictions for the future are not optimistic. In this budget climate, it is important that the University of Alaska assess the cost-benefit of all of its programs. Previously available criteria for a University-wide Program Assessment are directed to academic programs. However, much of the Alaska state monies received by the University of Alaska are spent on Statewide administration. It is prudent and fair to ask for a cost-benefit analysis for all UA programs, not only academic ones. With this resolution, we ask for the information necessary to clarify how Alaska state monies have been spent by the Statewide administration. Our focus is the implementation of cost-saving measures over the past five years. We believe five years is a reasonable length of time to develop an overview. In addition, State monies have been dwindling for academic programs for the past four years.

[signature] May 19, 1994

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to approve a change in the procedures for the program requirements for degrees in Interdisciplinary Studies during the 1994-95 academic year.

****

Procedure for Obtaining an Advisory Committee for an Undergraduate Degree in Interdisciplinary Studies

In developing an interdisciplinary proposal, the student should specify the degree (A.A.S., B.A., B.S., or B.T.), include an explanation of how the proposed program differs substantially from established UAF programs, and a discussion that current UAF resources are adequate to meet the requirement of the proposed program. The student should first find a faculty member to serve as a chair of an advisory committee for the degree program. Thereafter, the degree program will be administratively attached to the department and college/school of the committee chair. The chair will help the student find at least two additional faculty members from appropriate disciplines to serve on the advisory committee. This committee will review the proposed program, select (in concert with the student) a title for the program and make its recommendation to the Provost through the cognizant dean.

EFFECTIVE: Fall 1994

RATIONALE: This minor change will provide an administrative home (college/school) for interdisciplinary degrees and place the cognizant dean in the approval loop. The Curricular Affairs Committee will consider policy changes concerning interdisciplinary degrees during the 1994-95 academic year.

4/25/94

President, UAF Faculty Senate Date

APPROVED: Joan Wadleigh
Chancellor's Office

DATE 5/3/94

DISAPPROVED: _____
Chancellor's Office

DATE _____

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to delete the university-wide requirement for a demonstrated "competence in a foreign language or a research tool" for the Ph.D. degree and to allow departments and programs to decide whether or not a foreign language or a research tool will be required for degrees within that department or program.

EFFECTIVE: Fall 1994

RATIONALE: The intent of this recommended action is not to encourage abolition of the language or research tool requirement by any department or program which considers it an important part of their Ph.D. curriculum. By having this requirement decentralized, departments and programs which consider it important can set rigorous standards appropriate to their disciplines. The requirement can be eliminated by departments and programs which believe that the requirement is not adding substantially to their students' education. For example, when nearly all students use a pre-existing language skill to meet the requirement. Departments and programs should develop their own revised requirement for publication in the Graduate Catalog.

4/25/94
President, UAF Faculty Senate Date

APPROVED: _____ DATE 5/3/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

ORIGINAL

MOTION PASSED
==========

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) E., PERMANENT, 8. of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

8. The Faculty Appeals Committee shall be composed of ONE ((five)) tenured faculty member, selected FROM EACH COLLEGE/SCHOOL AND CONFIRMED by the Faculty Senate, who shall serve for a two-year term. Members' terms will be staggered to provide continuity. COMMITTEE MEMBERS SHALL SERVE AS A HEARING PANEL POOL TO SERVE AS NEEDED ON GRIEVANCE HEARING PANELS.

   A PROMOTION/TENURE APPEALS SUBCOMMITTEE COMPOSED OF FIVE TENURED FACULTY ((The committee)) will hear all promotion and/or tenure reconsideration requests and report its findings to the Chancellor according to University of Alaska Fairbanks Regulations, Section IV, B, 4.

EFFECTIVE: Immediately

RATIONALE: Expanding the membership of the appeals committee will result in a larger pool of faculty to serve as needed on grievance hearing panels. The formation of a subcommittee will fill the need for an appeals process for promotion/tenure reconsiderations.

4/25/94
President, UAF Faculty Senate Date

APPROVED: _____ DATE 5/3/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to amend the UAF Regulations for the Evaluation of Faculty; Initial Appointment, Annual Review, Reappointment, Promotion, Tenure, and Sabbatical Leave, Article IV.B.4. Exclusive Process for Reconsideration, fifth and sixth paragraphs to read:

(( )) = Deletions
CAPS = Additions

The Chancellor will refer all reconsideration requests to the PROMOTION/TENURE APPEALS SUBCOMMITTEE OF THE Faculty Appeals Committee, which is a permanent committee of the Senate. The PROMOTION/TENURE APPEALS SUBCOMMITTEE ((Faculty Appeals Committee)) shall be composed of five tenured faculty members selected by the Faculty Senate who shall serve for two-year terms. Members' terms will be staggered to provide continuity.

This SUBCOMMITTEE ((Committee)) shall examine the file to determine whether or not the tenure or promotion process and the decision is consistent with Board of Regents Policy or Regulations, University of Alaska Fairbanks Policy or Regulations, and unit standards or indices; and whether or not there is evidence that a material error was made or that there is reason to believe that substantial unfairness did occur. In conducting the review of the decision, the committee shall not substitute its judgment for that of the reviewing bodies but shall determine whether there were other factors which should be considered in the decision.

EFFECTIVE: Immediately

RATIONALE: Expanding the membership of the Faculty Appeals Committee will result in a pool of faculty to serve as needed on grievance hearing panels. The formation of a subcommittee will fill the need for an appeals process for promotion/tenure reconsiderations.

4/25/94
President, UAF Faculty Senate Date

APPROVED: _____ DATE 5/3/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) B., of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

B. Membership on standing and permanment committees will be for two years with the possibility of re-election and will be appointed by the Administrative Committee and endorsed by the full Senate. SENATORS ARE LIMITED TO SERVING ON A MAXIMUM OF ONE STANDING COMMITTEE AT ANY ONE TIME.

EFFECTIVE: Immediately

RATIONALE: Limiting membership on standing committees to one per person will allow a broader cross-representation on each committee.

4/25/94

President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE 5/3/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

ORIGINAL

MOTION PASSED
==========

The UAF Faculty Senate moves to endorse the 1994-95 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

Apr. 25/94

President, UAF Faculty Senate Date

1994-95 UAF FACULTY SENATE COMMITTEE MEMBERSHIP

STANDING COMMITTEES

Curricular Affairs

John Aspnes, SOE (95)
John Craven, CNS (95)
Robert Hollister, CLA (96)
Glenn Juday, SALRM (96)
Don Lynch, CLA (96)
Maynard Perkins, CRA (96)
Marcele Skelton, TVC (95)
*Dana Thomas, CLA (96)--Chair
Ex-Officio: Ann Tremarello, Registrar's Office
Wanda Martin, Advising Center
Joe Hayes, ASUAF

Faculty Affairs

Barbara Alexander, CLA (96)
*Sukumar Bandopadhyay, SME (96)--Chair
Nirendra Biswas, CNS (96)
Dolly Garza, SFOS (95)
Greg Goering, SOM (95)
DeAnne Hallsten, CRA (95)
Ron Illingworth, CRA (96)
Debbie Kalvee, CLA (95)
^David Porter, Dean, SOM
Nag Rao, CLA (95)
Dave Spell, SOE (96)

Scholarly Activities

Wendy Ernst, CLA (96)
Paul Layer, CNS (96)
Michael Panciera, SALRM (95)
Gerry Plumley, SFOS (95)
*David Smith, SOEd. (96)--Chair
Fred Sorenson, ACE (95)
Tom Weingartner, SFOS (96)
^Bob White, Director, IAB

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker
and Honorary Degree Recipients
Joan Braddock, CNS/IAB (95)
*David Hales, CLA (95)--Convener
Koji Kawasaki, CNS (95)
Rudolph Krejci, CLA (95)
Jenifer McBeath, SALRM (95)
Claus-M. Naske, CLA (95)
Non-University: Phil Younker
Student:
Ex-Officio: ^Karen Cedzo, Director
University Relations

Developmental Studies Committee
Deborah Bye, Kuskokwim, CRA (96)
Jerah Chadwick, Devel. Studies, CRA (96)
Richard Clausen, Math, CLA (96)
John Creed, Chukchi, CRA (95)
George Guthridge, Bristol Bay, CRA (95)
Cindy Hardy, Dev. Studies, TVC (96)
*Ron Illingworth, Interior Campus, CRA (95)--Co-Chair
Rose Kairaiuak, RSS (95)
Wanda Martin , Advising Center (95)
Maynard Perkins, Northwest , CRA (96)
Mark Oswood, Biology,/Wildlife, CNS (96)
Riki Sipe, CCC, CLA (95)
Marcele Skelton, General Studies, CRA (96)
*Jane Weber, Dev. Studies, TVC (96)--Co-Chair
Joan Worley, English, CLA (95)
Ex-Officio: ^Ruth Lister, TVC

Faculty Appeals Committee
Larry Bennett, SOE (95)
Clifford Cox, SOM (94)
John Kelley, SFOS (95)
Roger Powers, CLA (94)
Jerry Purser, CES (94)

Faculty Development, Assessment & Improvement

^James Drew, Dean, SALRM
Joan Moessner, CLA (95)
Michael Pippenger, SOM (96)
Channon Price, CNS (95)
Raymond RaLonde, SFOS (95)
Peter Schweitzer, CLA (96)
*Joan Worley, CLA (95)--Chair

Graduate Council

+Diane Bischak, SOM (95); Jim Collins, alt
+Robert Carlson, SOE (96); Lufti Raad, alt.
Basil Coutant, CLA (96); Kes Woodward, alt.
*+Larry Duffy, CNS (95); +John Craven, alt.--Chair
Susan Henrichs, SFOS (96)
Charles Knight, SALRM (95); David Verbyle, alt.
+Peter Knoke, CLA (95)
David Ogbe, SME (96); Dimitri. Hatzignatiou, alt.
+Gerry Plumley, SFOS (96); +Bill Smoker, alt.
Brenton Watkins, CNS (95)
, Graduate Student
Ex-Officio: Joe Kan, Graduate Dean
Mary Ann Borchert, Grad. Student Serv.
Dennis Stephens, Libraries
Ann Tremarello, Director, A&R

Legislative and Fiscal Affairs

Robert Carlson, SOE (96)
Merritt Helfferich, GI
Mike Moore, CRA (95)
Claus-M. Naske, CLA (95)
Wendy Redman, SW Univ. Rel.
*Scott Smiley, CNS (95)--Chair
Dennis Stephens, Library
^Robert Trent, Dean, SME

Service Committee

David Blurton, CLA (95)
Jakup Esop, CRA/TVC (95)
^Hollis Hall, Director, CES
Michele He'bert, ACE (96)
Kara Nance, CLA (96)
*Fred Sorensen, ACE (95)--Chair
Non-University: Herb Smelcer, US BIA
Non-University: Vacant

University-wide Promotion & Tenure Committee

*John Aspnes, SOE (95); Terry McFadden, alt.
Don Carling, SALRM (95); John Yarie, alt.
Mike Castellini, SFOS (96); Chuck Crapo, alt.
Karen Colligan-Tayor, CLA (96); John Leipzig, alt.
Scott Huang, SME (97)
John Keller, CNS (97); John Morack, alt
Jerry Lipka, CLA/SOEd. (96); Dauna Browne, alt.
Kristine Long, CES (96); Don Quarberg, alt.
Joli Morgan, CRA (97); Ruiz Ann Rozell, alt.
Kelley Pace, SOM (95)

OTHER

Core Review

Tom Bartlett (SOM) (96)
Jin Brown, Speech, CLA (96)
Lillian Corti, English, CLA (95)
Basil Coutant,Math, CLA (96)
Patricia Kwachka, Humanities, CLA (96)
Betty Anne Phillip (95)/Juergen Kienle, CNS (96)
Nag Rao, BSHS, CRA (95)
, Student, ASUAF
Ex-Officio: Gorden Hedahl, Dean, CLA
Sue McHenry, RSS

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.

April 25/94

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate until the Senate resumes deliberations in the Fall of 1994 on all matters within its purview which may arise. Senators will be kept informed of the Administrative Committee meetings and will be encouraged to attend, participate, and vote in these meetings.

EFFECTIVE: April 25, 1994

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

Apr. 25 94

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate calls for a special Senate meeting to be held on May 20, 1994 or May 13, 1994 at 1:30 p.m. to discuss the following three issues: 1) Policies and Regulation regarding Financial Exigency; 2) Program Assessment; and 3) UA Salary Structure.

EFFECTIVE: April 25, 1994

Chris Reed Apr. 24/95

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #49 on April 25, 1994:

RESOLUTION OF APPRECIATION

FOR

ORIGINAL

B. DAVID SPELL

WHEREAS, David Spell has served the University of Alaska Fairbanks Faculty Senate in a manner deserving of the University of Alaska Fairbanks Faculty Senate's greatest admiration and respect; and

WHEREAS, David Spell has served as Senator to the University of Alaska Fairbanks Faculty Senate from 1989-1993; and

WHEREAS, David Spell has served as a member of the Graduate Council from 1989-90; and

WHEREAS, David Spell has served as a member of the Faculty Affairs Committee from 1989-90 and as Chairman from 1990-92; and

WHEREAS, David Spell has served as a member of the Scholarly Activities Committee from 1991-92 and as Chairman from 1990-91; and

WHEREAS, David Spell has served as President-Elect of the University of Alaska Fairbanks Faculty Senate from 1992-1993; and

WHEREAS, David Spell has served as a member of the Executive Committee of the UA statewide General Assembly from 1992-1994; and

WHEREAS, David Spell has served as a member of the University of Alaska Fairbanks Governance Coordinating Committee from 1992-1994; and

WHEREAS, David Spell has served as a member of the Faculty Alliance of the University of Alaska Systemwide Governance Council from 1993-1994; and

WHEREAS, David Spell has served as President of the University of Alaska Fairbanks Faculty Senate from 1993-1994; and

WHEREAS, The University of Alaska Fairbanks Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of David Spell as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the University of Alaska Fairbanks Faculty Senate acknowledges the many contributions of David Spell and expresses its appreciation for his exemplary service.

Apr. 25/94

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

MOTION PASSED AS AMENDED
==========

ORIGINAL

The UAF Faculty Senate moves to adopt a policy on faculty initiated withdrawals for students who have not met the class prerequisites. (Faculty are encouraged to consult with students prior to undertaking such action.)

****

Faculty reserve the right to drop (prior to the 4th Friday of classes) from class rosters students who have not met the prerequisites as listed in the catalog course description.

EFFECTIVE: Fall 1994

RATIONALE: This policy will allow enforcement of the course prerequisites.

3/21/94

President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE 4-6-94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to amend its policy (approved at the Academic Council meeting #103 on November 7, 1984) concerning mid-term grade reports required for freshmen with a grade of less than a C so that these grades shall be due during the fourth week of classes.

****

For the 1994-95 academic year mid-term grade reports for freshmen will be due:

September 27th for the Fall 1994 Semester

February 7th for the Spring 1995 Semester

NOTE: Many of these students will need assistance in evaluating their academic progress. It is therefore suggested that instructors provide as much information as possible concerning course expectations. Aside from meaningful course syllabi, which include grading standards, instructors should provide students with as many of the following as practicable: graded exercises or quizes within the four week period; posting sample graded problem sets, exams, and/or papers from previous years; and publishing grade distributions from previous years.

EFFECTIVE: Fall 1994

RATIONALE: The change in withdrawal dates has necessitated the need for freshmen to know how they are doing in their classes at an earlier date. The last day to withdraw from a class for freshmen is the sixth Friday of classes. Receiving a grade report by the fourth week will give students time to consider dropping the course.

3/21/94

President, UAF Faculty Senate Date

APPROVED: _____ DATE 4-6-94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to recommend that the Provost Office collect information on research, scholarly, and creative activities using a data summary form based on the draft form attached.

RATIONALE: It is becoming increasingly necessary for faculty to cooperate in protecting UAF's status as a research-oriented institution. Unless we take steps to demonstrate the importance of our research to the State of Alaska, we face the prospect of having our status as a research institution whittled away. A form such as the following will provide information that reflects our output and which the Provost's office can use to show the extent of our research. In designing this form, we have incorporated faculty input and expect that further revisions based on faculty input will be necessary. The bottom line is that if we do not take action in proposing such a form, it will be imposed on us from above.

BFC 3/21/94
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE 4-6-94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

Data Summary Form for
Research, Scholarship, and Creative Activities
For Calendar Year _____

Name: _____ Date: _____
Department(s)/Division(s)/Program(s): _____
Research Institute(s): _____
Other Affiliation(s): _____

A. Production

1. Written publications (For coauthored publications and other coproductions, divide 1 by the number of coauthors/coproducers that are UAF faculty, e.g. a paper with two UAF coauthors would count as 0.5 for each coauthor.)

	# published	# accepted for publication	# translations
Major reference books: dictionaries, concordances, atlases	_____	_____	_____
Bibliographies	_____	_____	_____
Textbooks	_____	_____	_____
Scholarly books	_____	_____	_____
Novels	_____	_____	_____
Short stories	_____	_____	_____
Poems	_____	_____	_____
Plays	_____	_____	_____
Monographs	_____	_____	_____
Book chapters	_____	_____	_____
Encyclopedia articles	_____	_____	_____
Referreed journal articles	_____	_____	_____
Non-referreed journal articles	_____	_____	_____
Newspaper and magazine articles	_____		_____
Indices published	_____		
Abstracts published	_____		
Book reviews published	_____		
Reviews of papers and articles pub.	_____		

2. Other Production

Public information literature: circulars, manuals, brochures, pamphlets, bulletins, etc. _____
Reports _____
Contract reports _____
Major reference databases: dictionaries, concordances, atlases _____
Software programs developed _____

Films, broadcasts, videotapes _____
Audiotapes _____
Published artwork:
Prints _____ Reproductions _____ Drawings and illustrations _____
Published building designs _____
Medical and engineering drawings _____
Plays:
Production _____ Direction _____ Design _____
Choreography _____
Musical compositions _____
Jurorship _____
Artistic performances:
Conductor _____ Solo _____ Ensemble _____ Soloist _____
Showings:
Museum _____ Gallery _____ Solo _____ Juried _____ Invitational _____
Presentations as invited speaker _____
Other presentations _____

B. Honors

Fellowships _____
Visiting appointments _____
Research awards, honors, and distinctions _____
Offices held in professional organizations:
Elected _____ Appointed _____

C. Funding	Number of proposals	Total funds requested	# graduate students supported	# technicians supported
Proposals filed				
Internal (UA)	_____	_____	_____	_____
External	_____	_____	_____	_____
Proposals funded	_____	_____	_____	_____
Internal (UA)	_____	_____	_____	_____
External	_____	_____	_____	_____

Patents filed, issued, and commercialized _____

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to adopt the following calendar of meetings for the 1994-95 academic year.

UAF FACULTY SENATE

1994-95
Calendar of Meetings

Mtg. #	Date	Day	Time	Type	Location
50	9/19/94	Monday	1:30 p.m.	face-to-face	WC Ballroom
51	10/17/94	Monday	1:30 p.m.	audioconference	WC Ballroom
52	11/14/94	Monday	1:30 p.m.	audioconference	WC Ballroom
53	12/5/94	Monday	1:30 p.m.	face-to-face	WC Ballroom
54	2/6/95	Monday	1:30 p.m.	face-to-face	WC Ballroom
55	3/20/95	Monday	1:30 p.m.	audioconference	WC Ballroom
56	4/24/95	Monday	1:30 p.m.	face-to-face	WC Ballroom

3/21/94

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

RESOLUTION PASSED
==========

ORIGINAL

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT

PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 1994-95.

***	Eric Heyne Associate Professor English
	John Zarling Professor Mechanical Engineering

***President Elect

3/21/94

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

MOTION PASSED AS AMENDED
==========

ORIGINAL

The UAF Faculty Senate moves to support the resolution relating to Institutional support for workload description as amended and forward it to the Faculty Alliance.

****

[[ ]] = Deletion
CAPS = Addition

WHEREAS quality education requires the hiring and retention of first rate faculty, and

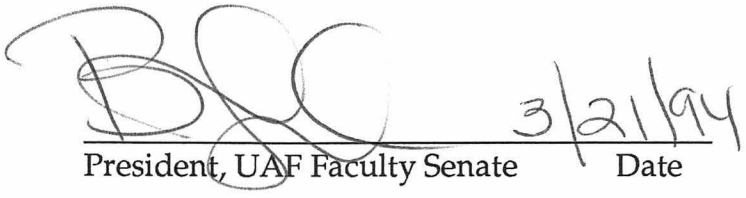
WHEREAS the greatest incentives to faculty attraction and retention are not necessarily financial but recognition of professional status including a significant role in institutional management and local autonomy, and

[[WHEREAS the greater part of faculty work responsibilities are in support of their teaching and this work is not publicly visible, and]]

WHEREAS these facts are not generally known to the tax-paying public or to legislators; therefore

BE IT RESOLVED THAT the Office of Institutional Research work together with faculty better to describe and explain the work of faculty, making this information widely available to the public and to legislators in standardized formats, and

BE IT FURTHER RESOLVED THAT the same level of scrutiny and the same reporting standards be applied to campus and statewide administrators.



3/21/94

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

MOTION PASSED AS AMENDED
==========

ORIGINAL

The UAF Faculty Senate moves to support the resolution relating to resource utilization as amended and to forward it to the Faculty Alliance.

****

[[ ]] = Deletion
CAPS = Addition

WHEREAS Alaska is facing a fiscal crisis, and

WHEREAS that it is imperative that all State agencies be as efficient as possible without jeopardizing their missions, and

WHEREAS that the University of Alaska could spend additional time identifying alternative ways of reducing the impact of oil revenue shortfalls,

BE IT RESOLVED THAT:

The University of Alaska fully explore all ways of increasing revenues and decreasing costs without jeopardizing the quality of its [[services]] EDUCATIONAL MISSION, including, but not limited to:

a) increasing the effectiveness and efficiency of student recruitment through an identification of appropriate target groups and the development of professional recruitment and retention programs;

b) investment in crucial resources which act as bottlenecks to the recruitment and retention of students, such as limited housing and limited course offerings in general education requirement courses;

c) streamlining the administrative structure of the university through the elimination of administrative layers.

3/21/94

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #48 on March 21, 1994:

MOTION PASSED AS AMENDED
==========

ORIGINAL

The UAF Faculty Senate moves that Statewide Human Resources set up a wellness program for University employees. This program should be developed in consultation with statewide and local governance bodies and should incorporate guidelines developed from successful programs outlined in the UAF Coordinating Committee's Ad Hoc Committee on Health Benefits.

RATIONALE: By promoting a wellness program, the University of Alaska would see direct results in a decrease in health benefits. Savings in health care costs are well documented for wellness plans which have been able to achieve reasonable levels of participation. One study indicated that total costs for medical care increased 35% in a control company but only 1% at Canadian Life after a work site exercise program was adapted. High adherent participants had a 5% reduction in medical care costs. At Prudential, there was a 45.7% reduction in average major medical costs from the pre-entry to the post-entry period for program participants, while a 48.2% difference between exercisers and non exercisers was reported at Tenneco. Long term studies demonstrate the same trends. Los Angeles County had a 45% reduction in worker's compensation costs during the first 10 years of their program. At Blue Cross/ Blue Shield of Indiana a long term study showed that for every $1.00 in medical costs spent on participating employees, $1.73 was spent on nonparticipating employees. Pillsbury estimates that for every $1.00 spent on its "Be Your Best" wellness program $3.63 is saved in health-related costs.

3/21/94

President, UAF Faculty Senate Date

APPROVED: Joan Wadlow (1) DATE 4-6-94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

(1) I have already sent the Staff Council motion on a wellness program to Statewide Human Resources. That office had already indicated that the wellness program was a current topic.

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (16 yes, 10 nay)
==========

The UAF Faculty Senate proposes the attached policy on graduation "walk-through."

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The lack of policy in this area has led Deans to approve requests by students to "walk-through" graduation on an ad hoc basis. Last spring 38 students were approved to do this. As of this date 14 have not yet completed requirements for their degree. This motion sets firm guidelines for situations where graduation "walk-through" is appropriate.

2/14/94
President, ~~UAF~~ Faculty Senate Date

APPROVED: Joan Wadlow DATE 3/30/94
With Modifications noted on attachment
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

A Relevant reference document is Mar. 29, 1994 Memo to Wadlow from Lando (also attached)

PROPOSED GRADUATION "WALK-THROUGH" POLICY

Normally, those participating in the annual commencement ceremony shall have satisfactorily completed all degree requirements in the immediately preceding summer, fall or spring semesters.

Under very unusual circumstances, a student may be allowed to "walk through" the ceremony. Approval to do so will seldom be granted and only after a rigorous review of the individual situation.

1. No masters or doctoral candidates may be granted permission to "walk through" the graduation ceremony without completing all <u>essential</u> degree requirements.

2. Only an undergraduate student who has applied for graduation as a May OR subsequent summer degree candidate and who is enrolled in all remaining courses/requirements for his/her degree will be considered for approval to "walk through" the ceremony. Each situation will be reviewed on its own merits by the dean of the college in which the student's major is located. The department head will be recommend approval to the dean, who will make the final decision.

Valid reasons for allowing a student to walk through the ceremony:

If a student is unable to complete requirements due to the serious illness of the student or a close member of the family (mother, father, brother, sister, husband, child) or due to the death of a close member of the family (any of the above or close friend or grandparents).

If a grade in a required course that has been completed by the student is not reported to Admissions and Records by the reporting deadline.

If a student is unable to finish a course due to the illness or absence of the instructor of the course.

Reasons that are not acceptable for approval to walk through the ceremony:

Failure to complete one or more required courses.

Non-approval of last-minute petitions to waive or substitute degree requirements.

Approval for a student to walk through the ceremony must reach the Admissions and Records Office not later than noon on the Friday before Commencement.

UNIVERSITY OF ALASKA FAIRBANKS

Governance Office
Fairbanks, Alaska 99775-0680
(907) 474-7964 • FAX: (907) 474-5213

RECEIVED
MAR 30 1994
CHANCELLORS OFFICE

MEMORANDUM

To: Chancellor Joan Wadlow, UAF

From: Clif Lando, Chair
Faculty Senate Curricular Affairs Committee

Date: 29 March, 1994

Re: Graduation "Walk-through" Policy

The proposed graduation "walk through" policy as recommended by the Curricular Affairs Committee and passed by the Faculty Senate on February 14 was recently discussed by the Provost's Council: Instructional Working Group. Their recommendation was to modify the proposal so as to allow students who would be ready to graduate by the end of the subsequent summer to qualify for "walk through". I took this recommendation back to Curricular Affairs and they concurred with the modification. The intent of this change can be realized by inserting the wording, "or subsequent Summer" into the first sentence of #2 in the proposal. This sentence would then read "Only an undergraduate student who has applied for graduation as a May *or subsequent summer* degree candidate and who is enrolled in all remaining courses/requirements for his/her degree will be considered for approval to "walk through" the ceremony." The rest of the motion would remain unchanged.

I feel certain that the rest of the Senate would go along with this modification, but in the interest of saving time and effort, I suggest that you exercise your prerogative of approving with modifications and simply make this change.

cc. Dave Spell, President, UAF Faculty Senate
Colin Read, President Elect, UAF Faculty Senate
Gorden Hedahl, Chair, Provost's Council: Instructional Working Group
Jack Keating, Provost
Members, Faculty Senate Curricular Affairs Committee

The fourteen students who walked through graduation last spring, but didn't graduate at the end of summer semester 1993 are:

Graduated in Fall 1993:

John Perkins	Poli Sci
Keith Tompkins	Justice
Kelly Tompkins	Education
Claire Worden	Psychology
Sabre Mayrod	Computer Sci
Brian Lamb	Computer Sci
Norman Sayer	English (Masters)

Expected to graduate Spring 1994: (7)

Tim Lamkin	Poli Sci
Jean McWilliam	Social Work
Marilyn Savage	Journalism-Broadcasting
Lisa Thomsen	Education
Charles Walworth	Education (Masters)
Stephanie Bottan-Allen	TVC
Ellie Boone	TVC

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approved the Program Deletion: A.A.S., Financial Institutions Management.

EFFECTIVE: Fall 1994
Upon Board of Regent's Approval

RATIONALE: Changes in the Alaskan Banking System and a lack of students seeking this degree make this program no longer viable. [Program deletion request is on file in the Governance Office.]

2/14/94
President, UAF Faculty Senate Date

APPROVED: _____ DATE 2/25/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

RECEIVED NOV 5 1993

DELETION OF PROGRAM REQUEST

August, 1993

Prepared by: Jeanette Morton
Coordinator, Business Technologies
College of Rural Alaska
University of Alaska Fairbanks

Program to be Deleted:

Financial Institutions Management

Structural changes in the Alaskan Banking System caused by bank failures, mergers and takeovers have severely limited employment opportunities. At this time there are no active degree seeking students in this program and only one of the core courses in this degree is being offered.

The core courses in this degree are highly specialized and are not part of any other program or degree. Deletion of the degree and supporting courses will not effect any other program.

Since there are no students seeking this degree and very few of the courses have been offered the last six years, there will be no effect on personnel, budgets or other resources as these have all been reallocated.

Background Information:

The Degree was offered by the Tanana Valley Community College prior to the restructuring that eliminated the Community College System and was grand-fathered into the UAF system. A copy of the original instructional program request is not available. The description in the catalog (copy enclosed) is all that is provided.

Eskimo

llege of Liberal Arts
partment of Alaska Nati[illegible]anguages

(907) 474-7874

Degree: B.A.

Minimum Requirements for Deg[illegible] credits

Requirements

Inupiaq Eskimo — B.A. Degree

1. Complete the general univ[illegible]ents and B.A. degree requirements.
2. Complete the following p[illegible]) requirements:

	Credits
ESK 111-112 — Elemen[illegible] Eskimo	10
ESK 211-212 — Interme[illegible] Eskimo	6
ANL 215 — Eskimo-Aleu[illegible]	3
ESK 417 — Advanced I[illegible]	3
LING 101 — The Nature o[illegible]	
or ANS 320 — Language [illegible]	3
Complete three of the follo[illegible]	
ESK 417 — (Additional) Ad[illegible] Eskimo	3
ANL 287 — Teaching M[illegible] Alaska Native Languages	3
ANTH 242 — Native Cu[illegible] Alaska	3
ANTH 380 — Peoples of [illegible] Southwest	3
ANTH 381 — Inupiaq and [illegible] People	3
HIST 110 — History of [illegible] Natives	3
PS 263 — Alaska Native P[illegible]	3
ENGL 349 — Narrative Art of Alaska Native Peoples (in English translation)	3
LING 318 — Phonology	3
LING 320 — Syntax	3
LING 410 — Second Language Teaching	3
LING/ED 303 — Language and Literacy Development	3
LING 350 — Historical Linguistics	3
LING 450 — Language Policy and Planning	3
ANL 216 — Indian Languages of Alaska	3
A course in Yupik Eskimo or other approved subject	3
MUS 223 — Native Alaskan Music	3

3. Minimum Credits Required 130

Yupik Eskimo — B.A. Degree

1. Complete general university requirements and B.A. degree requirements.
2. Complete the following program (major) requirements:

	Credits
ESK 101-102 — Elementary Central Yupik Eskimo	10
ESK 201-202 — Intermediate Central Yupik Eskimo	6
ESK 301 — Advanced Central Yupik Eskimo	3
ESK 415 — Additional Topics in Advanced Yupik Eskimo	3
ANL 215 — Alaska Native Languages	3
LING 101 — Nature of Language	
or ANS 320 — Language and Culture	3
Complete two of the following:	
ANL 287 — Teaching Methods for Alaska Native Languages	3
ANTH 242 — Native Cultures of Alaska	3
ANTH 380 — Peoples of Alaska Southwest	3
ANTH 381 — Inupiaq and Yup'ik People	3
HIST 110 — History of Alaska Natives	3
PS 263 — Alaska Native Politics	3
ENGL 349 — Narrative Art of Alaska Native Peoples (in English translation)	3
LING/ED 303 — Language and Literacy Development	3
LING 318 — Intermediate Phonetics and Phonology	3
LING 320 — Introductory Syntactic Theory	3
LING 350 — Historical Linguistics	3
LING 450 — Language Policy and Planning	3
ANL 216 — Indian Languages of Alaska	3
A course in Inupiaq Eskimo or other approved subject	3
MUS 223 — Native Alaskan Music	3

3. Minimum Credits Required 130

MINOR in Eskimo

A minor in Eskimo requires 15 credits in Eskimo.

Film Studies

College of Liberal Arts
Department of Theater (907) 474-7751

MINOR in Film Studies

15 credits: ENGL 217, JB 308, THR 380 and JB 105 required plus 3 credits from approved electives.

Financial Institutions Management

College of Rural Alaska
Tanana Valley Campus

(907) 451-7223

Degree: A.A.S.

Minimum Requirements for Degree: 60 credits

The financial institutions management program is designed to meet the specific training needs of local financial institutions. This program was developed with the assistance of local industry leaders and representatives from the American Institute of Banking. Therefore, this associate of applied science degree parallels the skills, training and educational standards set by the AIB.

The financial institutions management degree curriculum focuses on business and banking in addition to some specific technical areas. Graduates of this program will be prepared to pursue many career paths in financial institutions management.

Requirements

Financial Institutions Management — A.A.S. Degree

1. Complete the following general university and A.A.S. requirements:

	Credits
Communications:	
ENGL 111X and ENGL 211X, 212*, or 213X	6
SPC 131X or 141X	3
Mathematics or Natural Science:	
A math or natural science course at the 100 level or above	3
Humanities, social sciences, mathematics, natural science or Perspectives on the Human Condition	3

2. Complete the following major degree requirements:

ABUS 142 — Office Accounting I	2
ABUS 160 — Principles of Banking or	
ABUS 161 — Foundations and Structures of Credit Unions	3
ABUS 165 — Consumer Lending	3
ABUS 179 — Fundamentals of Supervision	3
ABUS 181 — Law and Banking Applications	3
ABUS 224 — Money and Banking	3
ABUS 241 — Business Law	3
CAPS 150 — Computer Business Applications	3
Economics electives (100 level or above)	3
OMT 231 — Business Communications	3
Subtotal	29

3. Complete the following major specialty electives:

Select 12 credits from the following:	
ABUS 166 — Residential Mortgage Lending	3
ABUS 167 — Branch Management	3
ABUS 223 — Real Estate Finance	3
ABUS 234 — Financial Counseling	3
ABUS 244 — Loan Officer Development	3
ABUS 261 — Analyzing Financial Statements	3
Subtotal	12

4. General Elective Credits	4
Degree Total	60

*ENGL 212 does not fulfill the second half of the written communication requirement for the baccalaureate degree.

APPROVALS:

Jeanette Morton Date 8-30-93
Coordinator, Business Technologies Division

Fred D. Dyer Date 9/28/93
Chair, College of Rural Alaska, UAF

Ralph Gabrill 10/4/93 Date _____
Dean, College of Rural Alaska, UAF

_____ Date 2/14/94
President, UAF Faculty Senate

Joan Wadlow Date 2/25/94
Chancellor, UAF

_____ Date _____
President, University of Alaska

_____ Date _____
Board of Regents

Cliff Tande Chair Curricula Affairs Committee 11/30/93
UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the policy providing for the admission on non-high school graduates to baccalaureate degree programs as follows:

Non-high school graduates, 18 years of age or older, or students who completed high school by passing the G.E.D. test or its equivalent, and non-qualified high school graduates, may be considered for unrestricted admission to a baccalaureate degree program on a case by case basis. Supporting evidence of the applicant's academic ability must be submitted for review including test results from either the SAT or ACT examinations.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The U.S. Office of Civil Rights received a complaint that suggested UAF's admission policies for non-high school graduates may discriminate against individuals because of age requirements. The policies state that for admission as an associate degree student, a non-high school graduate must be 18 years of age or older; for admission to a baccalaureate degree program, a non-high school graduate must be 21 years of age or older.

The Office of Civil Rights does not argue with the university's use of age as a measure of maturity and readiness assessment. OCR agrees that the intent of the 18 year age requirement for the associate degree is to include more students. Therefore, there is no compliance problem with the requirement for admission of a non-high school graduate into an associate degree program. OCR feels there is difficulty with the 21 year age requirement for admission to baccalaureate programs because it may exclude a small number of people. They have asked us to review the policy to determine whether or not the intent of the policy would be compromised if the age limit was changed.

During the past several years, almost all non-high school graduates have been admitted into associate level programs at UAF. This has allowed a non-graduate to step into a formal program and immediately benefit as a degree seeking student. Once the student has completed satisfactorily one or more semesters of full-time

work, an application for admission into a baccalaureate program may be approved.

UAF can remove the 21 year age restriction for admission of non-high school graduates to baccalaureate programs without reducing the university's academic standards because the same review process still can be followed. Making this change will satisfy the Office of Civil Rights and still provide admission to baccalaureate degree programs for exceptionally talented students who otherwise would not be able to be admitted at this level. Since most non-high school graduate applicants still will be admitted to associate degree programs, the effect of this change will be negligible.

2/14/94

President, UAF Faculty Senate Date

APPROVED: _____ DATE 2/25/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the residency credit requirement for the Associate and Baccalaureate Degree as follows:

Current Policy:

At least 15 of your final 30 semester hours applicable to any associate degree must be earned at UAF. If you're a bachelor's degree, student, you must earn at least 24 upper-division credits and at least 30 of the last 36 credits for the degree at UAF. For transfer students, you need to earn at UAF at least 12 semester credits in your major and at least three semester credits in your minor for the baccalaureate degree.

Amended Policy:

At least 15 semester credits applicable to any associate degree must be earned at UAF. At least 30 semester credits, including at least 24 credits at the upper-division level, applicable to any baccalaureate degree must be earned at UAF. For transfer students, at least 12 semester credits in the major and at least three semester credits in the minor must be earned at UAF.

EFFECTIVE: Fall 1994

RATIONALE: With the proliferation of TV courses, correspondence courses, credit for prior learning, internships, exchange programs and the mobility of students, the present residency credit requirements are obsolete.

2/14/94
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow
Chancellor's Office
DATE 2/25/94

DISAPPROVED: _____
Chancellor's Office
DATE _____

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the Transfer Within the UA System Policy for students who have fully completed the general education requirements at UAA or UAS.

Current Statewide Policy:

Credit for course work successfully completed at one University of Alaska institution towards fulfillment of the general education requirements at that institution shall transfer towards fulfillment of the same categories at all other University of Alaska institutions.

Current UAF Policy:

When a student transferring to UAF has completed fully the general education requirements at UAA or UAS, he/she automatically will be considered to have completed the requirements of the UAF baccalaureate core *with these exceptions:*

UAA Must complete:
1 additional credit of lab science
3 additional credits at the 300 level in values and choices
0-1 additional credits in library skills
upper division oral and writing intensive courses

UAS Must complete:
4 additional credits of lab science
3 additional credits at the 300 level in values and choices
0-1 additional credits in library skills
upper division oral and writing intensive courses

Amended UAF Policy:

When a student transferring to UAF has completed fully the general education requirements at UAA or UAS, prior to transfer, he/she automatically will be considered to have completed all requirements of the UAF baccalaureate core.

EFFECTIVE: Fall 1994

RATIONALE: UAF will be acceding to statewide administration and Board of Regent's desires by instituting this change. Very few students will qualify for exemption for the core under this proposal. The rest will come under the new core transfer policy for students transferring within the UA system.

2/14/94

President, UAF Faculty Senate Date

APPROVED: _____ DATE 2/25/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED AS AMENDED (1 nay)
==========

The UAF Faculty Senate move to empower the Administrative Committee to make nominations to the Faculty Alliance for statewide task forces.

EFFECTIVE: Immediately

RATIONALE: The Faculty Alliance has requested that the President seek faculty representation for all task forces through the Faculty Alliance and will include at least one member from each MAU. This motion will enable committees to be formed promptly and will allow faculty input in a timely manner.

2/14/94

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to recommend the following amendments to the University Regulations, 04.09.03, on offering emeritus status to its faculty members.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: The current regulations fail to provide appropriate input to the review process while a retiring faculty is considered for emeritus status.

2/14/94
President, UAF Faculty Senate Date

*APPROVED: Joan Wadlow DATE 4/8/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

*WITH THESE MODIFICATIONS:

1. Paragraph A: Add modifying language to clarify intent, which is to specify that only faculty can initiate nominations but that making the nomination is voluntary.

   NEW LANGUAGE. The modifications to the language proposed by the Faculty Senate are in small type.

   "...Nominations for the Emeritus Professor must originate with the faculty. The process ...MAY BE INITIATED BY ANY THREE..."

2. B.5 Add after OFFICE SPACE "...at the discretion of the Dean or Director..."

(( )) = DELETIONS
CAPS = ADDITIONS

Emeritus Status

A. A full-time faculty member who has already attained the rank of full professor and who has retired after a minimum of ten years at the University of Alaska immediately prior to retirement is eligible for consideration as an emeritus professor. ((Recommendations for conferring emeritus status shall be made by the appropriate dean to the appropriate Promotion Committee to be evaluated on the basis of the criteria for promotion to the rank of full professor with the added caveat that the position of professor emeritus is the highest honor that can be bestowed upon a retiring faculty member. The committee's recommendations are to be forwarded to the chancellor who will then forward his/her recommendations to the president for approval.)) NOMINATIONS FOR THE EMERITUS PROFESSOR MAY BE INITIATED BY ANY THREE FACULTY MEMBERS, ONE OF WHOM MUST BELONG TO THE RETIREE'S PRIMARY ACADEMIC UNIT, FOR REVIEW BY THE APPROPRIATE DEAN. THE DEAN, IN CONSULTATION WITH THE RETIREE'S PRIMARY ACADEMIC UNIT, WILL MAKE RECOMMENDATIONS TO THE PROVOST WHO WILL THEN FORWARD HIS/HER RECOMMENDATIONS TO THE CHANCELLOR. THE CHANCELLOR'S RECOMMENDATIONS ARE TO BE FORWARDED TO THE PRESIDENT FOR APPROVAL.

B. In exceptional circumstances, the President may confer emeritus status to other meritorious employees who have provided long and faithful service of high quality to the institution. Recommendations should proceed along the appropriate administrative channels to the President.

C. The Board of Regents may confer emeritus status upon a retiring President of the University.

D. Privileges available to emeritus employees include the following:

1. Listing in the appropriate university directory and catalog.
2. Invitations to major university functions.
3. Mailing notices of campus functions and social gatherings.
4. Use of library, gymnasium and food facilities.

5. Access to laboratories, OFFICE SPACE, research and/or ((research)) ELECTRONIC COMMUNICATION facilities (where such access is available at no charge to the university and does not displace other faculty and/or students).
6. FREE PARKING PERMIT.
((6)) 7. Receipt of a permanent identification card.
((7)) 8. Waiver of tuition for courses in which they themselves are enrolled.

E Upon appointment to emeritus status a retiring employee shall be designated by the proper title Emeritus/Emerita.

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to ratify the Constitution of the Alliance of Faculty Senates.

EFFECTIVE: Immediately

2/14/94

President, UAF Faculty Senate Date

University of Alaska

ALLIANCE OF FACULTY SENATES

CONSTITUTION

ARTICLE I. INTENT

It is the intent of the Board of Regents: I) that the faculty shall share in the governance of the university, 2) that shared governance is an integral part of the business of the university, and 3) that participators in shared governance are empowered by the Board of Regents to carry out their governance responsibilities to the best of their abilities without interference or fear of reprisal.

ARTICLE II NAME

The Board of Regents hereby establishes a mechanism for faculty system governance consisting of an Alliance of Faculty Senates, hereinafter "Faculty Alliance."

ARTICLE III. AUTHORITY, PURPOSES AND RESPONSIBILITIES

A. Authority

The Faculty Alliance receives its authority by policy 03.01.01 of the University of Alaska Board of Regents which derives its authority from the Constitution and statutes of the State of Alaska. The Faculty Alliance shall carry out its functions subject to the authority of the Board of Regents and the President of the University.

B. Purposes

1. Representation

To provide official representation for the faculty of the University of Alaska in matters which affect the general welfare of the University and its educational purposes and effectiveness.

2. Consultation

To provide consultation to the President of the University and the Board of Regents on academic matters and faculty welfare issues.

3. Communication

To serve as an instrument by which information which is of interest and concern to the university system faculty may be freely collected, disseminated, coordinated, and discussed.

C. Responsibilities

The Faculty Alliance recognizes the faculty of the individual academic major administrative units as having the primary responsibility and authority for recommending the establishment of degree requirements; implementing the degree requirements; establishing the curriculum, the subject matter and methods for instruction; determining when established degree requirements are met; and recommending to the President of the Board of Regents the granting of degrees thus achieved. The Faculty Alliance shall have advisory and coordinating role in academic affairs; no action of the Alliance shall abridge individual academic major administrative unit's authority in academic matters.

When issues have statewide impact, the responsibilities of the Alliance of Faculty Senate may include, but are not limited to, coordination on matters relating to academic affairs such as academic program review; the addition, deletion or merging of academic programs; curriculum; subject matter and methods of instruction, those aspects of student life relating to the educational process such as degree requirements, grading policy, course coordination and transfer, student probation and suspension, standards of admission and scholastic standards ; and faculty welfare issues, including, but not limited to compensation, benefits, appointments, reappointments and termination, workload, promotions, the granting of tenure, dismissal, ethics, and other matters affecting the faculty, the general welfare of the university and its educational purposes and effectiveness.

Representatives shall promote maximum dissemination of information to local faculty senates before voting in the Alliance.

ARTICLE IV MEMBERSHIP AND ORGANIZATION

A. Membership

The membership of the Faculty Alliance shall consist of three faculty each from the University of Alaska Anchorage, University of Alaska Fairbanks and University of Alaska Southeast.

If issues require special knowledge or exclude members because of bargaining unit status, one or more of the three votes from each campus may be designated to alternate faculty members.

B. Selection

Representatives to the Faculty Alliance shall be selected in such a manner as prescribed by local faculty senates.

C. Term of service

The term of service shall be one year.

D. Recall of members

Any member may be recalled by the faculty senate by which the member was chosen. The method of recall shall be determined by the local faculty senate. That faculty senate shall select a replacement to complete the term of office.

E. Official Spokesperson

1. Election

The official spokesperson of the Faculty Alliance shall be elected by and from the voting membership by a majority vote, with at least one vote from each MAU required.

2. Duties

The official spokesperson for the Faculty Alliance shall a) preside over all meetings of the Alliance b) represent the Alliance, except that the spokesperson be required to present majority and

minority opinions regardless of personal opinion. The spokesperson may delegate these duties to another Faculty Alliance member.

H. Task Forces

The Faculty Alliance may establish task forces independently or in response to requests of the Board of Regents or the President of the University to consider complex system wide issues relating primarily to academic matters or faculty welfare issues.

Issues and suggestions of the task force, from whatever source, shall be referred to local faculty senates before action occurs at the Alliance level.

ARTICLE V MEETINGS

A Regular and special meetings

The Faculty Alliance shall have four regular meetings during the academic year. At least once per semester, the Faculty Alliance shall meet with the President of the University to identify system issues and plan for the coming year. Special Faculty Alliance meetings may be called by the Board of Regents, the President of the University, the spokesperson of the Faculty Alliance, or on petition of one-third of the membership of the Faculty Alliance.

B. Voting

Voting shall be by simple majority of the full voting membership to include at least one member from each MAU, except for amendments to the Faculty Alliance constitution or bylaws. Amendments to membership rights require a unanimous vote.

Representatives may defer voting pending action by local faculty senates on the issue.

ARTICLE VI. QUORUM

A minimum of a simple majority of the voting membership to include at least one member from each MAU shall constitute a quorum.

ARTICLE VII. PARLIAMENTARY AUTHORITY

The parliamentary authority shall be the latest edition of Robert's Rules of Order.

ARTICLE VIII. CONSTITUTIONS AND BYLAWS, AMENDMENTS, APPROVAL

A Constitutions and bylaws

The constitution and bylaws, once passed by the Faculty Alliance, shall be transmitted to the President of the University for approval and to the Board of Regents for action. Copies of the Faculty Alliance constitution and bylaws shall be maintained in the system governance office.

B. Amendments; distribution prior to voting

Amendments to the constitution and bylaws shall be sent to Alliance members and to the local faculty senates at least 30 days prior to the Alliance meeting at which they will be considered. Amendments to the constitution require seven Alliance member votes.

C. Transmittal to the President and Board of Regents for approval

The Alliance shall provide a minority viewpoint to the Board of Regents if requested by the minority in writing to the spokesperson before the meeting.

ARTICLE IX REVIEW AND TRANSMITTAL OF PROPOSALS

A. Review

Submission of administrative proposals and issues affecting the statewide university system faculty shall be in accordance with University Regulation 03.01.01. Those administrative proposals submitted in the summer months shall be acted upon by the local senates and the Faculty Alliance by October 15. Proposals relating to faculty requiring immediate implementation for compliance with state or federal law shall be submitted to the Faculty Alliance for review, and may be implemented prior to

Faculty Alliance action but do not represent official action until the local senates are involved in the actions.

B. Transmittal to the President

The system governance executive officer shall submit the original proposal in writing, together with faculty governance input, including majority and minority viewpoint, to the President of the University for information or action.

C. Transmittal to the Board of Regents

The spokesperson for the Faculty Alliance shall present Faculty Alliance views, including majority and minority views, in writing directly to the Board of Regents as a regular agenda item of the full Board or Board committees as appropriate, on any issue within the purview of the Faculty Alliance. The faculty alliance may also provide a spokesperson for the minority viewpoint, if requested by the minority in writing to the spokesperson before the meeting.

Article X. ACTIONS OF THE PRESIDENT AND BOARD OF REGENTS

A Action by the President

The President of the University shall, in writing, approve, disapprove, or modify an Faculty Alliance action, and notify the spokesperson and the system governance executive officer within forty-five (45) days of receiving notification of the action by the system governance executive officer.

B. Modifications by the President

The President of the University may modify an Faculty Alliance action if the modification does not effectively contravene or nullify the purpose or principle involved in the action.

C. Disapprovals

The President of the University shall inform the Faculty Alliance of the reasons for any disapproval or modification within one month of disapproving or modifying an Faculty Alliance action.

D. Board of Regents notification and action

Faculty Alliance actions which are modified or disapproved by the President of the University, together with the statement of reasons, shall be placed on the next Board of Regents' meeting agenda for the information of the Board if requested by the Faculty Alliance. At the request of either the President of the University or the Faculty Alliance, the Faculty Alliance action which has been modified or disapproved shall be brought before the Board for action. The decision of the Board of Regents is final.

ARTICLE XI. HANDBOOK

The Faculty Alliance shall annually submit a directory of Alliance members, a description of the Alliance and how it works, and the annual Alliance calendar to the system governance executive officer for inclusion in the governance handbook. This handbook shall be distributed to the Board of Regents and to the shared governance groups.

ARTICLE XII. REPORTS

The Faculty Alliance shall annually prepare a report of activities. This report shall be submitted to the system governance executive officer for compilation into a single annual report of governance activities for submission to the President of the University and the Board of Regents. The system governance executive officer shall maintain Faculty Alliance communications via vax, the vax bulletin board, and prepare system governance news for inclusion in vax and printed newsletters.

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (w/2 nays)
==========

The UAF Faculty Senate moves to approve the Graduate Council recommendation that the following policy be approved for inclusion in the undergraduate and graduate catalogs and in the UAF Faculty Senate Course and Degree Procedures Manual.

Students enrolling for 600-level credit in double-listed (400/600) courses must have graduate standing (be accepted in a graduate program). Course descriptions for 400/600 courses will include the following statement: "graduate standing or permission of instructor required for 600-level enrollment."

EFFECTIVE: Immediately

RATIONALE: Only students who have been officially admitted as graduate students at UAF should b e permitted to enroll at the 600-level of double-listed (400/600) courses; undergraduate students and students without class standing should enroll at the 400-level in these courses. In order to receive graduate credit, the course must be at a level of complexity and generalization which reflects and extends the knowledge and intellectual maturity of the graduate student, and the student must, by application and acceptance to a graduate program, have demonstrated that he or she has sufficient experience in the field to participate at the graduate level.

2/14/94
President, UAF Faculty Senate Date

APPROVED: _____ DATE 2/25/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to approve the Graduate Council recommendation that the following policy be approved for inclusion in the undergraduate and graduate catalogs and in the UAF Faculty Senate Course and Degree Procedures Manual.

All requests from departments without graduate programs for new 600-level courses, including special topics courses, must be approved by Graduate School. Special topics courses will be reviewed by the Graduate Dean, and all other courses will be reviewed by the Graduate Council.

EFFECTIVE: Immediately

RATIONALE: Courses to be taught at the graduate level must be appropriate for graduate credit. Graduate School review of the proposed syllabus should evaluate the level of complexity and scholarly stimulation for graduate level.

2/14/94
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow
Chancellor's Office
DATE 2/25/94

DISAPPROVED: _____
Chancellor's Office
DATE _____

ORIGINAL

The UAF Faculty Senate passed the following at its' Meeting #47 on February 14, 1994:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to adopt, in concept, a Table of Substitutions for students transferring within the UA system. The table shall include all course which can be used to meet general education requirements at UAA and UAS. The chair of Curricular Affairs, the Director of Admissions & Records, and the Provost shall jointly be responsible for maintaining an annual update of the Table of Substitutions. [Note: See attached draft table of substitution.]

EFFECTIVE: Fall 1994

RATIONALE: UAF should facilitate transfer of courses by maintaining a current table of substitutions for use by Admissions & Records. This table would allow Admissions & Records to accurately and promptly assign "core curriculum" transfer credit for individual courses which meet "general education" requirements at UAA and UAS. We should accept for transfer credit into our "core" all courses which can be used to meet "general education" requirements at UAA and UAS, even if we have to strain our definitions in order to give credit. (Our responsibility to facilitate transfer within the UA system transcends our responsibility to adhere strictly to our core requirements.)

Students who have fully completed the general education requirement at UAA or UAS are covered under a separate policy.

2/14/94
President, UAF Faculty Senate Date

APPROVED: _____ DATE 2/25/94
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

UAF CORE/UAA-UAS GENERAL EDUCATION INDIVIDUAL COURSE SUBSTITUTIONS

Students transferring to UAF from UAA or UAS, who have not fully completed the General Education requirements at UAA or UAS, may use this course substitution chart to determine how their UAA/UAS general education requirements satisfy the UAF baccalaureate core requirements. Only one substitution may be allowed for each course.

UAF Baccalaureate Core Requirements	To meet these UAF Core Requirements	Satisfactory Completion of UAA General Education Courses:	Satisfactory Completion of UAS General Education Courses:
Communication:			
3 credits	ENGL 111X	ENGL 111	ENGL 111
3 credits	ENGL 211X ENGL 213X	ENGL 211 ENGL 212 ENGL 213	ENGL 211 ENGL 212
3 credits	SPC 131X SPC 141X	SPCH 111	SPC 111 SPC 235 SPC 237 SPC 241
Perspectives on the Human Condition:			
3 credits	ENGL/FL 200X	ART 261 ART 262 ART 367 ENGL 121 ENGL 201 ENGL 202 ENGL 203 ENGL 204 ENGL 306 ENGL 307 HIST 101 HIST 102 HIST 121 HIST 122 HIST 131 HIST 132 HIST 341 HUM 211 HUM 212	ENGL 221 ENGL 222 ENGL 223 ENGL 224 ENGL 225 ENGL 226 ENGL 227 ENGL 228 ENGL 229 HIST 101 HIST 102 HIST 131 HIST 132 PHIL 201 FREN 101 FREN 102 JPN 101 JPN 102 LING 101

UAF Baccalaureate Core Requirements	To meet these UAF Core Requirements	Satisfactory Completion of UAA General Education Courses:	Satisfactory Completion of UAS General Education Courses:
Perspectives on the Human Condition:			
	ENGL/FL 200X	JPC 215 JPC 367 LING 101 MUS 221 MUS 222 FREN 101-202 GER 101-202 GER 209 JPN 101-202 PHIL 101 PHIL 201 PHIL 211 PHIL 212 PHIL 213B PHIL 301 PS 332 PS 333 RUSS 101-202 SPAN 101-202 THR 311 THR 312 THR 411 THR 412	SPAN 101 SPAN 102 RUSS 101 RUSS 102 LAWS 101 Other approved foreign languages.
3 credits	ART/MUS/THR 200X	ART 160 ART 261 ART 262 ART 367 DNCE 170 JPC 367 MUS 101 MUS 221 MUS 222 THR 111 THR 311 THR 312 THR 411 THR 412	ART 160 ART 261 ART 262 MUS 123 THR 211

UAF Baccalaureate Core Requirements	To meet these UAF Core Requirements	Satisfactory Completion of UAA General Education Courses:	Satisfactory Completion of UAS General Education Courses:
9 credits	ANTH/SOC 101X ECON/PS 100X HIST 100X	ANTH 101 ANTH 200 ANTH 250 INTL 301 JUST 110 JUST 330 PSY 111 PSY 150 SOC 100 SOC 106 SOC 201 SOC 222 SOC 342 SOC 351 SWK 106 ECON 201 ECON 202 PS 101 PS 102 BA 151 PARL 101 PS 311 PS 312 PS 351 HIST 101 HIST 102 HIST 121 HIST 122 HIST 131 HIST 132 HIST 341	ANTH 101 ANTH 202 ANTH 211 PSY 101 SOC 101 SOC 201 GEOG 101 ECON 201 ECON 202 GOVT 101 GOVT 102 GOVT 230 GOVT 251 LAWS 101 HIST 101 HIST 102 HIST 131 HIST 132
Mathematics			
3 or 4 credits	MATH 131X MATH 200X MATH 201X MATH 202X MATH 262X MATH 272X	AS 300 AS 307 MATH 106 MATH 107 MATH 108 MATH 200 MATH 201 MATH 270 MATH 272	MATH 107 or any higher Math course

UAF Baccalaureate Core Requirements	To meet these UAF Core Requirements	Satisfactory Completion of UAA General Education Courses:	Satisfactory Completion of UAS General Education Courses:
Natural Sciences:			
8 credits (including 2 credits of lab)	Breadth emphasis Depth emphasis	ASTR 103 ASTR 104 BIOL 102 BIOL 103 BIOL 105 BIOL 106 BIOL 111 BIOL 112 BIOL 113 BIOL 114 CHEM 103 CHEM 104 CHEM 105 CHEM 106 GEOG 205 GEOG 205L GEOL 111 GEOL 112 GEOL 115 GEOL 115L PHYS 123 PHYS 124 PHYS 211 PHYS 212	ANTH 204 ASTR 225 ASTR 226 BIOL 105 BIOL 106 BIOL 111 BIOL 112 BIOL 113 BIOL 208 BIOL 209 CHEM 100 CHEM 103 CHEM 105 CHEM 106 GEOG 205 GEOL 104 GEOL 105 PHIL 204 PHYS 102 PHYS 103 PHYS 104 PHYS 115 PHYS 116 PHYS 209 PHYS 211 PHYS 212
Perspectives on the Human Condition - Values and Choices		Although not required in UAA Gen. Ed. requirements, any of these will fulfill this requirement:	Although not required in UAS Gen. Ed. requirements, any of these will fulfill this requirement:
3 credits	PHIL 332X PS 300X	PHIL 201 PHIL 211 PHIL 212 PHIL 213B PHIL 301 PS 332 PS 333	PHIL 201
Library and Information Skills		No UAA General Ed. requirement in this area:	No UAS General Ed. requirement in this area:
0-1 credits	LS 100X LS 101X Skills Competency Test	No equivalent courses	No equivalent courses

√cc: Chancellor's Staff

The UAF Faculty Senate passed the following at its' Meeting #46 on December 6, 1993:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to amend the Bachelor of Technology degree requirements in the Area of specialization as follows:

*The candidate for the B.T. degree must have 1) a minimum of 30 semester credits at UAF in the area of specialization (either completed in residence or accepted by transfer as equivalent to specific UAF courses), and 2) demonstrated competence in an applied or technical field. Competence must be demonstrated as follows:

1. Having earned an Associate of Applied Science degree from an accredited institution of higher learning.

2. Substitute one of the following as a demonstration of competency in an applied or technical field with the approval of the Curricular Affairs Committee of the Faculty Senate:

   a. an A.A.S. or similar degree earned at a non-accreditated institution

   b. state or federal certification deemed appropriate by the faculty

   c. journeyman status in trades and industry

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: Since Curricular Affairs generally accepts A.A.S. degrees of accreditated institutions anyway, this proposal will save the time and effort of obtaining that approval.

RECEIVED
DEC 09 1993
CHANCELLORS OFFICE

12/7/93
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow
Chancellor's Office
DATE 12-10-93

DISAPPROVED: _____
Chancellor's Office
DATE _____

Vice Chancellor's Staff

The UAF Faculty Senate passed the following at its' Meeting #46 on December 6, 1993:

MOTION PASSED

ORIGINAL

The UAF Faculty Senate moves to approve the following policy on Student-Initiated Withdrawal to apply to all Fairbanks campus courses (i.e., all UAF courses except those given by the rural campuses or the Center for Distance Education).

The last day for student-initiated withdrawal shall be the fourth Friday after classes begin for all students except freshman and non-degree students who will have up until the sixth Friday.

Classes less than a semester in length, shall have a withdrawal period in the same proportion as semester length courses.

Withdrawals after the deadlines will require the signatures of the student's adviser, and the cognizant instructor, department head, and Dean.

Students who are already on a class wait list and who have kept up with class activity will be allowed to register for the class up until the fourth Friday after classes begin as vacancies occur.

EFFECTIVE: Fall 1994

RATIONALE: Currently the last day for a student to withdraw from a class is 9 weeks into the semester which is approximately 2/3 of the way through the semester. Since the addition of the core, many students find it difficult to expeditiously satisfy their core requirements due to closed classes. This problem is exacerbated by the present drop policy. The principal reason for this motion is to help students who are unable to get into core courses in a timely manner because of closed classes. This proposal will allow students, who are on a waiting list for a filled class and have kept up with the classroom activities for just over three weeks, an increased opportunity to register for these classes. The second reason for the motion is to get students to commit themselves to a class at an earlier date. Thus, this proposal will produce a class atmosphere that is more conducive to learning.

RECEIVED
DEC 09 1993
CHANCELLORS OFFICE

12/7/93

President, UAF Faculty Senate Date

APPROVED: _____ DATE 12-10-93

Chancellor's Office

DISAPPROVED: _____ DATE _____

Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED:

_____ DATE _____

Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #46 on December 6, 1993:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate during the period of time between the December 6, 1993 meeting and the February 14, 1994 meeting on the issue of Competition with the Private Sector.

EFFECTIVE: December 6, 1993

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished.

12/7/93

President, ~~UAF~~ Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #46 on December 6, 1993:

RESOLUTION PASSED (w/1 nay)
==========

ORIGINAL

BE IT RESOLVED THAT, The UAF Faculty Senate supports the concept of a Dean of the Graduate School from the Faculty.

BE IT RESOLVED THAT, This Dean should be a half-time appointment (6 months).

BE IT RESOLVED THAT, This Dean should be a 3 year term appointment subject to possible renewal.

BE IT FURTHER RESOLVED THAT, The UAF Faculty Senate recommends an internal search be started immediately.

12/7/93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #46 on December 6, 1993:

RESOLUTION PASSED
==========

ORIGINAL

**RESOLUTION FROM GRADUATE COUNCIL
TO CATEGORIZE GRADUATE STUDENTS WHO ARE ENROLLED AT
BRANCH CAMPUSES AS DEGREE-SEEKING STUDENTS RATHER THAN
NON DEGREE-SEEKING STUDENTS**

WHEREAS, UAF research generates millions of dollars in overhead from Fund II grants for the University; and

WHEREAS, This overhead should be focused on graduate students and research issues; and

WHEREAS, Currently, rural graduate students are categorized as non degree-seeking students in the UAF system even though they have been admitted as graduate students at UAF; and

WHEREAS, students who are accepted into our graduate programs may complete some of their required course work at branch campuses,

THEREFORE BE IT RESOLVED, That such graduate students should be categorized and counted as degree-seeking students by Admissions & Records; and

BE IT FURTHER RESOLVED, That admissions and transfer credit should be moved to the Institutional level in SIS and this change should receive the UACN resources necessary to accomplish it quickly.

12/8/93

President, UAF Faculty Senate Date

cc: Chancellor Staff

The UAF Faculty Senate passed the following at its' Meeting #45 on November 15, 1993:

ORIGINAL

MOTION PASSED (15 yes, 9 no, 3 abstentions)
==========

The UAF Faculty Senate moves to rescind the policy to assign plus/minus grades.

EFFECTIVE: Immediately
Upon Chancellor Approval

11/16/93
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow
Chancellor's Office

DATE 11-18-93

DISAPPROVED: _____
Chancellor's Office

DATE _____

The UAF Faculty Senate passed the following at its' Meeting #45 on November 15, 1993:

RESOLUTION PASSED (1 abstention)
==========

ORIGINAL

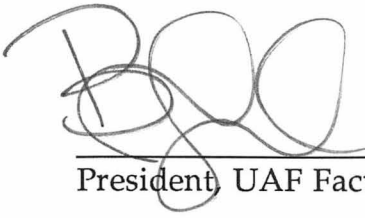
WHEREAS, The University of Alaska Board of Regents is presently revising the procedures for conferring honorary degrees, and

WHEREAS, The UAF Faculty Senate has been requested to review the recommendations to the draft procedures for conferring honorary degrees,

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recommends that Draft Policy A, Paragraph 2 include wording about an individual's contribution to a discipline and that the criteria not be limited to "significant and lasting contribution to the University and/or the State of Alaska," and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate recommends the Board of Regents appoint a representative(s) to serve on the Honorary Degree Committees of the respective campuses so as to review files and deliberate on nominations, rather than creating a separate committee to do so independently of the campus committees. This will encourage dialogue and permit a joint effort between the Board of Regents and the committees, and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate reaffirms that it is the faculty's prerogative to review and recommend candidates for honorary degrees.



11/16/93

President, UAF Faculty Senate Date

cc: Chane Staff

The UAF Faculty Senate passed the following at its' Meeting #45 on November 15, 1993:

MOTION PASSED (w/2 nays)
==========

ORIGINAL

The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum Guidelines for Oral Communication Intensive Courses.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: The first two year's experience with Oral Intensive courses under the Core Curriculum has shown that the guidelines for designating a course as "O" intensive are applicable to a number of different courses across a variety of disciplines. But it has also become apparent that is difficult to meet the guidelines in other courses that regularly have large enrollments, because of the demands on classroom time. To address this problem we offer the following clarifications of the existing guidelines for Oral Intensive courses, with the addition of a new section of the guidelines (5) specifically for courses that regularly enroll a large number of students (20 or more).

A classroom organized under this new section of the guidelines would fulfill one half of the oral intensive requirement, to be indicated in the Catalog by the new designation "O/2." Students would have to take TWO courses with this new designation to meet the Oral Intensive requirement, whereas a single course designated ""O" would be sufficient.

Apart from the addition of this new section to the guidelines, they remain as previously structured, except for clarifications in terms of the size of class to which they would likely apply. In particular, section 4 of the guidelines, formerly identified as "technical," is now correctly identified as pertaining primarily to small classes (under 12 students), as originally intended.

These guidelines were approved by the Faculty of the Department of Speech Communication on October 5, 1993, and by the Core Review Committee on October 6, 1993.

11/16/93
President, UAF Faculty Senate Date

APPROVED: Joan Wadden DATE 11-18-93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

* *

CURRENT GUIDELINES:

GUIDELINES FOR CORE ORAL COMMUNICATION INTENSIVE DESIGNATOR:

1. General Guidelines:

   a A minimum of 15% of the final course grade should be based on effectiveness of oral communication. This minimum is proposed so that a student's failure to attend to the oral communication aspects of his or her work in an "O" designated course will have an important effect on his or her final grade for the course, while at the same time not overshadowing the importance of subject matter mastery.

   b. Attention to oral communication in "O" designated courses must be developmental, in that students need the opportunity (i) to receive intermediate instructor assistance in developing presentational competency, (ii) to utilize their communication competency across the span of the semester, not just in a final project, and (iii) to receive instructor feedback on the success of their efforts at each stage.

   c. Exceptions to these guidelines may be made by the Core Review Subcommittee because of unique circumstances in individual departments.

2. Specific Guidelines for "O" Designated Courses Emphasizing Oral Communication in Public Contexts:

   a. Each student must be involved in the individual preparation and delivery of at least 3 course related presentations of at least 5 minutes duration each, to an audience of at least 12 persons. **

   b. At least one presentation must involve questions from the audience and responses by the presenter.

   c. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

   d. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

   e. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

3. Specific Guidelines for "O" Designated Courses Emphasizing Oral Communication in Group Contexts:

   a. Each student must be involved in at least one ongoing group project or team of 5 to 8 members, with the group spanning 4 to 7 weeks duration. Group projects must be a coordinated, integrated effort by the group members, not simply 5 to 8 individual projects put together.

   b. Each student must present both an intermediate and a final presentation on an aspect of the group's work during the span of the project or team.

   c. Both presentations must be at least 5 minutes in length, must be given to an audience (e.g., the rest of the class), must be integrated with the presentation of the other group members, and must include additional time for a question and answer period.

d. Each presentation should receive evaluation by the instructor on oral communication competency, as well as on subject mastery. In addition, the instructor should evaluate the degree of coherence in the overall presentation of the entire group. Students should receive both an individual and group grade for the presentation.

e. Students must receive, as part of the course structure, information/instruction on how groups function most effectively, on organization of material for effective presentation, and on development and use of media and visual aids.

4. Specific Guidelines for "O" Designated courses Emphasizing Oral Communication in Technical Presentation Contexts:

a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations be to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involve the use of a public address system.

b. All presentations must involve question and answer interaction with at least one assigned respondent, with questions by other audience members encouraged.

c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such video taped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.

d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.

e. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

f. At least one presentation must involve the development and use of appropriate visual aids, and it is desirable that all presentations do so.

g. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

h. Students must receive, as part of the course structure, information/instruction on effective speaking, effective responding, organization of material for effective presentation, and on development and use of media and visual aids. If thematic panels are used, students should also receive instruction on panel/symposium and moderator techniques.

** Research in Speech Communication, as well as in Social Psychology, shows that in interaction with groups smaller than 10-11 persons, communicators are able to keep track of others as individual persons and to adjust their communication efforts accordingly, much as they do when interacting with only one or two others. In groups of 10-11 or more individuals, this ability rapidly diminishes, so that 12 persons is a recognized minimum audience for developing the competencies needed in public communication contexts, as opposed to those required in small group communication contexts.

AMENDED GUIDELINES:

GUIDELINES FOR CORE ORAL COMMUNICATION INTENSIVE DESIGNATOR:

1. General Guidelines:

   a A minimum of 15% of the final course grade should be based on effectiveness of oral communication. This minimum is proposed so that a student's failure to attend to the oral communication aspects of his or her work in an "O" designated course will have an important effect on his or her final grade for the course, while at the same time not overshadowing the importance of subject matter mastery.

   b. Attention to oral communication in "O" designated courses must be developmental, in that students need the opportunity (i) to receive intermediate instructor assistance in developing presentational competency, (ii) to utilize their communication competency across the span of the semester, not just in a final project, and (iii) to receive instructor feedback on the success of their efforts at each stage.

   C. THESE GUIDELINES DISTINGUISH BETWEEN COURSES EMPHASIZING GROUP PROJECTS AND THOSE EMPHASIZING PUBLIC PRESENTATIONS. THE GUIDELINES FOR COURSES EMPHASIZING PUBLIC COMMUNICATION ARE FURTHER DIVIDED ACCORDING TO THE NUMBER OF STUDENTS REGULARLY ENROLLING IN A GIVEN COURSE, I.E., SMALL CLASS (LESS THAN 12 STUDENTS), MEDIUM OR LARGE CLASS (AT LEAST 12 STUDENTS), AND LARGE CLASS (AT LEAST 20 STUDENTS). **NOTE SPECIFICALLY THAT UNDER GUIDELINE 5 FOR A LARGE CLASS, A GIVEN COURSE FULFILLS ONLY HALF OF THE "O" INTENSIVE REQUIREMENT, SO THAT A STUDENT MUST TAKE TWO SUCH COURSES (HENCE THE DESIGNATION "O/2"). UNDER EACH OF THE OTHER SETS OF GUIDELINES, A SINGLE COURSE WOULD FULFILL THE "O" REQUIREMENT.

   D.. Exceptions to these guidelines may be made by the Core Review Subcommittee because of unique circumstances in individual departments.

2. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING GROUP COMMUNICATION IN MEDIUM OR LARGE CLASS CONTEXTS:

   a. Each student must be involved in at least one ongoing group project or team of 5 to 8 members, with the group spanning 4 to 7 weeks duration. Group projects must be a coordinated, integrated effort by the group members, not simply 5 to 8 individual projects put together.

   b. Each student must present both an intermediate and a final presentation on an aspect of the group's work during the span of the project or team.

   c. Both presentations must be at least 5 minutes in length, must be given to an audience (e.g., the rest of the class), must be integrated with the presentation of the other group members, and must include additional time for a question and answer period.

   d. Each presentation should receive evaluation by the instructor on oral communication competency, as well as on subject mastery. In addition, the instructor should evaluate the degree of coherence in the overall presentation of the entire group. Students should receive both an individual and group grade for the presentation.

   e. Students must receive, as part of the course structure, information/instruction on how groups function most effectively, on organization of material for effective presentation, and on development and use of media and visual aids.

3. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING PUBLIC COMMUNICATION IN MEDIUM OR LARGE CLASS CONTEXTS (REGULARLY ENROLLING AT LEAST 12 STUDENTS):**

   a. Each student must be involved in the individual preparation and delivery of at least 3 course related presentations of at least 5 minutes duration each, to an audience of at least 12 persons. **

   b. At least one presentation must involve questions from the audience and responses by the presenter.

   c. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

   d. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

   e. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

4. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING PUBLIC COMMUNICATION IN SMALL CLASS CONTEXTS (REGULARLY ENROLLING LESS THAN 12 STUDENTS):

   a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations be to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involve the use of a public address system.

   b. All presentations must involve question and answer interaction. AS APPROPRIATE FOR THE DISCIPLINE, IT IS HIGHLY DESIRABLE THAT THERE BE at least one assigned respondent, with questions by other audience members encouraged.

   c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such video taped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.

   d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.

   e. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

   f. At least one presentation must involve the development and use of appropriate visual aids, and it is desirable that all presentations do so.

   g. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

   h. Students must receive, as part of the course structure, information/instruction on effective speaking, effective responding, organization of material for effective presentation, and on development and use of media and visual aids. If thematic panels are

used, students should also receive instruction on panel/symposium and moderator techniques.

5. SPECIFIC GUIDELINES FOR "O/2" DESIGNATED COURSES EMPHASIZING PUBLIC COMMUNICATION IN LARGE CLASS CONTEXTS (REGULARLY ENROLLING 20 OR MORE STUDENTS):

   A. EACH STUDENT MUST TAKE AT LEAST TWO "O/2" DESIGNATED COURSES TO MEET THE CORE CURRICULUM REQUIREMENT FOR ORAL INTENSIVE COURSEWORK.

   B. EACH STUDENT MUST BE INVOLVED IN THE INDIVIDUAL PREPARATION AND DELIVERY OF AT LEAST 2 COURSE RELATED PRESENTATIONS ONE OF AT LEAST 5 MINUTES DURATION AND ONE OF AT LEAST 8-10 MINUTES DURATION, TO AN AUDIENCE OF ABOUT 20 PERSONS.

   C. THE 8-10 MINUTE PRESENTATION, MUST BE A FORMAL INDIVIDUAL PRESENTATION, AND MUST INVOLVE QUESTIONS FROM THE AUDIENCE AND RESPONSES BY THE PRESENTER.

   D. ALL PRESENTATIONS MUST HAVE A CLEAR INTRODUCTION-BODY-CONCLUSION ORGANIZATION, APPROPRIATE TO THE DISCIPLINE.

   E. ALL PRESENTATIONS SHOULD RECEIVE EVALUATION BY THE INSTRUCTOR ON ORAL COMMUNICATION COMPETENCY (INCLUDING RESPONSIVENESS TO AUDIENCE QUESTIONS), AS WELL AS ON SUBJECT MASTERY.

   F. STUDENTS MUST RECEIVE, AS PART OF THE COURSE STRUCTURE, INFORMATION/INSTRUCTION ON EFFECTIVE SPEAKING, ON ORGANIZATION OF MATERIAL FOR EFFECTIVE PRESENTATION, AND ON DEVELOPMENT AND USE OF MEDIA AND VISUAL AIDS.

** Research in Speech Communication, as well as in Social Psychology, shows that in interaction with groups smaller than 10-11 persons, communicators are able to keep track of others as individual persons and to adjust their communication efforts accordingly, much as they do when interacting with only one or two others. In groups of 10-11 or more individuals, this ability rapidly diminishes, so that 12 persons is a recognized minimum audience for developing the competencies needed in public communication contexts, as opposed to those required in small group communication contexts.

****

PROPOSED CLARIFICATION OF CATALOG DESCRIPTION OF "O" AND "W":

The description of the Oral Intensive requirement on page 24 of the 1993-94 Catalog needs to be modified to make students aware of the distinction between courses designated as "O" and "O/2."

Current Language:

> Two designated writing intensive courses (w) and one oral communication intensive course (o) at the upper division level (see degree and/or major requirements).....0 additional credits

Proposed Language:

> Two writing intensive courses designated (w), and either one oral communication intensive course designated (o) or two oral communication intensive courses designated (o/2), at the upper division level (see degree and/or major requirements).....0 additional credits

The UAF Faculty Senate passed the following at its' Meeting #44 on October 18, 1993:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to confirm the faculty membership on the Governance Coordinating Committee, Ad Hoc Committee on Student Services, as follows:

DeAnne Hallsten
Associate Professor
Student Development & Learning Assistance Department

Eric Heyne
Associate Professor
English Department

Rainer Newberry
Geology/Geophysics

EFFECTIVE: Immediately

10/25/93

President, UAF Faculty Senate Date

√cc: Chanc. Staff

The UAF Faculty Senate passed the following at its' Meeting #43 on September 20, 1993:

ORIGINAL

MOTION PASSED
==========

The UAF Faculty Senate moves to approve the Unit Criteria of the Cooperative Extension Service.

EFFECTIVE: Immediately
Upon Chancellor Approval

RATIONALE: This Unit Criteria has been approved by the CES faculty, the Vice Chancellor for Academic Affairs, and the Ad Hoc Committee on Unit Criteria and must be approved by the Faculty Senate. (NOTE: This will not be in use for the 1993-94 review cycle.)

10/5/93
President, UAF Faculty Senate Date

APPROVED: _____ DATE 10-14-93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE

AND
COOPERATIVE EXTENSION SERVICE UNIT CRITERIA STANDARDS AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY IN THE COOPERATIVE EXTENSION SERVICE. ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CES FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

I. PURVIEW.

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies" (hereinafter referred to as UAF Faculty Policies), supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks. Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate UAF.

The University, through the UAF Faculty Senate, may wish to change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

The Vice Chancellor for Academic Affairs is responsible for coordination and implementation of matters relating to procedures stated herein.

II. INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment. Minimum degree, experience, and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.

B. Academic Titles. Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline. Units wishing to appoint academic rank faculty within schools and colleges

to titles must have the concurrence of the specific discipline in which the title resides.

C. Process for Appointment of Faculty with Academic Rank. Deans of School and Colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's affirmative action policies and shall provide for participation in hiring by faculty and administrators as a unit. **IN ACCORDANCE WITH THE BOARD OF REGENTS POLICY ON PROMOTION AND TENURE, EXTENSION AGENTS ARE EXEMPTED FROM A TRIPARTITE RESPONSIBILITY. SUCH FACULTY HAVE BIPARTITE RESPONSIBILITY. THE BIPARTITE RESPONSIBILITIES ARE TO BE CLEARLY STATED AT THE TIME OF HIRE AND CAN BE ANY COMBINATION OF TWO OF THE THREE TRIPARTITE MISSIONS, I.E., TEACHING, RESEARCH, OR SERVICE IN COMBINATION. EXTENSION SPECIALISTS AND OTHER EXTENSION FACULTY HAVE A TRIPARTITE RESPONSIBILITY.**

THE COOPERATIVE EXTENSION SERVICE FACULTY HAS DEVELOPED A POLICY ON MENTORING RELATIONSHIPS FOR FACULTY WHICH PROVIDES GUIDELINES FOR THE MENTORING SYSTEM. FACULTY MEMBERS SHALL BE INFORMED OF THE OPPORTUNITY TO MAINTAIN A VOLUNTARY MENTORING RELATIONSHIP DURING THEIR CAREER DEVELOPMENT PRIOR TO THE AWARD OF TENURE.

D. Process for Appointment of Faculty with Special Academic Rank. Deans and/or directors, in conjunction with the faculty in a unit shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's stated affirmative action policies, and shall provide for participation in hiring by faculty and administrators in the unit. These procedures shall be on file in the Chancellor's Office.

E. Following the selection process, the dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the Chancellor or his/her designee.

F. Letter of Appointment. The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, and any special conditions relating to the appointment. This letter of appointment establishes the nature of the position and, while the

percentage of emphasis for each part may vary with each workload distribution, the part(s) defining the position may not. Subsequent letters of appointment may vary the work load distribution and nature of the assignment.

III. PERIODIC EVALUATION OF FACULTY

A. Criteria. As outlined in UAF Faculty Policies, Chapter IV.A.3, **AND CES UNIT CRITERIA, STANDARDS AND INDICES,** evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total Contribution to the university and activity in the areas outlined above will be defined by activity and excellence in the following tripartite areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

B. Bipartite Faculty. Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

As defined in UAF Faculty Policy (IV.A.2.), only vocational/technical faculty and extension agents may hold bipartite rank. No other faculty may hold bipartite rank.

The determination of which of the criteria defined above will apply to these faculty shall be in accordance with institutional needs for the given position, will be coordinated by the dean of the appropriate school or college in consultation with the director, in cases of joint appointment, and with the program faculty.

While bipartite faculty may choose to engage in a tripartite function, they will not be required to do so as a condition for evaluation, promotion, or tenure.

C. Definitions of Criteria.

1. Effectiveness in Teaching

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those

activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom or through distance delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting. **STANDARD ACADEMIC TEACHING IS NOT A COMMON FORM OF INFORMATION DELIVERY IN THE COOPERATIVE EXTENSION SERVICE. INSTRUCTION OFTEN INCLUDES CONTACT WITH CLIENTELE THROUGH DISTANCE DELIVERY METHODS, WORKSHOPS, SEMINARS, AND TRAINING AND PUBLIC INFORMATION EVENTS.**

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics which define effective teachers. Effective teachers:

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students **AND CLIENTELE;**

b. express positive regard for students, **BECOME FAMILIAR WITH THEIR PUBLIC,** develop good rapport with students **AND CLIENTELE**, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student **AND CLIENTELE** participation for student learning and teacher effectiveness, are sensitive to student and **CLIENTELE** diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum materials, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings (required source of data) and at least two of the following:

b. self-evaluation

c. peer/head classroom observation(s)

d. peer/head evaluation of course materials

EVALUATION OF TEACHING--IN AN EXTENSION CONTEXT:

EFFECTIVE TEACHING IS COMPLEX, BUT MUST PROVIDE A LEARNING EXPERIENCE ENABLING THE LEARNER TO GAIN KNOWLEDGE, SKILLS AND/OR CHANGES IN ATTITUDES.

EXTENSION EDUCATION DIFFERS FROM RESIDENT EDUCATION IN THAT IT ADDRESSES CLIENTELE AND PUBLIC NEEDS BY DELIVERING INFORMATION RELEVANT TO THOSE NEEDS.

DIFFERENTIATING TEACHING ACTIVITIES AS SEPARATE FROM PUBLIC SERVICE EDUCATIONAL ACTIVITIES IS ACCOMPLISHED BY DETERMINING WHETHER THE TEACHING IS PROACTIVE OR REACTIVE. TEACHING OF COURSES, SEMINARS OR WORKSHOPS IS PROACTIVE AND REQUIRES PREPARATION THROUGH CURRICULUM OR PROGRAM DEVELOPMENT, AND SHALL BE CATEGORIZED AS TEACHING, FULFILLING THE TEACHING MISSION.

PUBLIC SERVICE INCLUDES PUBLIC PRESENTATIONS AND PERSONAL CONSULTATIONS WHICH ARE REACTIVE TO IMMEDIATE PUBLIC NEEDS. THIS DISTINCTION IS A USEFUL TEST TO APPLY TO A TEACHING ROLE TO DISCERN THE CATEGORY OF THE TRIPARTITE MISSION FOR WHICH A GIVEN TEACHING ACTIVITY QUALIFIES.

STANDARDS AND INDICES OF TEACHING ACTIVITY IN THE COOPERATIVE EXTENSION SERVICE:

TEACHING AND TRANSFER OF KNOWLEDGE ARE CHARACTERIZED BY:

A. COURSES, WORKSHOPS, SEMINARS, DEMONSTRATIONS AND CURRICULUM OR PROGRAM DEVELOPMENT.

B. EDUCATIONAL VIDEOTAPES AND/OR OTHER MEDIA PRODUCED FOR PUBLIC E EDUCATION, THAT REQUIRES RESEARCH AND PREPARATION.

INDICES FOR DOCUMENTING EFFECTIVE TEACHING IN AN EXTENSION CONTEXT INCLUDE:

A. DOCUMENTATION OF CHANGES IN KNOWLEDGE, SKILLS AND/OR ATTITUDES RESULTING FROM CES INFORMATION TRANSFER.

B. DEMONSTRATING THAT CES TEACHING IS A RESPONSE TO CLIENTELE NEEDS.

C. SYSTEMATIC CLIENTELE EVALUATION OF BOTH THE PROGRAM AND THE INSTRUCTOR.

D. UNSOLICITED TESTIMONIALS.

E. DOCUMENTATION OF CONTACT HOURS WITH CLIENTELE RELATIVE TO POTENTIAL AUDIENCES.

EXAMPLES OF EXCELLENCE IN TEACHING PERFORMANCE WHICH QUALIFIES A CES FACULTY MEMBER FOR PROMOTION TO THE RANK OF FULL PROFESSOR INCLUDE:

1. DEVELOPMENT OF NEW METHODS AND APPROACHES IN THE DISCIPLINE, SUCH AS:

A. CREATIVE USE OF MEDIA FOR CLIENTELE EDUCATION WHICH EXTENDS THE BOUNDS OF THE DISCIPLINE AND IMPROVES EDUCATIONAL OUTREACH.

B. CURRICULUM OR PROGRAM DEVELOPMENT, WHICH ENHANCES TEACHING EFFECTIVENESS

2. RECEIPT OF STATE OR NATIONAL AWARDS IN RECOGNITION OF OUTSTANDING TEACHING.

3. CONTINUED EXCELLENT CLIENTELE/STUDENT REVIEWS AND EVALUATIONS AS A TEACHER.

2. Achievement in Research, Scholarly, and Creative Activity.

Inquiry and originality are central functions of a land grant/sea grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction

between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

FACULTY ARE EXPECTED TO CONDUCT APPLIED RESEARCH OR ENGAGE IN OTHER SCHOLARLY OR CREATIVE PURSUITS THAT ARE APPROPRIATE TO THE MISSION OF THE COOPERATIVE EXTENSION SERVICE. CONSISTENT WITH THIS MISSION, EXTENSION FACULTY PROVIDE THE PUBLIC WITH RESEARCH BASED INFORMATION IN AN EASILY UNDERSTOOD FORMAT THAT CAN BE APPLIED TO DAILY LIVING AND IMPROVE THE QUALITY OF LIFE. COOPERATIVE EXTENSION SERVICE BULLETINS, FACT SHEETS AND PUBLICATIONS SHALL BE CONSIDERED A MAJOR PART OF THE DISSEMINATION OF INFORMATION BY EXTENSION FACULTY. COOPERATIVE EXTENSION SERVICE FACULTY HAVE VERY LIMITED OPPORTUNITIES TO CONDUCT TRADITIONAL RESEARCH AT THE GRADUATE LEVEL AND VERY LIMITED ACCESS TO LABORATORIES AND GRADUATE STUDENTS. ADDITIONALLY, BIPARTITE FACULTY MAY OR MAY NOT HAVE A RESEARCH OBLIGATION.

Whatever the contribution, research, scholarly or creative activities must have the following characteristics:

--They must occur in a public forum.

--They must be evaluated by appropriate peers.

--They must be evaluated by peers external to this institution so as to allow an objective judgment.

--They must be judged to make a contribution.

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by PEERS, juries, recognized artists, or critics.

e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Presentation of research papers before learned societies.

g. Scholarly reviews of publications, art works and performance of the candidate.

h. Citations of research in scholarly publications.

i. Published abstracts of research papers.

j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline.

k. Prizes and awards for excellence of scholarship.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

n. **AWARDS OF SPECIAL FELLOWSHIPS TO DEVELOP IDEAS.**

o. **AUTHORSHIP OF SEVERAL CES PUBLICATIONS OR ARTICLES WITHIN CES PUBLICATIONS WHICH MEETS THE CRITERIA SET FORTH IN III. C. 2 OF THIS DOCUMENT WILL BE DEEMED EQUAL TO ONE WORK PUBLISHED IN A NATIONAL OR INTER NATIONAL JOURNAL (THE NUMBER TO BE DETERMINED AND DESIGNATED BY THE CES PEER REVIEW COMMITTEE ON AN INDIVIDUAL BASIS ACCORDING TO THE LENGTH AND COMPLEXITY OF EACH PUBLICATION OR ARTICLE).**

p. **NEW AND UNIQUE ADAPTATIONS OF EXISTING RESEARCH-BASED TECHNOLOGY OR KNOWLEDGE IN ORDER TO SOLVE PROBLEMS RELEVANT TO ALASKA.**

EXCELLENCE IN THE AREA OF RESEARCH OR SCHOLARLY ACTIVITY IN EXTENSION, WHICH QUALIFIES A FACULTY MEMBER FOR PROMOTION TO FULL PROFESSOR MAY INCLUDE:

A. AUTHORSHIP OF A BOOK OR MAJOR REFERENCE IN THE FACULTY MEMBER'S AREA OF SCHOLARLY ACTIVITY.

B. RECEIPT OF A NATIONAL RESEARCH FELLOWSHIP.

C. CONTINUOUS PERFORMANCE IN RESEARCH WITH A CORRESPONDING PUBLICATION RECORD.

D. INTRODUCTION OF A NEW TECHNOLOGY, PRODUCT, OR IDEA WHICH DEMONSTRABLY IMPROVES THE QUALITY OF LIFE FOR ALASKANS, AND IS A CLEAR RESULT OF A FACULTY MEMBER'S EXTENSION ACTIVITY.

3. Effectiveness of Service:

The notion of public service is intrinsic to the land grant /sea grant tradition, and is fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

a. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in further the goals and mission of the university and its units; such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

1. Providing information services to adults or youth.

2. Service on or to government or public Committees.

3. Service on accrediting bodies.

4. Active participation in professional organizations.

5. Active participation in discipline-oriented service organizations.

6. Editing or refereeing articles or proposals for professional journals or organizations **AND CES PUBLICATIONS.**

7. Consulting **IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND THE DISCIPLINE CONSISTENT WITH THE OBLIGATION FOR PUBLIC SERVICE.**

8. **ASSESSING THE RESEARCH NEEDS OF CLIENTELE AND COMMUNICATING THOSE NEEDS TO THE RESEARCH COMMUNITY.**

Methods of delivering public service may include, but are not limited to:

1. Leadership of, or presentations at workshops, conferences, or public meetings.

2. Training, facilitating, and consultative services.

3. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

4. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

5. **MANAGING AN EFFECTIVE VOLUNTEER PROGRAM TO HELP EXTEND CES RESOURCES OR DEVELOP LEADERSHIP SKILLS.**

b. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

1. Service on university, college, school, institute, or departmental committees or governing bodies.

2. Consultative work in support of university functions, such as expert assistance for specific projects.

3. Service as department head, **PROGRAM CHAIR, OFFICE COORDINATOR** or similar part-time administrator.

4. Participation in accreditation reviews.

5. Service in support of student organizations and activities.

6. Academic support services such as library and museum programs.

7. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

c. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements and performance evaluations. In formulating standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities appropriate for that unit, and measures for evaluation. Effectiveness of public service is "demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards and honors from constituent groups; and reputation among peer deliverers of public service. Effectiveness of university service is demonstrated by such things as work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work, and work with students beyond formal teacher-student relationships.

STANDARDS AND INDICES FOR PUBLIC AND UNIVERSITY SERVICE:

STANDARDS FOR PUBLIC SERVICE AND UNIVERSITY SERVICE FOR FACULTY IN EXTENSION ARE WELL DESCRIBED IN THE FACULTY POLICIES EVALUATION CRITERIA, SECTION II C.3.A. IN ADDITION, THE FOLLOWING ACTIVITIES FURTHER EXEMPLIFY PUBLIC SERVICE STANDARDS IN EXTENSION'S ROLE:

A. INITIATION AND FACILITATION OF PUBLIC EDUCATIONAL EVENTS.

B. PRODUCING AND PUBLISHING POPULAR PRESS ARTICLES.

C. MEDIA PRESENTATIONS AND PUBLIC INTERVIEWS, E.G., TV, RADIO, FILM, NEWSPAPERS AND VIDEOTAPES.

D. DEMONSTRATED ABILITY TO RESPOND TO NEW KNOWLEDGE AND DEVELOPMENTS IN THE DISCIPLINE BY RAPIDLY RAISING PUBLIC UNDERSTANDING AND AWARENESS THROUGH AVAILABLE EDUCATIONAL MEDIA AND METHODS.

E. INDIVIDUAL INSTRUCTION, INCLUDING PERSONAL CONSULTATIONS.

F. EXEMPLARY RESPONSE IN EMERGENCY SITUATIONS RENDERED IN AN EXTENSION ROLE, AS AGENT OR STATEWIDE SPECIALIST, TO CLIENTELE WHICH FACED THE EMERGENCY(IES).

INDICES FOR PUBLIC SERVICE PERFORMANCE IN THE EXTENSION SERVICE

A. CES PUBLICATIONS WITH A DOCUMENTED RECORD OF INTERNAL PEER REVIEW. ADDITIONAL REVIEW OUTSIDE CES IS ENCOURAGED.

B. DOCUMENTATION OF SERVICE ACTIVITIES PLANNED ON A CONTINUING PROGRAMMATIC BASIS.

C. UNSOLICITED TESTIMONIALS.

D. AWARDS AND RECOGNITIONS FROM THE PUBLIC SECTOR.

E. DOCUMENTING PUBLIC NEEDS AND BRINGING TO BEAR THE RESOURCES OF THE UNIVERSITY AND OTHER ENTITIES IN MEETING THOSE NEEDS.

F. DEMONSTRATING THE IMPACTS WHICH RESULT FROM PUBLIC SERVICE THROUGH EXTENSION.

EXCELLENCE IN SERVICE OR RECOGNITION OF SERVICE WHICH QUALIFIES A CES FACULTY MEMBER FOR PROMOTION TO FULL PROFESSOR INCLUDE:

1. INVITATIONAL SERVICE ON NATIONAL OR INTERNATIONAL BOARDS, REVIEW COMMITTEES, AWARD COMMISSIONS OR SCHOLARSHIP COMMISSIONS.

2. NATIONAL LEADERSHIP IN A PROFESSIONAL ORGANIZATION.

3. RECOGNITION THROUGH INVITATIONAL SPEAKING ENGAGEMENTS.

4. OUTSTANDING UNIVERSITY SERVICE, SUCH AS SERVICE AS A FACULTY SENATE OFFICER, FACULTY SENATE COMMITTEE CHAIR, OR MEMBER OF A MAJOR ADMINISTRATIVE SEARCH COMMITTEE.

5. RECOGNITION THROUGH RECEIPT OF PUBLIC SERVICE AWARDS, OR AWARDS FOR SERVICE TO THE UNIVERSITY.

6. RECEIPT OF A NATIONAL ASSOCIATION, USDA, OR PROFESSIONAL SOCIETY SERVICE AWARD.

7. PARTICIPATION IN A VOLUNTARY MENTORING RELATIONSHIP WITH JUNIOR FACULTY TO FACILITATE THEIR PROGRESS TOWARD PROMOTION AND TENURE.

The UAF Faculty Senate passed the following at its' Meeting #43 on September 20, 1993:

MOTION PASSED
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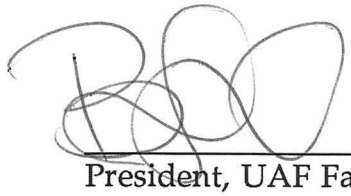
ORIGINAL

The UAF Faculty Senate approves the process of collecting names for the Joint Faculty/Administration Task Forces. Senate and non-Senate faculty names will be collected for a period of two weeks. These names will be forwarded to the Faculty Affairs Committee and that committee will select two names for both the Service Productivity and Research Productivity committees. The selected individuals will also serve as ad hoc members of the appropriate Senate committee. Information from the joint committees will come back to the Senate through the Faculty Affairs Committee for comment and final approval.

EFFECTIVE: Immediately



10/5/93

President, UAF Faculty Senate Date

cc: Chanc Staff

The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

MOTION PASSED (unanimous)
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ORIGINAL

The UAF Faculty Senate moves to amend the transfer of credit policy to include credit based on the American Council on Education's (ACE) National Guide to Educational Credit for Training Programs or the Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI) of the University of the State of New York. Upon presentation of official documents verifying satisfactory completion of instruction, credit may be awarded as recommended above, subject to approval by appropriate faculty. Credit recommendations for specific UAF courses will be reviewed by the faculty of the department in which the UAF course is offered. Once a review has been done for any given course of instruction, that course need not be reviewed for each subsequent request unless there has been significant change to the course or its credit award. When credit is recommended in areas where there is no UAF equivalent, the recommendation will be reviewed by the faculty of the student's major department.

EFFECTIVE: Fall 1993

RATIONALE: UAF does not currently provide the possibility of transfer credit for ACE/PONSI certified training programs. This motion will provide an opportunity for students to request such credit with approval authority resting with the cognizant faculty.

Timothy Johnson 5-5-93
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE 5/5/93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

cc: Chanc Staff

The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

MOTION PASSED (w/1 nay)
==========

ORIGINAL

The UAF Faculty Senate moves that subsequent to the third Friday after classes begin, all registrations for audit (including those arising from drop/add activity) must be approved by the instructor of the course being audited.

EFFECTIVE: Fall 1994

RATIONALE: Many instructors place requirements such as consistent attendance, participation in labs, undertaking of assignments, etc. on students wishing to audit their courses. The motion will provide an opportunity for agreement between instructor and student concerning such requirements. It should reduce the number of Au grades which the instructor must change to Ws on the final grade report.

It should be noted that, under the revised withdrawal procedure proposal, most students will require the instructor's signature for withdrawals after the date specified above, so the additional signature required for those students seeking to change a course from credit to audit can be requested simultaneously with the withdrawal approval.

Timothy Telsworth 5-5-93
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE 5/5/93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

MOTION PASSED (unanimous)
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The UAF Faculty Senate moves to endorse the 1993-94 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighed against membership distribution from schools and colleges.

5/4/93

President, UAF Faculty Senate Date

STANDING COMMITTEES

Curricular Affairs

, SOE (95) *pending
Charlotte Basham, CLA (94)
*Clif Lando, CLA (94)
Laura Milner, SOM (94)
John Morack, CNS (94)
Maynard Perkins, CRA (94)
Nag Rao, CLA (95)
Marcele Skelton, TVC (95)
Ex-Officio: Ann Tremarello, Registrar's Office
Wanda Martin, Advising Center
1 Undergrad. student - TBD

Faculty Affairs

*Nirendra Biswas, CNS (94)
William Brody, CLA (94)
Godwin Chukwu, SME (94)
Dolly Garza, SFOS (95)
Greg Goering, SOM (95)
DeAnne Hallsten, CRA (95)
Mike McGowan, TVC (94)
Nag Rao, CLA (95)
Natalie Thomas, CES (94)

Scholarly Activities

*Jeff Leer, CLA (95)
Nancy Murphy, CLA (95)
Gerry Plumley, SFOS (95)
Michael Panciera, SALRM (95)
John Zarling, SOE (94)

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker and Honorary Degree Recipients

David Hales, CLA (94)
Koji Kawasaki, CNS (95)
Rudolph Krejci, CLA (94)
David Musgrave, SFOS (94)
Claus-M. Naske, CLA (94)
Ex-Officio: Karen Cedzo, Director
University Relations

Developmental Studies Committee

Nancy Ayagarak, Kuskokwim, CRA (94)
Jerah Chadwick, General & Devel. Studies (94)

Richard Clausen, Math, CLA (94)
John Creed, Chukchi (95)
Sarah Garland, Dev. Studies, TVC (94)
George Guthridge, Bristol Bay, CRA (95)
Ron Illingworth, Interior Campus (95)
Rose Kairaiuak, RSS (94)
Wanda Martin , Advising Center (95)
*Maynard Perkins, Northwest (94)--convener
Doug Schamel, Biology, CNS (93)
Marcele Skelton, TVC (93)
Riki Sipe, CCC, CLA (94)
Joan Worley, English, CLA (95)
Ex-Officio: Ruth Lister, TVC

Faculty Development, Assessment & Improvement

Robert Carlson, SOE (94)
James Drew, SALRM
Barbara Haney-Martinez, SOM (94)
Jo Kuykendall, TVC (94)
Joan Moessner, CLA (95)
Channon Price, CNS (95)
Raymond RaLonde, SFOS (95)
*Natalie Thomas, CES (94)--convener
Joan Worley, CLA (95)

Graduate Council

+Sukumar Bandopadhyay, SME (94)
+Larry Duffy, CNS (95)
+Greg Goering, SOM (95)
+Mark Johnson, SFOS (94)
Doug Kane, SOE (94)
Charles Knight, SALRM (95)
+Peter Knoke, CLA (94)
Peter McRoy, SFOS (94)
Ed Murphy, Fac. Assoc. for Grad. Studies
, CLA (95)
Keith Watts, CNS (94)
Brenton Watkins, CNS (95)
Roderick Teh, Graduate Student (93)
Ex-Officio: Mary Ann Borchert, Graduate School
Paul McCarthy, Director, Libraries
Ann Tremarello, Director, A&R

Legislative and Fiscal Affairs

Vera Alexander, Dir., IMS
Barbara Alexander, CLA
Robert Carlson, SOE
Barbara Haney-Martinez, SOM (94)
Merritt Helfferich, GI

Eric Heyne, CLA
Mike Moore, CRA (95)
Claus-M. Naske, CLA (95)
Wendy Redman, SW Univ. Rel.
Scott Smiley, CNS (95)
Dennis Stephens, Library
James Walworth, SALRM (95)
*John Zarling, SOE (94)

Service Committee

Hollis Hall, Director, CES
Barbara Haney-Martinez, SOM (94)
*Patricia Holloway, SALRM (94)--convener
Fred Sorensen, CES (95)
Jakup Esop, CRA/TVC (95)
Non-University: Herb Smelcer, US BIA (93)
Non-University: Vacant

University-wide Promotion & Tenure Committee

Don Carling, SALRM (95)
Karen Colligan-Tayor, CLA (96)
, CES (96)
Vidyadhar Kamath, SME (94)
Mary Keskinen, CNS (94)
Jerry Lipka, CLA/SOEd. (96)
Terry McFadden, SOE (95)
Joli Morgan, CRA (94)
Kelley Pace, SOM (95)
Donald Schell, SFOS (96)

OTHER

Core Review

Robert Arundale, Speech, CLA (94)
Walter Benesch, Humanities, CLA (94)
, BSHS, CRA (95)
Pat Lambert, Math, CLA (94)
Kent Schwaegerle, CNS (94)
Frank Williams, SOE (94)
, English, CLA (95)
, Student

Ad Hoc Committee on Administrator Evaluation

Nirendra Biswas
Don Lynch
Ron Johnson
Nag Rao
Gerd Wendler

The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to adopt the following calendar of meetings for the 1993-94 academic year.

Mtg. #	Date	Day	Time	Type
43	9/20/93	Monday	1:30 p.m.	face-to-face
44	10/18/93	Monday	1:30 p.m.	audioconference
45	11/15/93	Monday	1:30 p.m.	audioconference
46	12/6/93	Monday	1:30 p.m.	face-to-face
47	2/14/94	Monday	1:30 p.m.	face-to-face
48	3/21/94	Monday	1:30 p.m.	audioconference
49	4/25/94	Monday	1:30 p.m.	face-to-face

RATIONALE: The UAF Faculty Senate constitution states that there shall be a minimum of seven regular meetings each academic year.

5-6-93

President, UAF Faculty Senate Date

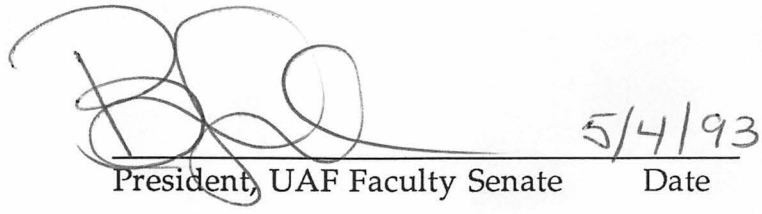
The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the program faculty, as verified by the appropriate department head. As the representative governance group of the faculty, we are making that recommendation.



President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate during the summer months of 1993 on all matters within its purview which may arise. Senators will be kept informed of the Administrative Committee meetings and will be allowed to attend and participate in these meetings.

EFFECTIVE: May 3, 1993

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their rights to participate in the governance process.

5/4/93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

RESOLUTION OF APPRECIATION

FOR

TIMOTHY TILSWORTH

WHEREAS, Tim Tilsworth has served the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, Tim Tilsworth has served as Chairman, Statewide University Assembly from 1974-76; and

WHEREAS, Tim Tilsworth has served as Chairman, Statewide Administrative Committee on Academic Policy from 1976-78; and

WHEREAS, Tim Tilsworth has served as Senator to the UAF Faculty Senate from 1990-1992; and

WHEREAS, Tim Tilsworth has served as Chairman of the Graduate Council for 1990-91; and

WHEREAS, Tim Tilsworth has served as Chairman, President's Search Committee for UAF Chancellor in 1990; and

WHEREAS, Tim Tilsworth has served as President-Elect of the UAF Faculty Senate from 1991-1992; and

WHEREAS, Tim Tilsworth has served as a member of the Executive Committee of the UA statewide General Assembly from 1991-1993; and

WHEREAS, Tim Tilsworth has served as President of the UAF Faculty Senate from 1992-1993; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Tim Tilsworth as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Tim Tilsworth and expresses its appreciation for his exemplary service.

5/4/93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #41 on April 12, 1993:

RESOLUTION PASSED (unanimous)
==========

ORIGINAL

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT

PRESIDENT-ELECT

Please vote for ONE individual to serve as the President-Elect of the UAF Faculty Senate for 1993-94.

Larry Duffy
Professor
Chemistry and Biochemistry

** Colin Read
Associate Professor
Economics

**President Elect

4-15-93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #41 on April 12, 1993:

RESOLUTION PASSED (unanimous)
==========

ORIGINAL

WHEREAS, the role of the faculty senate in establishing closer parallel Faculty/Student governance at UAF has not been strong in the past, and

WHEREAS, the shared problems of our university community regarding health services, substance abuse counseling, and safety issues of all sorts, have been reviewed by the committees above, and the need to engage the students, faculty, staff and administration in communications and efforts to strengthen our community services and support structure are clearly recognized, and

WHEREAS, a first step in developing a stronger support structure and community awareness of that support would be to establish joint Faculty/Student/Staff efforts toward that end, and

WHEREAS, the emotional, intellectual, physical, spiritual, and psychological needs of students can be better met by a well-informed and aware faculty, staff and student body, and by an inventory and directory of University services, which can result from the work of a joint committee, and

WHEREAS, an overarching goal of the Service Committee and the Faculty Development committee is to develop a stronger sense of community within the university,

THEREFORE BE IT RESOLVED, That the UAF Governance Coordinating Committee establish a joint working committee to begin a review of the student and community support structures available on campus and within the UAF system.

FURTHER BE IT RESOLVED, That this new committee look into building awareness of student needs and the university community support services available to meet those needs, and to improving the access to those services within our university community

4-15-93

President, UAF Faculty Senate Date

vcc: Chanc Staff

The UAF Faculty Senate passed the following at its Meeting #41 on April 12, 1993:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to amend Section 1 (ARTICLE III: Membership) A, of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

Terms shall be for two years and staggered, with approximately one-half of the Senate elected each year. ((The first year, each unit shall elect approximately half of its representatives for terms of two and one-half, and half for one and one-half years [EXCEPTION: Members from units having only one representative will be elected for terms of two and one-half years. This may necessitate an adjustment of length of initial terms of members from larger units.]))

EFFECTIVE: Immediately

RATIONALE: This statement was included in the Bylaws to address membership during the formation and first year of the Senate and is no longer an applicable part of the Bylaws.

4-15-93
President, UAF Faculty Senate Date

APPROVED: _____ DATE 5/17/93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #41 on April 12, 1993:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to amend Section 1 (ARTICLE III: Membership) A, of the Bylaws as follows:

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EFFECTIVE: Immediately

RATIONALE: This statement was included in the Bylaws to address membership during the formation and first year of the Senate and is no longer an applicable part of the Bylaws.

4-15-93
President, UAF Faculty Senate Date

APPROVED: _____ DATE 4-21-93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

v c c: Chancellor Staff

The UAF Faculty Senate passed the following at its Meeting #41 on April 12, 1993:

MOTION PASSED (w/1 nay)
==========

ORIGINAL

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) E, PERMANENT, 8. of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

8. THE FACULTY APPEALS COMMITTEE SHALL BE COMPOSED OF FIVE TENURED FACULTY MEMBERS SELECTED BY THE FACULTY SENATE WHO SHALL SERVE FOR TWO-YEAR TERMS. MEMBERS' TERMS WILL BE STAGGERED TO PROVIDE CONTINUITY. THE COMMITTEE WILL HEAR ALL PROMOTION AND/OR TENURE RECONSIDERATION REQUESTS AND REPORT ITS FINDINGS TO THE CHANCELLOR ACCORDING TO UNIVERSITY OF ALASKA FAIRBANKS REGULATIONS, SECTION IV, B, 4.

EFFECTIVE: Immediately

RATIONALE: The current University of Alaska Fairbanks Regulations for the Evaluation of Faculty provides for an exclusive process for reconsideration of promotion and tenure decisions. The regulations call for a Faculty Appeals Committee, which is a permanent committee of the Senate.

Timothy J. Ellsworth 4-15-93
President, UAF Faculty Senate Date

APPROVED: _____ DATE 5/12/93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #41 on April 12, 1993:

MOTION PASSED (w/1 nay)
==========

ORIGINAL

RECEIVED
APR 20 1993
VCAA

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) E, PERMANENT, 8. of the Bylaws as follows:

(( )) = Deletion
CAPS = Addition

8. THE FACULTY APPEALS COMMITTEE SHALL BE COMPOSED OF FIVE TENURED FACULTY MEMBERS SELECTED BY THE FACULTY SENATE WHO SHALL SERVE FOR TWO-YEAR TERMS. MEMBERS' TERMS WILL BE STAGGERED TO PROVIDE CONTINUITY. THE COMMITTEE WILL HEAR ALL PROMOTION AND/OR TENURE RECONSIDERATION REQUESTS AND REPORT ITS FINDINGS TO THE CHANCELLOR ACCORDING TO UNIVERSITY OF ALASKA FAIRBANKS REGULATIONS, SECTION IV, B, 4.

EFFECTIVE: Immediately

RATIONALE: The current University of Alaska Fairbanks Regulations for the Evaluation of Faculty provides for an exclusive process for reconsideration of promotion and tenure decisions. The regulations call for a Faculty Appeals Committee, which is a permanent committee of the Senate.

Timothy J. Ellsworth 4-15-93
President, UAF Faculty Senate Date

APPROVED: Joan Wadell
Chancellor's Office

DATE 4-21-93

DISAPPROVED: _____
Chancellor's Office

DATE _____

The UAF Faculty Senate passed the following at its Meeting #41 on April 12, 1993:

MOTION PASSED (w/1 nay, 1 abstention) ORIGINAL
==========

The UAF Faculty Senate moves to endorse the Graduate Council proposal to change the number of TA and RA hours required to receive a tuition waiver as attached.

EFFECTIVE: Immediately

4-15-93
President, UAF Faculty Senate Date

* * * * * * * * * * * * * * *

TUITION WAIVERS FOR TEACHING AND RESEARCH ASSISTANTSHIPS

Current (Graduate Manual, p.16):

Teaching and research assistants are entitled to full tuition waivers, if the assistantships are 1/4 time (5 hours per week) or greater, and if the assistantship appointment begins on or before the beginning of the semester. (A research assistant beginning an appointment in October, therefore, world not be eligible for a tuition waiver for fall semester.) Students must present a copy of their letter of appointment to the fee assessors during the regular fee payment period each semester to receive the tuition waiver.

Current (Graduate Catalog, p. 29)

Teaching and research assistants receive full tuition waivers when the assistantship begins on or before the beginning of a semester. Students must present a copy of their contract letter to the fees assessors during registration each semester to receive the tuition waiver.

Proposed:

Unless otherwise stated in the letter of appointment, Teaching and Research Assistants are entitled to full tuition waivers, if the assistantship is half-time (10 hours per week) or greater, and if the assistantship appointment begins on or before the first day of instruction and ends on or after the last day of final examinations for that semester (16 or more weeks). Therefore, a research assistant whose appointment begins in October, for example, would not be eligible for a tuition waiver in that fall semester. Students must present a copy of their letter of appointment to the fee assessors during the regular fee payment period each semester to receive the tuition waiver.

Background and Rationale:

Hourly rates for stipends range from $10.50/hour to $14.00/hour. A 1/4-time appointment for 16 weeks therefore ranges from $840 to $1120, an amount less than or equal to the cost of resident tuition for a full-time graduate student. Of 162 Teaching Assistantships in 1991-92, 121 were full-time (20 hours/week), 17 were half-time (10 hours/week), 20 were less than half-time but at least 1/4-time, and 4 were less than 1/4-time. the 20 positions that would have been affected by this change were distributed as follows: .

Education	2
INDS	1
CE	1
EE	13
ME	1

This listing shows that most departments would be affected little if at all but units within the School of Engineering (particularly EE) could be adversely affected.

For faculty and units offering Research Assistantships, the proposed change would eliminate the requirement to provide a tuition waiver for students who can be provided only minimal stipends.

The general rationale for this proposal is that units should provide stipends that at least approximate the cost of non-resident graduate tuition for entitlement to tuition waivers.

cc: Chancellor's staff

The UAF Faculty Senate passed the following at its Meeting #40 on March 22, 1993:

ORIGINAL

MOTION PASSED (w/1 nay, 1 abstention)
==========

The UAF Faculty Senate moves to approve the deletion of program request: Korean.

3-30-93
President, UAF Faculty Senate Date

APPROVED: _____ DATE 4/2/93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

UNIVERSITY OF ALASKA FAIRBANKS

Department of Journalism & Broadcasting
18 Bunnell • Fairbanks, Alaska 99775 • (907) 474-7761

DATE: November 13, 1992

FR: Claudia Clark, Chair
CLA Curriculum Council

RE: **PROPOSAL TO DELETE KOREAN PROGRAM**

On November 13, 1992, the CLA Curriculum Council voted unanimously to delete the Korean program, but with specific amendments to the original deletion proposal. The motion and amendments are:

MOTION:

- Approve deletion of the Korean Program, effective the 1994-1995 academic year with this contingency: that the program be retained if, by January 15, 1994, the program has a commitment for on-going, outside support, beginning the 1994-1995 academic year, that covers a minimum of 50 percent of salary/staff benefits for instructor and materials.
- In addition, the program should meet UAF minimum enrollment standards.
- Recommend that the department head oversee the implementation of a funding search and participate in a program review with the Dean.

ACTION:

- Passed unanimously.

Claudia Clark, Chair, CLA Curriculum Council — 11/13/92 Date

UNIVERSITY OF ALASKA FAIRBANKS

College of Liberal Arts
Fairbanks, Alaska 99775-0980
(907) 474-7231

MEMORANDUM

TO: Joan K. Wadlow, Chancellor

FROM: Jerry McBeath, Acting Dean
College of Liberal Arts

DATE: November 17, 1992

SUBJECT: Deletion of Korean Program

Pursuant to your letter to me of September 17, 1992, I prepared a program deletion request for Korean with an effective date of 1993-94. The CLA Curriculum Council carefully considered this request. It heard testimony from Dr. Koo and one or two students and accepted seven letters for the file.

The Council voted unanimously to delete the Korean program but changed the effective date to 1994-95. I support this change for two reasons:

1. Dr. Koo has announced a retirement date from the University of 1994. A change in the date will make the deletion of the program correspond to the date of Dr. Koo's retirement.

2. Several faculty and students spoke to the possibility that studies in Korean language and culture might be funded by the Korean government or a private foundation. Extending the effective date by one year gives proponents of the program ample opportunity to secure external funding for the program, if that is a viable prospect.

GAM/su

cc: Dr. Reynolds, Vice Chancellor of Academic Affairs

The UAF Faculty Senate passed the following at its Meeting #40 on March 22, 1993:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to accept the Curricular Affairs Committee recommendations concerning the deletion of the Humanities program.

Timothy Ellsworth 3-30-93
President, UAF Faculty Senate Date

APPROVED: J Wadlow Chancellor's Office DATE 4/12/93
With Modifications in April 13, 1993 memo

DISAPPROVED: _____ DATE _____
Chancellor's Office

****

CURRICULAR AFFAIRS COMMITTEE RECOMMENDATIONS ON THE HUMANITIES PROGRAM DELETION:

1. CONCERNING DELETION OF THE HUMANITIES MAJOR-

RECOMMENDATION:
The Humanities major should be deleted.

RATIONALE:
The Humanities major has drawn little interest from students. Its elimination would result in a slight savings in resources.

2. CONCERNING DELETION OF THE HUMANITIES MINOR-

RECOMMENDATION:
The Humanities minor should not be deleted at this time. It is suggested that the Department of Philosophy and Humanities, in cooperation with other departments offering humanities courses, revise the minor program in order to accomplish the following objectives:

a. Make the minor more attractive to students as evidenced by increased declarations;

b. Allow use of humanities courses from other disciplines (e.g., Art, Literature, Music, Theater, etc.) which will, in turn, allow a reduction in the number of Humanities courses offered each semester.

c. Humanities courses which appreciably overlap with courses from other disciplines such as Humanities 220 should be deleted.

RATIONALE:

Although the Humanities minor has evidenced little student demand in the past, it is thought that restructure of the program could result in a viable minor while still providing a savings in resources.

3. CONCERNING RETENTION OF CERTAIN HUMANITIES COURSES-

RECOMMENDATION:

Humanities courses with strong demand as evidenced by consistent "making" of enrollment minimums and/or use as requirements for other programs should be retained. In particular, Humanities 201 and 202 should be retained.

RATIONALE:

Some of the Humanities courses (such as Humanities 202) are used in other programs and some have strong enrollments from students wishing to fulfill humanities requirements. Humanities 201 has now been modified to fulfill the Aesthetics Appreciation area of the core curriculum and has been approved by the Core Review Committee.

4. CONCERNING SHARED CONTROL FOR HUMANITIES 201 AND 202-

The recommendation of the CLA Curriculum Council concerning shared control of Humanities 201 and 202 is seen by the Curricular Affairs Committee as representing unwarranted intrusion into the academic affairs of a department and as setting undesirable precedent. This provision is NOT recommended. It should be noted that as part of the Aesthetics Appreciation area of the core curriculum, any changes in Humanities 201 do come under the approval authority of the Core Review Committee as is the case with any core course.

Joan K. Wadlow, Chancellor
907 474-7112
FAX 907 474-7225

UNIVERSITY OF ALASKA FAIRBANKS
Office of the Chancellor
320 Signers' Hall
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Tim Tilsworth, President
UAF Faculty Senate

FROM: Joan K. Wadlow, Chancellor
University of Alaska Fairbanks

DATE: April 13, 1993

RE: MOTION CONCERNING HUMANITIES

I am approving with modification the attached Senate motion concerning the deletion of the Humanities program.

I approve Recommendation #1, and agree with the Senate that the Humanities major should be deleted.

However, I do not approve Recommendation #2. I maintain that the Humanities minor should also be deleted. The intent to delete the Humanities program was announced on May 4, 1992, and was a consequence of UAF's program review process that was conducted according to guidelines approved by the Faculty Senate. Subsequently, additional reviews within the College of Liberal Arts and faculty groups occurred. During this second set of reviews, several different recommendations were made. Their various recommendations are in the record. My proposal to the Board of Regents to eliminate both the major and the minor, endorses the recommendation of the CLA Curriculum Council.

JKW/lks

UNIVERSITY OF ALASKA FAIRBANKS

Department of Journalism & Broadcasting
18 Bunnell • Fairbanks, Alaska 99775 • (907) 474-7761

DATE: November 13, 1992

FR: Claudia Clark, Chair C Clark
CLA Curriculum Council

RE: **PROPOSAL TO DELETE HUMANITIES PROGRAM**

On November 13, 1992, the CLA Curriculum Council voted unanimously to delete the major and minor in Humanities, but with specific amendments to the original deletion proposal. The motion and amendments are:

MOTION:

- Approve deletion of the major and minor in Humanities with the exception of the courses Unity in the Arts (HUM 201) and Unity in the Sciences (HUM 202).
- Modify Unity in the Arts (HUM 201) to conform to guidelines for Aesthetics Appreciation area of the core curriculum.
- Recommend a joint faculty committee representing Music, Art, Theatre, and Philosophy, approve instructors for Unity in the Arts (HUM 201), and a joint faculty committee representing Mathematics, Engineering, Philosophy, and departments in CNS, approve instructors for Unity in the Sciences (HUM 202).

ACTION:

- Passed unanimously.

Claudia Clark 11/13/92

Claudia Clark, Chair, CLA Curriculum Council — Date

UNIVERSITY OF ALASKA FAIRBANKS

College of Liberal Arts
Fairbanks, Alaska 99775-0980
(907) 474-7231

MEMORANDUM

TO: Joan K. Wadlow, Chancellor

FROM: Jerry McBeath, Acting Dean
College of Liberal Arts

DATE: November 17, 1992

SUBJECT: Deletion of Humanities Program

Pursuant to your letter to me of September 17, 1992, I prepared a program deletion request for Humanities and submitted it to the CLA Curriculum Council for review. The CLA has now carefully considered this request; it has listened to testimony of several faculty and students and accepted written comments for the file.

The Curriculum Council voted unanimously to delete the major and minor in Humanities. However, it moved to retain the two most popular courses in the program--Humanities 201 and 202. I concur with the actions of the Council.

GAM/su

cc: Dr. Janice M. Reynolds, Vice Chancellor of Academic Affairs

The UAF Faculty Senate passed the following at its Meeting #40 on March 22, 1993:

MOTION PASSED (w/ 1 abstention)
==========

ORIGINAL

The UAF Faculty Senate moves to deny the request for deletion of the German Program.

The UAF Faculty Senate recommends that the new Dean, in conjunction with the CLA Curriculum Council, review the German courses to find ways to strengthen the program. The review process should be completed by October 15, 1993.

The UAF Faculty Senate furthermore encourages external support for the program to further enhance German at UAF.

Timothy Delaney 3-30-93
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow: See also Sept 1, 1993 memo to Pres Spoll. DATE 9/1/93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

Joan K. Wadlow, Chancellor
907 474-7112
FAX 907 474-6725
FNJKW@AURORA.ALASKA.EDU

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor
320 Signers' Hall
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Spell, President
Faculty Senate

FROM: Joan K. Wadlow, Chancellor
University of Alaska Fairbanks

DATE: September 1, 1993

RE: *SENATE MOTION ON GERMAN*

On June 29, I apprised you that I was not in a position to respond to the Senate motion on German. I stated that the matter was involved in an administrative review by legal counsel for both parties. This administrative review included several grievances, one of which pertained to German language offerings. Inasmuch as this administrative review of several grievances has not resolved the matter of German language offerings, I must respond to the Senate motion on German now. I am therefore, taking the following action:

> I am directing Dean Hedahl, in accordance with college policies and procedures, to continue UAF's courses in German. "Strengthening" of German, as called for in the Senate motion, must be made within current budget constraints as suggested by the chair of the CLA Curriculum Council in the Faculty Senate meeting. The German faculty should seek external support as also called for in the motion.

I believe that this concludes the German matter, and conveys my approval of the Senate's action that rejected the Program Review recommendation to delete German.

JKW/smw

Attachment

cc: Gorden Hedahl, Dean
College of Liberal Arts

Paul Reichardt, Interim Provost
Office of the Provost

Joan K. Wadlow, Chancellor
907 474-7112
FAX 907 474-6725
FNJKW@AURORA.ALASKA.EDU

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor
320 Signers' Hall
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Spell, President
Faculty Senate

FROM: Joan K. Wadlow, Chancellor
University of Alaska Fairbanks

DATE: June 29, 1993

RE: *SENATE MOTION ON GERMAN*

You extended the deadline for responding to the motion on German until June 30. I appreciate your consideration. Unfortunately, I am still in a situation where, on advice of counsel, I cannot properly respond.

This matter is intimately involved in administrative review by legal counsel by both parties. I ask your indulgence once again, and hope that additional time can be afforded before I properly respond. However, if an extension is not possible, then please take this as a rejection of the motion.

JKW/smw

cc: Paul Reichardt, Interim Provost
Academic Affairs & Research

Joan K. Wadlow, Chancellor
907 474-7112
FAX 907 474-6725
FNJKW@AURORA.ALASKA.EDU

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor
320 Signers' Hall
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Spell, President
UAF Faculty Senate

FROM: Joan K. Wadlow, Chancellor
University of Alaska Fairbanks

DATE: May 27, 1993

RE: EXTENSION ON MOTION

I would appreciate another extension to delay action regarding the Senate motion on the German program. A grievance is pending about the German program, and I cannot act on the motion until the grievance is settled. I anticipate resolution of the grievance during the month of June.

JKW/lks

The UAF Faculty Senate passed the following at its Meeting #40 on March 22, 1993:

RESOLUTION PASSED
==========

ORIGINAL

WHEREAS, Chancellor Wadlow has requested suggestions for the improvement of graduate education at UAF, and based on a survey identifying problems in graduate education, and on input from academic departments, a number of concerns have been raised about faculty member's workload and role in graduate education; these can be divided into three areas:

1. The consideration of a faculty member's participation in graduate education in the evaluation and promotion of faculty members.

2. Faculty annual workload in relation to participation in graduate student advisement and on graduate committees.

3. Faculty annual workload in relation to the assignment of graduate classes versus undergraduate classes.

The Graduate Council feels that departments and colleges must address these concerns in some manner. At present a few departments have adopted policy concerning graduate education; however, many have no stated policy. The Graduate Council offers these guidelines to departments to be modified as deemed necessary.

BE IT RESOLVED THAT, In response to these areas of concern, the UAF Faculty Senate moves to establish the following guidelines:

1. Each peer review unit should specify the role of faculty members in graduate education in their criteria for promotion and tenure.

2. Any faculty member who is teaching a graduate course of three or more credits should not be expected to teach more than one other course during that semester. It is assumed that the faculty member will also have other assignments in research and service.

3. Faculty annual workload assignments should take into account the faculty member's participation on graduate student committees with the following formula:

	Preliminary		Advanced to Candidacy	
	Chair	Member	Chair	Member
Ph.D. or Masters w/thesis	.75 cr.	.3 cr.	1.0 cr.	.5 cr.
Masters non-thesis	.2 cr.	.1 cr.	.3 cr.	.2 cr.

3-30-93

President, UAF Faculty Senate Date

cc: Chancellor's Staff

The UAF Faculty Senate passed the following at its Meeting #40 on March 22, 1993:

MOTION PASSED (w/3 abstentions)
==========

ORIGINAL

The UAF Faculty Senate moves to amend the Baccalaureate Core Curriculum guideline for World Literatures: Art and Culture under the "Perspectives on the Human Condition" as follows:

CURRENT GUIDELINES:

WORLD LITERATURES: ART AND CULTURE

1. Objectives:
   a. Introducing students to the careful reading of literary texts;
   b. Developing an appreciation of the artistic elements in literature;
   c. Understanding the range of cultural differences and universals through exposure to a variety of approaches to myth, poetry, story telling, and drama.

2. Options: This course is a broad-based literature course covering a wide range of texts and representing different cultures and periods from the perspective of literature as art. Outline of course content:

   a. **Introduction to the role of literature** in the humanities and in critical thinking; overview of literature in the world, cross-cultural perspectives.
   b. **Ancient Sources** (including some attention to myth, song, and religious texts).
   c. **Poetry** (including some non-Western and American minority works).
   d. **Story** (including oral as well as written examples, and including non-Western and American minority works, and at least one novel).
   e. **Drama** (including at least one play by Shakespeare).

   Four examples of possible courses which would fulfill this outline, by using thematic approaches across diverse cultures, time periods and literary genres, are:

   1) Lysistrata (Aristophanes), Othello (Shakespeare), Phaedre (Racine), Madame Bovary (Flaubert), Les Contes d'Amadou Koumba (compiled by Bistro Diop, Senegalese oral narratives)
   2) Orestei (Aeschylus), Merchant of Venice (Shakespeare), The Miser (Moliere), selected short stories of Maupaussant, Mandabi (Sembene Ousmane).
   3) The Iliad or Odyssey (Homer), King Lear (Shakespeare), Song of Roland (anon.), Don Quixote (Cervantes), The Human Condition (Malraux).
   4) Ancient Buddhist texts (Kazuaki's *Moon in a Dewdrop*); Zen poetry from China, Japan and the U.S.; the kaikuesque novel *Kusamakura* by Natsume Soseki; Christian parables and Buddhist moral tales; and the film *Ran* compared with *King Lear*.

AMENDED GUIDELINES:

WORLD LITERATURES: ART AND CULTURE

1. Objectives:
   a. To introduce students to the diversity of oral and written literature from around the world;
   b. To develop historical and cultural awareness, aesthetic appreciation, and analytical thinking, via close study of literature;
   c. To encourage global awareness by comparing literatures from different cultures, continents, and eras;
   d. To introduce a variety of approaches to myth, poetry, narrative, stories, novels, nonfiction, and drama.

2. Content: This course is a broad-based literature course covering a wide range of texts and representing several cultures and centuries. Outline of course content:
   a. **Introduction to the role of literature.** This introduction will place literature in context, as a part of the humanities, as an art form, and as a part of culture and society.
   b. **Cross-cultural perspectives**. Literature from several cultures will be studies, and students will make connections and distinction based on cultural concepts. Each course will include non-Western and/or American minority works.
   c. **Cross-gener perspectives**. Works of literature created by both women and men will be studied.
   d. **Diversity of genres**. Students will learn about several genres, and about adaptations and evolution within and among genres. Each course will consider narrative (both oral and written), poetry, and drama, in a variety of forms, including longer forms like the novel or full-length plays, and briefer forms, like short stories, prose poems, or lyric poems. Traditional sources, such as myths, songs, or religious texts, and more modern works will be studied.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: World Literature faculty from both English and Foreign Language met and discussed the guidelines for World Literature. The revised guidelines represent the pedagogical concerns and the practices of the World Literature faculty. These guidelines reflect changes agreed to by the Core Review Committee.

Judith Ilsworth 3-30-93
President, UAF Faculty Senate Date

APPROVED: J. Wallace 4/7/93
Chancellor's Office DATE

DISAPPROVED: _____
Chancellor's Office DATE _____

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #39 on February 8, 1993:

MOTION PASSED (29 yes, 1 abstention)
==========

The UAF Faculty Senate moves to ratify the constitution of the new University of Alaska Governance Council which will replace the General Assembly as the systemwide governance organization. When ratified, the new constitution will be placed before the Board of Regents for approval as a replacement for current Regents' Policy 03.01.01, which is the constitution for the current General Assembly, and through which local governance groups are authorized.

Timothy Tedsworth 2-9-93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #39 on February 8, 1993:

MOTION PASSED (2 abstentions)
==========

ORIGINAL

The UAF Faculty Senate moves to endorse the UAF Staff Council motion that bans smoking in all non-residential buildings owned by UAF as attached.

2-9-93

President, UAF Faculty Senate Date

****

The UAF Staff Council approved the following at its meeting #49 on December 4, 1992:

MOTION PASSED AS AMENDED (1 nay, 1 abstention)
==========

The UAF Staff Council requests that UAF ban smoking in all non residential buildings owned or leased by the University of Alaska Fairbanks and in all motor vehicles owned, leased or operated by the University of Alaska Fairbanks. The Staff Council further moves that Personnel Services schedule several smoking cessation workshops in place of other proposed training sessions. Finally, the Staff Council requests that the Chancellor use the powers of her office to encourage all smokers who desire to quit smoking to attend smoking cessation workshops, form support groups, and seek medical assistance.

EFFECTIVE: Chancellor's Approval

RATIONALE: Tobacco use results in significantly higher health care costs (18% higher than non-smokers), absenteeism, and mortality. A division of Dow Chemical found that smokers average 5.5 more days of absenteeism and 8 more days of disability leave each year. Tobacco use kills more than 360,000 Americans annually. Passive smoking (smoke breathed from other people's tobacco products) kills up to 53,000 Americans annually. Tobacco users drive up health and fire insurance rates, and building maintenance costs from cleaning and equipment replacement. Finally non-smoking employees are winning lawsuits from their exposure to second-hand smoke. For example, a non-smoking waiter in California recently received an $85,000 settlement in a workers compensation case in which he claimed his heart attack was caused by other people's cigarette smoke. Reducing the amount of smoking by UA employees is one of the most cost effective ways to cut the skyrocketing costs of health insurance at the University of Alaska.

The UAF Faculty Senate passed the following at its Meeting #39 on February 8, 1993:

ORIGINAL

MOTION PASSED (2 abstentions)
==========

The UAF Faculty Senate moves to accept the Peer Review Unit for the School of Education as follows:

School of Education - 4 tenured faculty, augmented with faculty from Anthropology (2) and Geography (1)

EFFECTIVE: Immediately

RATIONALE: UAF regulations state that the Senate is to give overall approval to those units which have been augmented or combined. The peer review group for the School of Education requires augmentation as there are currently only four tenured faculty members.

2-9-93

President, UAF Faculty Senate Date

UNIVERSITY OF ALASKA FAIRBANKS

Alaska's Land, Sea and Space Grant Institution

1917 *75 years* 1992

Fairbanks, Alaska 99775-1680

Office of the Vice Chancellor for Academic Affairs
(907) 474-7096
FAX: (907) 474-7225

December 15, 1992

Tim Tilsworth, President
UAF Faculty Senate
University of Alaska Fairbanks
Fairbanks, Alaska 99775

Dear Tim:

Acting Dean Jerry McBeath has sent you a memorandum about the reforming of CLA's peer review units at the beginning of this year as a result of the additional disciplines within the college.

When the peer review unit committees were formed originally in 1989, the Senate passed a motion accepting the configuration of the units. The UAF regulations state that the Senate is to give overall approval those units which have been augmented or combined.

The peer review group for the School of Education required augmentation, as there are currently only four tenured faculty members. The unit is being augmented with faculty members from Anthropology (2) and Geography (1).

I'd appreciate it if you would present this configuration to the Senate for approval.

Sincerely,

Janice

Janice M. Reynolds
Vice Chancellor for Academic Affairs

COLLEGE OF LIBERAL ARTS GROUPS
REVISED SEPTEMBER 1992
OPTION A
Nine Groups
INCLUDES TENURED/TENURE-TRACK, INSTRUCTORS AND ALL VISITING POSITIONS FOR 92-93

Humanities I - 21
- English
  - Tenured - 11
  - Tenure-track/Other - 10

Humanities II - 22
- Foreign Language
  - Tenured - 5
  - Tenure-track/Other -6
- Philosophy
  - Tenured - 3
  - Tenure-track/Other -2
- Alaska Native Languages/Linguistics
  - Tenured -4
  - Tenure-track/Other -2

Humanities III - 26
- Music
  - Tenured - 9
  - Tenure-track/Other -2
- Art
  - Tenured - 2
  - Tenure-track/Other -6
- Theatre
  - Tenured - 0
  - Tenure-track/Other -7

Library Science - 21
- Tenured -12
- Tenure-track/Other - 9

Mathematical Sciences -24
- Tenured - 11
- Tenure-track/Other -13

Education - 25
- Tenured - 4
- Tenure/track/Other - 21

Social Science I - 19
- Anthropology
  - Tenured -4
  - Tenure-track/Other -2
- Cross Cultural Communication
  - Tenured - 2
  - Tenure-track/Other - 4
- Alaska Native Studies
  - Tenured - 1
  - Tenure-track/Other -2
- Geography
  - Tenured - 3
- Honors - 1
- Physical Education
  - Tenured - 1
  - Tenure-track/Other - 1

Social Science II - 26

- PS/History
  - Tenured - 7
  - Tenure-track/Other - 6
- Journalism/Broadcasting
  - Tenured - 0
  - Tenure-track/Other - 6
- Speech
  - Tenured - 2
  - Tenure-track/Other - 5
- Northern Studies
  - Tenured - 1

Social Science III - 23

- BSHS
  - Tenured -6
  - Tenure-track/Other - 8
- Justice
  - Tenured - 1
  - Tenure-track/Other - 2
- Military Science
  - Other - 5

The UAF Faculty Senate passed the following at its Meeting #39 on February 8, 1993:

ORIGINAL

MOTION PASSED (1 abstention)
==========

The UAF Faculty Senate moves to endorse the membership on the Ad Hoc Committee on Unit Criteria consisting of one member from each of the following committees: Faculty Affairs; Scholarly Activities; Faculty Development, Assessment, and Improvement; and Service Committee.

Nag Rao, Faculty Affairs

Gerald Plumley, Scholarly Activities

Barbara Heney-Martinez, Faculty Development, Assessment & Improvement

Richard Seifert, Service Committee

Timothy Ellsworth 2-9-93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #39 on February 8, 1993:

ORIGINAL

RESOLUTION OF APPRECIATION
for
GRACE BERG SCHAIBLE

WHEREAS, Grace Schaible is a graduate of the University of Alaska Fairbanks, having earned a Bachelor of Arts degree in History and Political Science in 1949; and

WHEREAS, Grace Schaible has been a major supporter of the University of Alaska Fairbanks and has made innumerable contributions to this University; and

WHEREAS, Grace Schaible is co-chair of the Leadership Committee of the University of Alaska Fairbanks fund-raising campaign; and

WHEREAS, Grace Schaible is serving on the Strategic Planning Leadership; and

WHEREAS, Grace Schaible served on the University of Alaska Fairbanks Alumni Association Board of Directors from 1971-1979; and

WHEREAS, Grace Schaible is a lifetime member of the University of Alaska Fairbanks Alumni Association and in 1992 was presented with an Alumni Achievement Award for university support; and

WHEREAS, Grace Schaible served on the University of Alaska Foundation Board of Trustees, and was a founding member of the Museum Endowment Board; and

WHEREAS, Grace Schaible served as general counsel to the University of Alaska; and

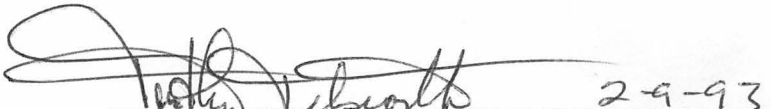
WHEREAS, Grace Schaible served on the University of Alaska Board of Regents from 1982-1986; and

WHEREAS, Grace Schaible served as state attorney general from 1987-1989; and

WHEREAS, Grace Schaible is a respected attorney and well known business and civic leader, and continues to make important contributions to the state of Alaska

NOW THEREFORE BE IT RESOLVED, That the Faculty Senate of the University of Alaska Fairbanks takes great pride in the success and civic leadership of its graduate Grace Schaible; and

THEREFORE BE IT FURTHER RESOLVED, That the Faculty Senate, on behalf of the faculty of the University of Alaska Fairbanks, extends its sincere appreciation and gratitude to Grace Schaible for her outstanding generosity and numerous acts benefiting the University and the state of Alaska.



2-9-93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #39 on February 8, 1993:

RESOLUTION PASSED (Unanimous)
==========

ORIGINAL

WHEREAS, the University of Alaska Board of Regents is currently discussing University policy on nondiscrimination; and

WHEREAS, the issues of discrimination and harrassment are being debated in universities nationwide; and

THEREFORE, The Faculty Senate of the University of Alaska Fairbanks affirms its expectation that no discrimination against or harassment of individuals will be condoned on any of the campuses or in the programs or activities of the University. Consistent with this expectation, the Faculty Senate urges that all professional judgments be based on qualifications, abilities and performance. Attitudes, practices, and preferences of individuals that are essentially private in nature and that are unrelated to performance should provide no basis for judgment.

2-9-93

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

RESOLUTION PASSED (2 nays) ORIGINAL
==========

WHEREAS, The UAF Faculty Senate has yet to approve criteria for tenure and promotion of campus units, and

WHEREAS, this body proposes that we standardize solicited criteria to ensure that each unit is given the opportunity to define those requirements for tenure and promotion as stated in University Regulations, and

WHEREAS, to approve these definitions, we wish to appoint representatives from interested committees of the UAF Faculty Senate,

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate moves to constitute an ad hoc committee consisting of one member from each of the following committees: Faculty Affairs; Scholarly Activities; Faculty Development, Assessment, and Improvement; and Service Committee. This committee will recommend to approve or deny the criteria for tenure and promotion submitted by campus units to the Faculty Senate. This committee will work with each unit to prepare an appendix that refers directly to University Regulations on Tenure and Promotion and defines how each unit wishes University Regulations to be interpreted for the purposes of tenure and promotion.

12/9/92

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

ORIGINAL

RESOLUTION PASSED (1 nay)
==========

BE IT RESOLVED, That the UAF Faculty Senate recognizes the important contribution to humanity made by Dr. Martin Luther King, Jr.

BE IT FURTHER RESOLVED, That the UAF Faculty Senate shall sponsor, in cooperation with the administration and the Governance Coordinating Committee, a convocation on the day stipulated to celebrate Dr. King's Birthday. This convocation will permit interested speakers to further articulate Dr. King's significant and everlasting contribution. We also encourage the broader University community to continue their sponsorship of events in tribute to Dr. King.

Timothy Tilsworth 12/9/92

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

MOTION PASSED (7 abstentions)
=======

ORIGINAL

The UAF Faculty Senate moves to approve the Certificate in Rural Human Services.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See attached summary list and program proposal on file in the Governance Office, 312 Signer's Hall.

Timothy Fitzworth 12/9/92
President, UAF Faculty Senate Date

**NOTE: Senate approval is for academic consideration only and does not include budgetary consideration.

① ②

APPROVED: J Wadlow DATE 1-18-93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

~~Request an extension. This item will be~~

① approved with the assumption that all additional program costs, if any, will be covered by the college through redirection of Resources, if necessary.

② this is Tentatively Scheduled for April BOR

cc Gabrielli
Reynold

cc: Chancellor's Staff

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to amend the Bachelor of Music degree requirements to include the Core Curriculum requirements

EFFECTIVE: Fall 1993
Upon Chancellor's Approval

RATIONALE: See attached summary list and program change request on file in the Governance Office, 312 Signer's Hall.

Timothy Towarek 12/9/92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 12-10-92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

****

UNDERGRADUATE COURSE REQUESTS

SUBMITTED BY COLLEGE OF LIBERAL ARTS
(Submitted by Music)

22. PROGRAM CHANGE: BM, (Music Education-Elementary)-Change Bachelor of Music degree requirements to comply with university core requirements; add PSY 101 to requirements; change credits required for degree to 144-145; effective Fall 1993.
23. PROGRAM CHANGE: BM, (Music Education-K-12)-Change Bachelor of Music degree requirements to comply with university core requirements; add PSY 101 to requirements; change credits required for degree to 132-133; effective Fall 1993.
24. PROGRAM CHANGE: BM, (Music Education-Secondary)-Change Bachelor of Music degree requirements to comply with university core requirements; add PSY 101 to requirements; change credits required for degree to 138-139; effective Fall 1993.
25. PROGRAM CHANGE: BM, (Performance)-Change Bachelor of Music degree requirements to comply with university core requirements; change credits required for degree to 120-121; effective Fall 1993.

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate during the period of time between the December 7, 1992 meeting and the February 8, 1993 meeting on all matters within its purview which may arise. Senators will be kept informed of the Administrative Committee meetings and will be allowed to attend and participate in any voting.

EFFECTIVE: December 7, 1992

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their right to participate in the governance process.

Timothy Ellsworth 12/9/92

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate strongly disapproves of the University of Alaska budget process wherein UAF is directed to absorb increased costs of operation while receiving insufficient funds to maintain current functions.

The Senate recommends that U of A President Komisar seek sufficient revenue and institute new budgeting procedures which adequately address UAF needs for new growth, physical plant maintenance, quality education, and realistic operational constraints and goals.

The Senate further recommends that these urgent concerns be communicated to the Board of Regents and the executive and legislative branches of state government. UAF must have adequate funding to meet expectations and demands made by the public, state government and the Board of Regents. The Senate believes that UAF cannot survive additional cuts, or continued level funding, without massive program reduction. This reduction would severely damage the quality and reputation of an excellent University.

EFFECTIVE: Immediately

RATIONALE: The FY94 budget proposal for UAF projects a potential $4- to $6-million shortfall. Should this shortfall occur, following seven years of relatively level funding, it would have a crippling effect on the institution.

A catastrophic fiscal problem will occur if UAF is asked to absorb some or all of a 3% compensation adjustment of $1,853,200, a 4% PERS adjustment of $1,087,700, FY94 fixed cost increases of $2,065,900 and additional fixed costs not recognized by the Board of Regents, a projected health benefits shortfall of $1,111,900 (not including proposed additional employee assessments), payments for the Regent's Building Maintenance Plan of $2,254,100, and a projected FY93 deficit roll forward of unfunded fixed costs in the amount of $2,100,000.

UAF has consistently and abundantly demonstrated its ability to do more with less and to commit good faith effort to budget reductions by conducting program review and implementing strategic planning. The continued imposition of across-the-board cuts and the levying of a fiscal tax through "internal reallocation" is devastating to our ability to deliver quality education to our students.

12/9/92

President, UAF Faculty Senate Date

cc: Chancellor's Staff

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

MOTION PASSED (1 abstention)
==========

ORIGINAL

The Senate recommends that the Statewide Administration conduct a study comparing compensation of U of A faculty to those at other U.S. institutions of higher education. This study would assist with development of future strategies for maintaining a healthy and pleasant work environment at the University of Alaska.

The Senate, furthermore, endorses the recommendations of the Senate Ad Hoc Committee on Health Benefits, as amended.

The Senate strongly recommends to U of A President Komisar, however, that neither the Ad Hoc Health Benefits Committee's recommendations nor any reductions in compensation be imposed until all other avenues have been pursued to maintain the current health benefits program without employee assessment. Specifically, an appropriation should be sought from the legislature to cover the increased costs.

EFFECTIVE: Immediately

RATIONALE: U of A employees have not enjoyed significant compensation adjustments during the past decade. Reductions in the benefits program could have serious negative effects on faculty and staff morale, retention and recruiting. Changes in the health benefits program during this fiscal year would constitute a good-faith breach of contract for an unnegotiated compensation reduction--in effect a pay cut in mid-contract period.

Timothy Ellsworth 12/9/92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 12-10-92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

Conclusions and Recommendations of Ad Hoc Health Benefits Committee, November 4, 1992

The committee recommends to the Faculty Senate the following measures designed to reduce costs and promote the more efficient use of the UA Health Plan by its employees:

1. Revise mental health (MH) and chemical dependency (CD) program:
   -cover both in and out-patient visits at 80%
   -reduce chemical dependency coverage to 50% if patient voluntarily withdraws from program
   -maximum $10,000 annual, $1,000,000 lifetime for CD
   -maximum $15,000 annual, $1,000,000 lifetime for MH
   -expected savings of $65,000 and $246,100 for second half of FY93 and for FY94 respectively

2. Ensure Supplemental Plan premiums cover Plan costs:
   -expected savings of $70,000 and $123,000 respectively

3. Cover emergency room visits at the standard 80% rate until stoploss is reached, delete $500 supplemental accident benefit.
   -expected savings of $146,000 and $312,000 respectively

4. Use mail order drug programs for ongoing prescription services
   -expected savings of $43,000 and $93,000 respectively

5. Provide life insurance coverage of $50,000, regardless of income
   -expected savings of $151,908 and $303,816 respectively

6. Institute a $10 user fee for each visit to a health practitioner. This copayment will not be counted in coinsurance or the annual stoploss.
   -expected savings of $196,000 and $420,000 respectively

These options will save approximately $672,000 in FY93 and $1,498,000 in FY94. To allow for additional but as yet undetermined savings both in the short and the long run, we also recommend indexing copayment and stoploss levels with the consumer price index.

The UAF Faculty Senate passed the following at its Meeting #38 on December 7, 1992:

MOTION PASSED
==========

ORIGINAL

The UAF Faculty Senate moves to endorse the UAA Benefits Task Force Resolution 92-1 and Resolution 92-2 with modification as noted on the attached copy.

Timothy Tedsworth 12/9/92

President, UAF Faculty Senate Date

****

UAA BENEFITS TASK FORCE RESOLUTION 92-1

WHEREAS, to the best of our knowledge the UA Aetna contract has not received an independent audit while several tens of millions of dollars have passed through Aetna during the time of its contract;

WHEREAS, employees of the University of Alaska throughout the state have been working through their governance bodies to investigate and recommend benefit changes;

WHEREAS, UA administration has admitted to having ignored Mercer Consultants and Aetna actuarial recommendations;

WHEREAS, a single item audit of one year's phone calls billed to the University by Aetna led to information that Aetna had double billed the university for these items;

THEREFORE, BE IT RESOLVED, The University of Alaska Anchorage Benefits Task Force on behalf of the UAA employees, request that the UA Board of Regents initiate an independent audit of Aetna as a third party administrator and of the University of Alaska's administration of employee benefits funds, including the reserve funds. We request that such an audit ask these specific questions, as well as those the external auditors believe necessary:

1. Has the University of Alaska handled the health insurance reserve funds in a manner which is both fiscally prudent and responsible in terms of long term projections from the early 1980s to the present time?
2. Since Aetna has had the University's health benefits contract, has it overpaid or underpaid benefits and does Aetna have a definitively legitimate list of benefit beneficiaries who are eligible under the UA program?
3. How does the UA-Aetna contract compare to other similar contracts nationwide?
4. Mercer Consultants investigated a suspicion that Aetna had double charged for collect telephone charges last year, has there been over billing for any element of the contract over the last 10 years?
5. Aetna charges a fixed fee for every claim processed, has Aetna used a correct method of determining what constitutes a processed claim, or have resubmissions of the same claim been billed multiple times?
6. Has Aetna paid claims that should not have been paid or not paid claims that should have been paid?

AND THEREFORE, BE IT RESOLVED, We request that no changes be made in the Health Benefits package until after completion of the requested audit.

****

[[ ]] Deletions
CAPS Addition

UAA BENEFITS TASK FORCE RESOLUTION 92-2

WHEREAS, The University of Alaska Health Care Crisis was caused in part by a breakdown in communications between administration and employees,

WHEREAS, the UAA Benefits Task Force believes that effective utilization of the established governance structure is the solution to the breakdown in communication,

THEREFORE, BE IT RESOLVED, That effective immediately, the administration will ensure governance involvement at all levels in planning and decision-making regarding [[staff]] EMPLOYEE benefits.

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to amend the Transfer of Credit policy as follows:

[[ ]] Deletions
CAPS Additions

Credit accepted for transfer to UAF which has been earned at other regionally accredited institutions, through military educational experiences or credit accepted by special approval, is considered transfer credit. Where possible, transfer credit is equated with UAF courses.

THE UNIVERSITY WILL AWARD COURSE CREDIT FOR SPECIFIED NATIONAL AND STATE AUTHORIZATIONS, CERTIFICATES, CREDENTIALS, AND/OR EXAMINATIONS. THE OFFICE OF ADMISSIONS AND RECORDS WILL MAINTAIN AN APPROVED LIST OF THESE TOGETHER WITH APPROPRIATE COURSE EQUIVALENCIES.

EFFECTIVE: Spring 1993
Upon Chancellor's approval

RATIONALE: The proposed change in Credit for Prior Learning policy which implements an accreditation recommendation from the Northwest Association of Schools and Colleges would jeopardize existing agreements with state and national programs which award credit for certain certificates and exams. This change in transfer policy removes credit earned from these agreements from the Credit for Prior Learning category to Transfer Credit classification and thus preserves the agreements.

10-20-92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 10-21-92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to approve the attached list of professional programs for transfer credit under revised UAF Transfer Credit Policy.

EFFECTIVE: Immediately

RATIONALE: This motion completes implementation of the Transfer Credit Policy revision by establishing a list of professional programs approved for transfer credit to be maintained in the Office of Admissions and Records. Programs on this list and the corresponding agreements with governmental and professional organizations have been in effect at UAF in the past; the effect of this motion is to move them from the category of Credit for Prior Learning to that of Transfer Credit. The complete list of national, state, and professional authorizations, certificates, credentials, and/or examination accompanied by a listing of appropriate course equivalencies are on file with the Governance Office.

Timothy Ellsworth 10-20-92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 10-21-92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

PROFESSIONAL PROGRAMS APPROVED FOR TRANSFER CREDIT

Alaska Alcohol and Drug Abuse Counselor Review Board Certifications:
- Substance Abuse Counselor - Level I Certification
- Substance Abuse Counselor - Level I, Advanced Certification
- Substance Abuse Counselor - Level II Certification

National Council for Early Childhood Professional Recognition:
- Child Development Associate Credential
- Child Development Associate Credential - Infants & Toddler
- Child Development Associate Credential - Family Day Care

Educational Institute of the American Culinary Federation Certificates:
- Certified Baker or Cook
- Certified Executive Chef
- Certified Executive Pastery Chef
- Certified Pastry Chef
- Certified Working Chef

Federal Aviation Administration Certificates or Authorizations:
- Flight Instructor's Certificate - Airplane or Rotorcraft Rating
- Flight Instructor's Certificate - Airplane Instrument or Rotorcraft Instrument Rating
- Inspection Authorization
- Mechanic's Certificate - Airframe Rating
- Mechanic's Certificate - Airframe and Powerplant Rating
- Mechanic's Certificate - Powerplant Rating
- Pilot's Certificate - Airline Transport Pilot
- Pilot's Certificate - Commercial Rating
- Pilot's Certificate - Private Rating
- Pilot's Certificate - Private or Commercial - Instrument Rating
- Pilot's Certificate - Private, Commercial or Airline Transport Pilot - Seaplane Rating
- Pilot's Certificate - Private, Commercial or Airline Transport Pilot - Multi-engine Rating

Federal Aviation Administration Examinations:
- Private Pilot Written Exam
- Commercial Pilot Written Exam
- Instrument Written Exam
- Airline Transport Pilot Written Exam
- Fundamentals of Instructions and Certified Flight Instructor Written
- Flight Engineer - Reciprocating, Flight Engineer - Turboprop, or Flight Engineer - Turbojet

Institute for Certifying Secretary's Examination:
- Certified Professional Secretary Examination

National Wildland Fire Coordinating Group Skill and Incident Command System Certificates:

Emergency Fire Fighter S-130, S-190 Certificate
1-220, Basic ICS Certificate
S-211, Chainsaws Certificate
S-212, Portable Pumps and Water Use Certificate
S-390, Fire Behavior Certificate
S-270, Basic Air Operations Certificate
1-271, Helibase Manager Certificate
1-272, Helispot Manager Certificate
S-230, Crewboss Certificate
1-330, Task Force/Strike Team Leader Certificate
S-205, Fire Operations - Urban Interface Certificate
1-252, Ordering Manager Certificate
1-253, Receiving and Distribution Manager Certificate
1-254, Base/Camp Manager Certificate
1-255, Equipment Manager Certificate
1-359, Medical Unit Leader Certificate
1-248, Check-in/Status Recorder Certificate
1-342, Documentation Unit Leader Certificate
1-346, Situations Unit Leader Certificate
1-348, Resource Unit Leader Certificate
S-260, Fire Business Management Certificate
S-261, Personnel Time Recorder Certificate
S-262, Equipment Time Recorder Certificate
S-264, Compensation for Injury Certificate
S-266, Commissary Manager Certificate
S-234, Firing Methods and Procedures Certificate
S-336, Wildland Fire Suppression Tactics Certificate
S-200, First Attack Incident Commander/Single Resource Certificate
S-201, Fire Supervision Certificate
S-300, Incident Commander Multiple Resource/Extended Attack

U.S. Air Force:

Arctic Survival Course, SC-87A

ATTACHMENT

The following credit should be awarded for the following State of Alaska Alcohol and Drug Abuse Counselor Review Board Certifications:

		Credits
Substance Abuse Counselor - Level I Certification		
HST	125 Introduction to Addictive Processes	3.0
HST	250 Current Issues in Human Services	6.0
Substance Abuse Counselor - Level II (I - Advanced) Certification		
HST	125 Introduction to Addictive Processes	3.0
HST	215 Individual Interviewing	3.0
HST	250 Current Issues in Human Services	6.0
Substance Abuse Counselor - Level III Certification		
HST	125 Introduction to Addictive Processes	3.0
HST	215 Individual Interviewing	3.0
HST	250 Current Issues in Human Services	6.0
HST	301 Ethics in Human Service	3.0

The following credit should be awarded for the credentials issued by the National Council for Early Childhood Professional Recogniton:

Child Development Associate Credential		
ECHD	100 Introduction to Early Childhood	3.0
ECHD	110 Practical Paths to Discipline and Guidance	1.0
ECHD	120 Nutrition, Health, and Safety	3.0
ECHD	131 Group Management	1.0
ECHD	250 Practicum ECHD	3.0
Child Development Associate Credential - Infants and Toddler		
ECHD	100 Introduction to Early Childhood	3.0
ECHD	110 Practical Paths to Discipline and Guidance	1.0
ECHD	120 Nutrition, Health, and Safety	3.0
ECHD	131 Group Management	1.0
ECHD	135 Infant/Toddler Care	2.0
ECHD	250 Practicum ECHD	3.0
Child Development Associate Credential - Family Day Care		
ECHD	100 Introduction to Early Childhood	3.0
ECHD	101 Family Day Care Home Provider Training	1.0
ECHD	110 Practical Paths to Discipline and Guidance	1.0
ECHD	120 Nutrition, Health, and Safety	3.0
ECHD	131 Group Management	1.0
ECHD	250 Practicum ECHD	3.0

The following credit should be awarded for the following Educational Institute of the American Culinary Federation Certificates:

		Credits
Certified Baker or Cook		
CAH	105 Principles of Food Service	3.0
CAH	140 Food Production I	5.0
CAH	145 Bakery Production I	5.0
CAH	150 Sanitation	1.0
CAH	152 Supervisory Development	2.0
CAH	161 Pastry Tube Art	1.0
Certified Executive Chef		
CAH	105 Principles of Food Service	3.0
CAH	140 Food Production I	5.0
CAH	141 Food Production II	5.0
CAH	145 Bakery Production I	5.0
CAH	146 Bakery Production II	5.0
CAH	150 Sanitation	1.0
CAH	152 Supervisory Development	2.0
CAH	161 Pastry Tube Art	1.0
CAH	242 Food Production III	5.0
CAH	243 Food Production IV	5.0
CAH	250 Garde' Manger	2.0
CAH	253 Storeroom Purchasing and Receiving	2.0
Certified Executive Pastery Chef		
CAH	105 Principles of Food Service	3.0
CAH	140 Food Production I	5.0
CAH	141 Food Production II	5.0
CAH	145 Bakery Production I	5.0
CAH	146 Bakery Production II	5.0
CAH	150 Sanitation	1.0
CAH	152 Supervisory Development	2.0
CAH	161 Pastry Tube Art	1.0
CAH	247 Bakery Production III	5.0
CAH	248 Bakery Production IV	5.0
CAH	253 Storeroom Purchasing and Receiving	2.0
CHA	161 Pastry Tube Art	1.0
Certified Pastry Chef		
CAH	105 Principles of Food Service	3.0
CAH	140 Food Production I	5.0
CAH	145 Bakery Production I	5.0
CAH	146 Bakery Production II	5.0
CAH	150 Sanitation	1.0
CAH	152 Supervisory Development	2.0
CAH	161 Pastry Tube Art	1.0
CAH	247 Bakery Production III	5.0
CAH	253 Storeroom Purchasing and Receiving	2.0

Certified Working Chef		Credits
CAH 105	Principles of Food Service	3.0
CAH 140	Food Production I	5.0
CAH 141	Food Production II	5.0
CAH 145	Bakery Production I	5.0
CAH 150	Sanitation	1.0
CAH 152	Supervisory Development	2.0
CAH 161	Pastery Tube Art	1.0
CAH 242	Food Production III	5.0
CAH 253	Storeroom Purchasing and Receiving	2.0

The following credit should be awarded for the following Federal Aviation Administration Certificates or Authorizations:

Flight Instructor's Certificate - Airplane or Rotorcraft Rating		
AVTY 202	Flight Instructor Ground School	3.0
AVTY 203	Flight Instructor Flight Training	2.0

Flight Instructor's Certificate - Airplane Instrument or Rotorcraft Instrument Rating		
AVTY 205	Instrument Instructor Flying	3.0

Inspection Authorization		
AFPM 325	Inspection Authorization Preparation	2.0

Mechanic's Certificate - Airframe Rating:		
AFPM 145	Basic Mathematics	1.0
AFPM 146	Basic Electricity	2.0
AFPM 147	Physics for Mechanics	0.5
AFPM 148	Aircraft Drawing	1.0
AFPM 149	Fluid Lines and Fittings	0.5
AFPM 150	Materials and Processes	2.0
AFPM 151	Cleaning and Corrosion Control	1.0
AFPM 152	Federal Aviation Regulations	1.0
AFPM 153	Weight and Balance	1.0
AFPM 154	Aircraft Ground Operations and Servicing	0.5
AFPM 230	Aircraft Electric Systems	2.5
AFPM 251	Fuel Systems	1.5
AFPM 253	Position and Warning Systems	0.5
AFPM 254	Ice and Rain Control Systems	0.5
AFPM 255	Fire Protection Systems	0.5
AFPM 256	Communication/Navigation Systems	0.5
AFPM 257	Instrument Systems	0.5
AFPM 258	Cabin Atmosphere Control Systems	1.0
AFPM 259	Hydraulic and Pneumatic Systems	1.5
AFPM 260	Aircraft Landing Gear Systems	2.0
AFPM 261	Wood Structures	0.5
AFPM 262	Aircraft Coverings	1.0
AFPM 263	Aircraft Finishes	0.5
AFPM 264	Sheet Metal Structures	3.5
AFPM 265	Aircraft Welding	1.5
AFPM 266	Assembly and Rigging	1.5
AFPM 267	Aircraft Inspections	0.5
AFPM 270	Airframe Testing	0.5

Mechanic's Certificate - Airframe and Powerplant Rating:	Credits
AFPM 145 Basic Mathematics	1.0
AFPM 146 Basic Electricity	2.0
AFPM 147 Physics for Mechanics	0.5
AFPM 148 Aircraft Drawing	1.0
AFPM 149 Fluid Lines and Fittings	0.5
AFPM 150 Materials and Processes	2.0
AFPM 151 Cleaning and Corrosion Control	1.0
AFPM 152 Federal Aviation Regulations	1.0
AFPM 153 Weight and Balance	1.0
AFPM 154 Aircraft Ground Operations and Servicing	0.5
AFPM 230 Aircraft Electric Systems	2.5
AFPM 231 Powerplant Electrical Systems	1.5
AFPM 235 Reciprocating Engines	5.0
AFPM 240 Turbine Engines	1.5
AFPM 244 Lubrication Systems	1.5
AFPM 245 Ignition Systems	2.5
AFPM 246 Fuel Metering Systems	1.5
AFPM 248 Induction Systems	0.5
AFPM 249 Powerplant Cooling Systems	0.5
AFPM 250 Powerplant Exhaust Systems	0.5
AFPM 251 Fuel Systems	1.5
AFPM 252 Propellers	2.0
AFPM 253 Position and Warning Systems	0.5
AFPM 254 Ice and Rain Control Systems	0.5
AFPM 255 Fire Protection Systems	0.5
AFPM 256 Communication/Navigation Systems	0.5
AFPM 257 Instrument Systems	0.5
AFPM 258 Cabin Atmosphere Control Systems	1.0
AFPM 259 Hydraulic and Pneumatic Systems	1.5
AFPM 260 Aircraft Landing Gear Systems	2.0
AFPM 261 Wood Structures	0.5
AFPM 262 Aircraft Coverings	1.0
AFPM 263 Aircraft Finishes	0.5
AFPM 264 Sheet Metal Structures	3.5
AFPM 265 Aircraft Welding	1.5
AFPM 266 Assembly and Rigging	1.5
AFPM 267 Aircraft Inspections	0.5
AFPM 270 Airframe Testing	0.5
AFPM 271 Powerplant Inspections	0.5
AFPM 272 Powerplant Testing	0.5

Mechanic's Certificate - Powerplant Rating:		Credits
AFPM 145	Basic Mathematics	1.0
AFPM 146	Basic Electricity	2.0
AFPM 147	Physics for Mechanics	0.5
AFPM 148	Aircraft Drawing	1.0
AFPM 149	Fluid Lines and Fittings	0.5
AFPM 150	Materials and Processes	2.0
AFPM 151	Cleaning and Corrosion Control	1.0
AFPM 152	Federal Aviation Regulations	1.0
AFPM 153	Weight and Balance	1.0
AFPM 154	Aircraft Ground Operations and Servicing	0.5
AFPM 231	Powerplant Electrical Systems	1.5
AFPM 235	Reciprocating Engines	5.0
AFPM 240	Turbine Engines	1.5
AFPM 244	Lubrication Systems	1.5
AFPM 245	Ignition Systems	2.5
AFPM 246	Fuel Metering Systems	1.5
AFPM 248	Induction Systems	0.5
AFPM 249	Powerplant Cooling Systems	0.5
AFPM 250	Powerplant Exhaust Systems	0.5
AFPM 251	Fuel Systems	1.5
AFPM 252	Propellers	2.0
AFPM 255	Fire Protection Systems	0.5
AFPM 257	Instrument Systems	0.5
AFPM 271	Powerplant Inspections	0.5
AFPM 272	Powerplant Testing	0.5
Pilot's Certificate - Airline Transport Pilot		
AVTY 100	Private Pilot Ground School	4.0
AVTY 101	Private Pilot Flight Training	2.0
AVTY 102	Commercial Ground Instructor	3.0
AVTY 103	Commercial Flight Training	2.0
AVTY 200	Instrument Ground School	4.0
AVTY 201	Instrument Flight Training	2.0
AVTY 206	ATP Ground Instruction	4.0
AVTY 207	ATP Ground Instruction	2.0
Pilot's Certificate - Commercial Rating		
AVTY 100	Private Pilot Ground School	4.0
AVTY 101	Private Pilot Flight Training	2.0
AVTY 102	Commercial Ground Instructor	3.0
AVTY 103	Commercial Flight Training	2.0
Pilot's Certificate - Private Rating		
AVTY 100	Private Pilot Ground School	4.0
AVTY 101	Private Pilot Flight Training	2.0
Pilot's Certificate - Private or Commercial - Instrument Rating		
AVTY 200	Instrument Ground School	4.0
AVTY 201	Instrument Flight Training	2.0
Pilot's Certificate - Private, Commercial or Airline Transport Pilot - Seaplane Rating		
AVTY 105	Seaplane Flight Training	1.0

Credits

Pilot's Certificate - Private, Commercial or Airline Transport Pilot - Multi-engine Rating

AVTY 107 Multi-engine Flight Training 1.0

The following credit should be awarded for the successful completion of the following Federal Aviation Administration Examinations (successful completion is definded as a minimum score of 70% and the certificate dated within a 24 calandar month period:

Private Pilot Written Exam
AVTY 100 Private Pilot Ground School 4.0
Commercial Pilot Written Exam
AVTY 102 Commerical Ground Instruction 3.0
Instrument Written Exam
AVTY 200 Instrument Ground School 4.0
Airline Transport Pilot Written Exam
AVTY 206 ATP Ground Instruction 4.0
Fundamentals of Instructions and Certified Flight Instructor Written
AVTY 202 Flight Instructor Ground School 3.0
Flight Engineer - Reciprocating, Flight Engineer - Turboprop, or Flight Engineer - Turbojet
AVTY 226 Flight Engineer Ground School 4.0

The following credit should be awarded for the successful completion of the following Institute for Certifying Secretary's Examination

Certified Professional Sectretary Examination
ABUS 154 Human Relations 3.0
ABUS 241 Applied Business Law 3.0
BA 151 Introduction to business 3.0
OMT 105 Keyboarding II/Intermediate Typewritting 3.0
OMT 106 Keyboarding III/Intermediate Typewritting 3.0
OMT 131 Business English 3.0
OMT 221 Filing/Records Management 3.0
OMT 244 Office Management 3.0

The following credit should be awarded for the following National Wildland Fire Coordinating Group Skill and Incident Command System Certificates:

EFF Emergency Fire Fighter S-130, S-190 Certificate
I-220 Basic ICS Certificate
S-211 Chainsaws Certificate
S-212 Portable Pumps and Water Use Certificate
FIRE 151 Wildland Fire Control 3.0

S-390 Fire Behavior Certificate
Fire 155 Wildland Fire Behavior 3.0

S-270 Basic Air Operations Certificate
I-271 Helibase Manager Certificate
I-272 Helispot Manager Certificate
FIRE 157 Aircraft Operations and Safety 3.0

S-230 Crewboss Certificate
I-330 Task Force/Strike Team Leader Certificate
S-205 Fire Operations - Urban Interface Certificate
FIRE 159 Fire Operations Function 3.0

I-252 Ordering Manager Certificate
I-253 Receiving and Diustribution Manager Certificate
I-254 Base/Camp Manager Certificate
I-255 Equipment Manager Certificate
I-359 Medical Unit Leader Certificate
FIRE 161 Fire Logistics Functions 3.0

I-248 Check-in/Status Recorder Certificate
I-342 Documentation Unit Leader Certificate
I-346 Situations Unit Leader Certificate
I-348 Resource Unit Leader Certificate
FIRE 165 Fire Planning Function 3.0

S-260 Fire Business Management Certificate
S-261 Personnel Time Recorder Certificate
S-262 Equipment Tiem Recorder Certificate
S-264 Compensation for Injury Certificate
S-266 Commissary Manager Certificate
FIRE 254 Wildland and Business Management 3.0

S-234 Firing Methods and Procedures Certificate
S-336 Wildlinad Fire Suprresion Tactics Certificate
FIRE 262 Wildland Fire Control II 3.0

S-200 First Attack Incident Commander/Single Resourse Certificate
S-201 Fire Supervision Certificate
S-300 Incident Commander Multiple Resource/Extended Attack
FIRE 270 Incidnet Command Function 3.0

The following credit should be awarded for the documented completion (course completion certificate) of the U.S. Air Force Arctic Survival Course, SC-87A

AVTY 231 Arctic Survival 3.0

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

MOTION PASSED (unanimous)
==========

ORIGINAL

The UAF Faculty Senate moves to approve the following process for amending the list of professional programs qualifying for transfer credit.

EFFECTIVE: Immediately

RATIONALE: This motion partially implements the change in Transfer Credit policy effected by the previous motion by setting up an approval process for modifications in the list of professional programs qualified for transfer credit maintained by the Office of Admissions and Records. (This motion, as were last meeting's motion on Credit for Prior Learning and the other two transfer credit motions considered at this meeting, results from a strong accreditation recommendation made by the Northwest Association of Schools and Colleges.)

Timothy Ahsworth 10-20-92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 10-21-92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVAL PROCESS FOR AMENDING LIST OF PROFESSIONAL PROGRAMS QUALIFYING FOR TRANSFER CREDIT

The Office of Admissions and Records shall maintain a list of national, state and professional certificates, examinations, authorizations and/or credentials (hereafter collectively referred to as "certifications") which are approved for transfer credit under revised University Transfer Credit Policy. Each such certification shall be accompanied by a listing of appropriate course equivalencies.

The initial list of authorized programs will be approved by the Senate on recommendation of the Curricular Affairs Committee. Thereafter, the following process will be utilized for amending the list:

Proposed amendments shall be forwarded by cognizant deans to the Senate where they will undergo review identical to that for substantive undergraduate program and course changes, i.e., unanimous approval by the Curriculum Review Committee subsequent to publication and an appropriate comment period (currently 10 days). Irreconcilable disagreement on the part of this committee or between the committee and the proposers shall be referred to the Curricular Affairs Committee for final resolution. Proposals will then be forwarded to the Office of the Vice Chancellor for Academic Affairs.

Proposals for additions to the list shall include:

A. Complete name of sponsoring professional organization and titles of specific certifications qualifying for transfer credit.

B. Rationale, including types of training and/or experiences required for each certification and its relationship to university studies.

C. Expected budgetary impact.

D. List of UAF course equivalences and corresponding credit hours to be used in awarding transfer credit.

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

RESOLUTION PASSED (unanimous)
==========

ORIGINAL

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of three individuals selected on the basis of the following ballot.

BALLOT

FACULTY APPEALS COMMITTEE

Please vote for **THREE** individuals to serve on the Faculty Appeals Committee for promotion and tenure.

Jerry Purser, CES
Professor of Extension Agriculture Resources Management

Clifford Cox, SOM
Associate Professor of Accounting Information Systems

Roger Powers, CLA
Professor of Anthropology

Current Membership:

William Harrison, CNS (93)
Professor of Physics

Scott Huang, SME (93)
Professor of Mineral/Geological Engineering

EFFECTIVE: Immediately

RATIONALE: The Faculty Appeals Committee is composed of five members, serving staggered two-year terms. The Senate must ratify the election.

Timothy Tetreault 10-20-92
President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

RESOLUTION PASSED (w/10 abstentions)
==========

ORIGINAL

WHEREAS, there is a need for someone to coordinate and seek new faculty resources; and

WHEREAS, there is a need for a centralized efforts to coordinate materials, information and resources; and

WHEREAS, there is a need to coordinate activities such as workshops, grants and faculty orientation; and

WHEREAS, there is a need for a faculty member to oversee the Office of Faculty Development and to serve the interests and needs of the faculty; and

WHEREAS, there is a need for all faculty to participate beyond the department level for greater cooperation between departments; and

WHEREAS, there is a need to provide faculty development support beyond the department level; now,

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recommends maintaining the Office of Faculty Development; and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate further recommends staffing the office with a permanent faculty member whose current contract would be extended by one month. This would allow the faculty member to represent the Office of Faculty Development throughout the year.

The remainder of the currently allocated funds could be used for proposals from departments for faculty development and improvement.

EFFECTIVE: Immediately

10-20-92

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

RESOLUTION PASSED (unanimous) ORIGINAL
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the membership on the Ad Hoc Committee on Health Benefits.

EFFECTIVE: Immediately

Timothy Kellogg 10-20-92
President, UAF Faculty Senate Date

****

AD HOC COMMITTEE ON HEALTH BENEFITS

Vidyadhar Kamath
417 Duckering
Petroleum Engineering
5192 FFVAK

Jenifer McBeath
230 AHRB
Plant/Animal/Soil Sci.
7431 FFJHM

Kelley Pace
117C Bunnell
Business Administration
6657 FFRKP

Colin Read
109G Bunnell
Economics
5075 FFCLR1

Sandy Wolf
201 FA/T
Theatre
7638

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

RESOLUTION PASSED (unanimous)
==========

ORIGINAL

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the membership on the Core Review Committee, a subcommittee of the Curricular Affairs Committee.

EFFECTIVE: Immediately

Timothy Titsworth 10-20-92

President, UAF Faculty Senate Date

****

CORE REVIEW COMMITTEE

Humanities:	Walter Benesch (94) 405C FA/T Philosophy/Humanities 7398 FYPHIL
English:	Joan Worley (93) 417 FA/T English 5250 FAENGL
Management/Engineering:	Frank Williams (94) 539 Duckering School of Engineering 6086 FYENGR
Natural Sciences:	Kent Schwaegerie (94) 215 Irving Biol/Wildlife, IAB 5622 FFKES
Math:	John Gimbel (94) 303B Chapman Mathematical Sciences 6102 FFJGG
Behavioral Sciences:	Clifford Brennen (93) 702A Gruening B.S.H.S. 7007 FFCEB1
Speech:	Robert Arundale (94) 404 FA/T Speech 6799 FFRBA
Student:	Maureen McElroy (93) ASUAF Moore Hall 619 7786 7355 FSMTM1
Ex-Officio:	Gerald A. McBeath Acting Dean CLA 6505/5327 FYOFD

10/13/92

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #37 on October 19, 1992:

MOTION PASSED (w/2 nays & 7 abstentions)
==========

The UAF Faculty Senate moves to request that the Administrative Committee aggressively pursue obtaining the evaluations of the VCAA and VCR from the university administration.

10-27-92

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #36 on September 21, 1992:

ORIGINAL

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the UAF Credit for Prior Learning policy as follows:

[[ ]] Deletions
CAPS Additions

In acknowledging that individuals learn a great deal outside the walls of educational institutions, some UAF departments participate in a program where up to [[45 credits]] 25% OF TOTAL CREDIT REQUIREMENTS for prior learning may be granted to you if you're a[[n undergraduate degree or certificate student]] CERTIFICATE, ASSOCIATE OR BACHELOR'S DEGREE STUDENT. [[For the Associate of Applied Science degree and the Bachelor of Technology degree, up to 60 credits may be awarded based on federal, state or professional certifications or licenses, if applicable to your degree program.]] Credentials are reviewed by faculty from participating departments who make recommendations for awarding prior learning credit for specific courses that will apply toward CERTIFICATE, associate or baccalaureate degree requirements. Credit received for prior learning doesn't impact your GPA and is not considered as residence credit. For further information concerning credit for prior learning, contact the Advising Center at the Fairbanks campus.

EFFECTIVE: Spring 1993
Upon Chancellor's approval

RATIONALE: A strong recommendation from the Northwest Association of Schools and Colleges made in our last accreditation report of 1990 is to modify our Credit for Prior Learning policy so that no more than 25% of the credit for any academic program can come from such credit. This proposed change implements this recommendation and places us in compliance with Association standards.

Timothy Titsworth 23 Sept 92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 9-24-92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #36 on September 21, 1992:

ORIGINAL

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the calendar of meetings for the 1992-93 academic year as follows:

UAF FACULTY SENATE

1992-93
Calendar of Meetings

Mtg. #	Date	Day	Time	Type	Location
36	9/21/92	Monday	1:30 p.m.	face-to-face	Wood Center Ballroom
37	10/19/92	Monday	1:30 p.m.	audioconference	Wood Center Ballroom
38	12/7/92	Monday	1:30 p.m.	face-to-face	Wood Center Ballroom
39	2/8/93	Monday	1:30 p.m.	audioconference	Wood Center Ballroom
40	3/22/93	Monday	1:30 p.m.	face-to-face	Wood Center Ballroom
41	4/12/93	Monday	1:30 p.m.	audioconference	Wood Center Ballroom
42	5/3/93	Monday	1:30 p.m.	face-to-face	Wood Center Ballroom

EFFECTIVE: Immediately

RATIONALE: Due to conflicts in scheduling the Wood Center Ballroom, some dates were changed.

Timothy Ellsworth 9-23-92
President, UAF Faculty Senate Date

✓ cc: Chancellor's Staff
Academic Council

The Administrative Committee on behalf of the UAF Faculty Senate passed the following at a meeting on August 31, 1993:

MOTION PASSED
==========

The UAF Faculty Senate moves to approve the following policy on Student-Initiated Withdrawal to apply to all Fairbanks campus courses (i.e., all UAF courses except those given by the rural campuses or the Center for Distance Education).

That the last day for student-initiated withdrawal date be moved to the third Friday after classes begin for all students.

That for classes less than a semester in length, the withdrawal deadline will be determined in the same proportion as for semester length courses.

That withdrawals after that time will be by petition only which requires the signature of the student's instructor, adviser, department head, and Dean.

That students who are already on a class wait list and who have attended class and have kept up with class activity during this period be allowed to register for these classes up until the third Friday after classes begin as vacancies occur.

EFFECTIVE: Fall 1994

RATIONALE: Currently the last day for a student to withdraw from a class is 9 weeks into the semester which is approximately 2/3 of the way through the semester. The Director of Admissions and Records reported to the Assembly in 1984 that 44% of regular students had some sort of drop/add activity between the 3rd and 9th week of the semester. She has indicated that since then this activity has increased and is probably now over 50%. Since the addition of the core, many students find it difficult to expeditiously satisfy their core requirements due to closed classes. This problem is exacerbated by the present drop policy.

The purpose for making this motion is two fold:

1. The first and principal reason for this motion is to help students who are unable to get into core courses in a timely manner because of closed classes. Many students who are not serious about finishing a particular class sign up for an extra class or two and then drop them too late in the semester for other students to fill the vacancies. This is particularly troublesome in the case of core courses which are intended to be completed by students before they achieve Junior standing. This proposal will allow students, who are on a waiting list for a filled class and have kept up with the classroom activities for just over two weeks, an increased opportunity to register for these classes.

A related factor that should be considered during this time of decreasing budgets is that there is presently a significant work load (and cost) for faculty, graders, and teaching assistants which goes along with carrying along students who in the end drop a class. The University is at a point where we must efficiently use our staff and facilities in order to provide the maximum offerings for our students.

2. The second reason for the motion is to get students to commit themselves to a class at an earlier date. Presently there are students who attend classes, half heartedly performing the exercises required in the classes, but leaving themselves the option of dropping if they don't believe their grade will be as high as they wish. This is a self defeating proposition, since often the reason for a student's low grade is not having made a commitment to learning the course materials. Thus, this proposal will produce a class atmosphere that is more conducive to learning.

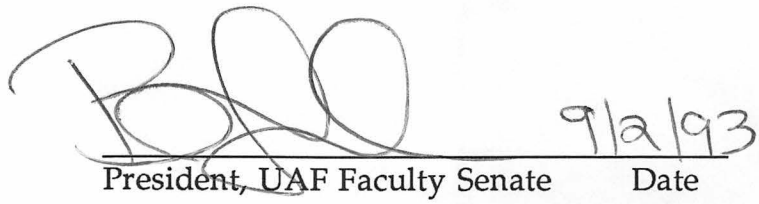
SPECIAL CONSIDERATIONS:

Recognizing that beginning students may not have the necessary experience to be able to quickly determine if they have the proper background to succeed in a course, this motion will give Freshman and Non Degree students a longer time to make the decision to drop a course. This will give these students more time to work with advisers, course instructor, and tutors before making a decision to drop a class.

Special cases will certainly arise where it will be necessary for a student to drop a class. The motion allows for these situations by requiring the petition process be used after the deadline date.

Students will need an early indication of how they are doing in each class if this drop policy is to be successful. Indeed, "Students overwhelmingly report that the single most important ingredient for making a course effective is getting rapid response on assignments and quizzes. This makes each assignment a genuine learning experience, rather than simply an obligation to complete toward a final course grade." (Light, Harvard assessment seminars, 1990, p. 31)

Therefore faculty will need to provide students with the opportunity to determine what the class requirements are before the drop date. This should include a detailed syllabus and at least one graded assignment. The added time provided for Freshman and Non Degree Students should provide ample time for additional graded work such as exams and papers.



9/2/93

President, UAF Faculty Senate Date

See Special memo, Sept 1 setting 3 weeks for endorsement

APPROVED: _____ DATE 9-7-93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

UNIVERSITY OF ALASKA FAIRBANKS

Governance Office
Fairbanks, Alaska 99775-0680
(907) 474-7964 • FAX: (907) 474-5213

RECEIVED
SEP 02 1993
CHANCELLORS OFFICE

MEMORANDUM

TO: Joan Wadlow, Chancellor

FROM: David Spell, President
UAF Faculty Senate

DATE: September 1, 1993

SUBJECT: Modification of Motion on Student-Initiated Withdrawal Dates

The UAF Faculty Senate Administrative Committee met on August 31, 1993 and discussed the issue of student-intiated withdrawal dates. Clif Lando indicated that the Curricular Affairs Committee would be amenable to establishing one date for all students. A vote taken by the Administrative Committee recommends setting the deadline at three weeks. Attached is a revised motion for your signature.

BDS:sl

Attachment: Motion on Student-Initiated Withdrawal Dates

Joan K. Wadlow, Chancellor
907 474-7112
FAX 907 474-6725
FNJKW@AURORA.ALASKA.EDU

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor
320 Signers' Hall
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Spell, President
Faculty Senate

FROM: Joan K. Wadlow, Chancellor
University of Alaska Fairbanks

DATE: June 29, 1993

RE: *MOTION ON STUDENT-INITIATE WITHDRAWAL DATES*

At my request, the Senate granted an extension to the deadline for responding to Senate action on student-initiated withdrawal dates. I have now had opportunity to hear a report about the reaction from the deans and to discuss the matter with Dean Carla Kirts. I had telephoned you to discuss the matter, but summer schedules are quite a complicating element. Here is where I stand at this time, and I summarize so that you can think about it when your time allows.

I agree that we need a change and I believe the Senate is moving in the right direction. I really have a problem with two withdrawal dates. In my judgment, we would be spending much time (faculty, staff and students), on definitional matters, e.g., who is a freshman, as well as clarifying to advisers, (faculty and advisers), the distinction and hence the importance of checking the class level status of each student before offering advice. I, therefore, want to approve a change that sets ONE date for all students. I would be willing to sign the present resolution at 3 weeks, so long as it applied to ALL students. I would prefer to sign a revised motion that sets the date for ALL students at 4 weeks. Can we discuss this in the Administrative Committee this summer and reach a conclusion early in the fall? We have time before the fall 1994 implementation date which the Senate established.

JKW/smw

cc: Paul Reichardt, Interim Provost
Academic Affairs & Research

Joan K. Wadlow, Chancellor
907 474-7112
FAX 907 474-6725
FNJKW@AURORA.ALASKA.EDU

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor
320 Signers' Hall
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Dave Spell, President
Faculty Senate

FROM: Joan K. Wadlow, Chancellor
University of Alaska Fairbanks

DATE: June 3, 1993

RE: *EXTENSION*

I am requesting an extension of the deadline for chancellor's action on the Senate motion pertaining to student-initiated withdrawal dates. Vacation schedules have simply made it impossible to get the input I have sought. Thanks in advance.

JKW/smw

The UAF Faculty Senate passed the following at its' Meeting #42 on May 3, 1993:

MOTION PASSED
==========

The UAF Faculty Senate moves to approve the following policy on Student-Initiated Withdrawal to apply to all Fairbanks campus courses (i.e., all UAF courses except those given by the rural campuses or the Center for Distance Education).

That the last day for student-initiated withdrawal date be moved to the third Friday after classes begin for all students except freshman and non-degree students who will have up until the sixth Friday.

That for classes less than a semester in length, the withdrawal deadline will be determined in the same proportion as for semester length courses.

That withdrawals after that time will be by petition only which requires the signature of the student's instructor, adviser, department head, and Dean.

That students who are already on a class wait list and who have attended class and have kept up with class activity during this period be allowed to register for these classes up until the third Friday after classes begin as vacancies occur.

EFFECTIVE: Fall 1994

RATIONALE: Currently the last day for a student to withdraw from a class is 9 weeks into the semester which is approximately 2/3 of the way through the semester. The Director of Admissions and Records reported to the Assembly in 1984 that 44% of regular students had some sort of drop/add activity between the 3rd and 9th week of the semester. She has indicated that since then this activity has increased and is probably now over 50%. Since the addition of the core, many students find it difficult to expeditiously satisfy their core requirements due to closed classes. This problem is exacerbated by the present drop policy.

The purpose for making this motion is two fold:

1. The first and principal reason for this motion is to help students who are unable to get into core courses in a timely manner because of closed classes. Many students who are not serious about finishing a particular class sign up for an extra class or two and then drop them too late in the semester for other students to fill the vacancies. This is particularly troublesome in the case of core courses which are intended to be completed by students before they achieve Junior standing. This

proposal will allow students, who are on a waiting list for a filled class and have kept up with the classroom activities for just over two weeks, an increased opportunity to register for these classes.

A related factor that should be considered during this time of decreasing budgets is that there is presently a significant work load (and cost) for faculty, graders, and teaching assistants which goes along with carrying along students who in the end drop a class. The University is at a point where we must efficiently use our staff and facilities in order to provide the maximum offerings for our students.

2. The second reason for the motion is to get students to commit themselves to a class at an earlier date. Presently there are students who attend classes, half heartedly performing the exercises required in the classes, but leaving themselves the option of dropping if they don't believe their grade will be as high as they wish. This is a self defeating proposition, since often the reason for a student's low grade is not having made a commitment to learning the course materials. Thus, this proposal will produce a class atmosphere that is more conducive to learning.

SPECIAL CONSIDERATIONS:

Recognizing that beginning students may not have the necessary experience to be able to quickly determine if they have the proper background to succeed in a course, this motion will give Freshman and Non Degree students a longer time to make the decision to drop a course. This will give these students more time to work with advisers, course instructor, and tutors before making a decision to drop a class.

Special cases will certainly arise where it will be necessary for a student to drop a class. The motion allows for these situations by requiring the petition process be used after the deadline date.

Students will need an early indication of how they are doing in each class if this drop policy is to be successful. Indeed, "Students overwhelmingly report that the single most important ingredient for making a course effective is getting rapid response on assignments and quizzes. This makes each assignment a genuine learning experience, rather than simply an obligation to complete toward a final course grade." (Light, Harvard assessment seminars, 1990, p. 31)

Therefore faculty will need to provide students with the opportunity to determine what the class requirements are before the drop date. This should include a detailed syllabus and at least one graded assignment. The added time provided for Freshman and Non Degree Students should provide ample time for additional graded work such as exams and papers.

5-5-93

President, UAF Faculty Senate Date

APPROVED: _____ DATE _____

Chancellor's Office

DISAPPROVED: _____ DATE _____

Chancellor's Office

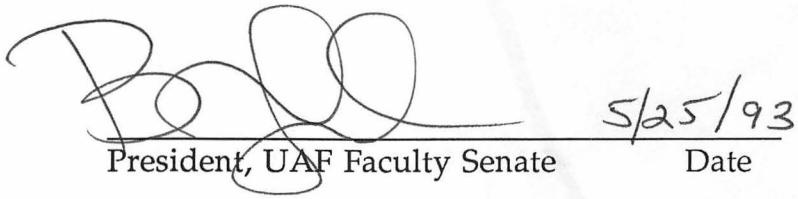
The Administrative Committee on behalf of the UAF Faculty Senate passed the following motion at a meeting on May 20, 1993.

MOTION
=======

ORIGINAL

The UAF Faculty Senate moves to confirm the appointment of Kristine Long, CES, and John Aspnes, SOE, on the University-wide Promotion and Tenure Committee with full membership rights, under the condition that they will abstain from participation in discussion and voting on any candidate who they reviewed at an earlier level in the promotion/tenure process.

EFFECTIVE: Immediately



President, UAF Faculty Senate — 5/25/93 Date

****

1993-94 UNIVERSITY-WIDE PROMOTION & TENURE COMMITTEE MEMBERSHIP

John Aspnes, SOE (95)
Don Carling, SALRM (95)
Karen Colligan-Taylor, CLA (96)
Paul Metz, SME (94)
John Olson, CNS (94)
Jerry Lipka, CLA/SOEd. (96)
Kristine Long, CES (96)
Joli Morgan, CRA (94)
Kelley Pace, SOM (95)
Donald Schell, SFOS (96)

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #35 on May 4, 1992:

RESOLUTION OF APPRECIATION
for
THE FAMILY OF EMIL USIBELLI
and
THE USIBELLI COAL MINE, INC.

Whereas, Emil Usibelli was a pioneer of the Alaskan mining industry, and

Whereas, Emil Usibelli established the Usibelli Coal Mine, Inc. which continues to make important contributions to the economy and energy needs of Alaska, and

Whereas, Usibelli Coal Mine, Inc. has been a major supporter of the University of Alaska Fairbanks since 1977 in many areas of need, including Korean Studies, Geology and Geophysics, School of Engineering, School of Mineral Engineering, and Nanook Athletics, and

Whereas, Joe Usibelli and Joe Usibelli, Jr. have carried on management of the Usibelli Coal Mine, Inc. and are well known business and civic leaders in the state of Alaska, and

Whereas, Joe Usibelli, Chairman of the Board and Chief Executive Officer of Usibelli Coal Mine, Inc., is a graduate of the University of Alaska Fairbanks, having earned a Bachelor of Science degree in Civil Engineering in 1959, and

Whereas, Joe Usibelli was named the University of Alaska Fairbanks Distinguished Alumnus in 1981, and

Whereas, Joe Usibelli is a co-chair of the University of Alaska Fairbanks fund raising campaign, and

Whereas, Joe Usibelli serves on the University of Alaska Foundation Board of Trustees, and

Whereas, Joe and Shelley Usibelli have supported scholarship programs for students of the University of Alaska Fairbanks and have contributed to the University Museum, and

Whereas, Joe Usibelli, Jr., President and Chief Operating Officer of Usibelli Coal Mine, Inc., is a graduate of the University of Alaska Fairbanks, having earned a Bachelor of Science degree in Civil Engineering in 1981, and

Whereas, Joe Usibelli, Jr. is a lifetime member of the University of Alaska Fairbanks Alumni Association, and

Whereas, Joe Usibelli, Jr. served on the University of Alaska Fairbanks Alumni Association Board of Directors, and

Whereas, the Usibelli family and the Usibelli Coal Mine, Inc. have provided a generous endowment for the Emil Usibelli Distinguished Awards in Teaching, Research and Service,

Therefore be it resolved, that the Faculty Senate of the University of Alaska Fairbanks takes great pride in the success and civic leadership of its graduates, Joe Usibelli and Joe Usibelli, Jr., and

Be it further resolved, that the Faculty Senate, on behalf of the faculty of the University of Alaska Fairbanks, extends its sincere appreciation and gratitude to the Usibelli Family and Usibelli Coal Mine, Inc. for their outstanding generosity and numerous acts benefiting the University.

DATED THIS FOURTH DAY OF MAY, 1992.

Ray Highsmith

President, UAF Faculty Senate

Timothy Ellsworth

President-Elect, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #35 on May 4, 1992:

MOTION PASSED AS AMENDED (unanimous)
==========

The UAF Faculty Senate moves to endorse the 1992-93 committee membership as attached.

EFFECTIVE: Immediately

RATIONALE: New Senate members' preference for committee selection were reviewed and weighted against membership distribution from schools and colleges.

5-7-92

President, UAF Faculty Senate Date

STANDING COMMITTEES

Curricular Affairs

Charlotte Basham, CLA (94)
Peter Cornwall, CLA (93)
Stephen Cysewski, SCCE (93)
*Clif Lando, CLA (94)--Chair
Laura Milner, SOM (94)
John Morack, CNS (94)
Maynard Perkins, CRA (94)
Nag Rao, CRA (93)
Paul Reichardt, Dean, CNS
Ex-Officio: Ann Tremarello, Registrar's Office
1 Undergrad. student - TBD

Faculty Affairs

William Brody, CLA (94)
Godwin Chukwu, SME (94)
John French, SFOS (93)
Mike McGowan, SCCE (94)
Nag Rao, CRA (93)
*Colin Read, SOM (93)--Chair
Janice Reynolds, VCAA
Scott Smiley, CNS (93)
Natalie Thomas, CES (94)
Donna Van Luchene, CRA (93)

Scholarly Activities

Pat Lambert, CLA (94)
Tara Maginnis, CLA (94)
Gerry Plumley, SFOS (93)
Stephen Sparrow, SALRM (93)
*Wesley Wallace, CNS (93)--Convener
John Zarling, SOE (94)

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker and Honorary Degree Recipients

Jack Distad, CLA (94)
David Hales, CLA (93)
Koji Kawasaki, CNS (93)
Benjamin Kline, CLA (94)
Rudolph Krejci, CLA (94)
David Musgrave, SFOS (94)

*Claus-M. Naske, CLA (94)--Convener
Ex-Officio: Karen Cedzo, Director, University Relations

Developmental Studies Committee
, Kuskokwim, CRA (94)
Jerah Chadwick, General & Devel. Studies (94)
, Math, CLA (94)
John Creed, Chukchi (93)
George Guthridge, Bristol Bay, CRA (93)
Ron Illingworth, Interior Campus (93)
Wanda Martin , Advising Center (93)
*Maynard Perkins, Northwest (94)--Co-Convener
Doug Schamel, Biology, CNS (93)
*Marcele Skelton, SCCE (93)--Co-Convener
, RSS (94)
Riki Sipe, CCC, CLA (93)
Joan Worley, English, CLA (93)
Ex-Officio: Nils Johansen, SME (92)
SCCE: Vacant

Faculty Appeals Committee
DeAnne Hallsten, SCCE (93)
*William Harrison, CNS (93)--Convener
Scott Huang, SME (93)
Janis Lull, CLA (92)
Nag Rao, CRA (92)

Faculty Development, Assessment & Improvement
Robert Carlson, SOE (94)
Doug Coughenhower, SFOS (93)
James Drew, SALRM
Jo Kuykendall, SCCE (94)
Tamara Lincoln, CLA (94)
Channon Price, CNS (93)
Barbara Haney-Martinez, SOM (94)
*Natalie Thomas, CES (94)--Convener
Ex-Officio: Nils Johanson, Dir., OFD

Graduate Council
+Sukumar Bandopadhyay, SME (94)
John Boyce, SOM (93)
Patricia Kwachka, CLA (93)
Nita Morton, CRA (93)
Luis Proenza, VCR, Dean of Graduate School
+Roger Ruess, CNS (93)

+James Ruppert, CLA (93)
+*Stephen Sparrow, SALRM (93)
+Nora White, CRA (94)
Graduate Student (93)
Ex-Officio: Mary Ann Borchert, Asst. to VCR
Paul McCarthy, Director, Libraries
Ann Tremarello, Director, A&R

Legislative and Fiscal Affairs
Vera Alexander, Dir., IMS
*Eric Heyne, CLA (94)--Convener
Jenifer McBeath, SALRM (93)
John Zarling, SOE (94)

Service Committee
Doug Coghenower, SFOS (93)
Barbara Haney-Martinez, SOM (94)
Patricia Holloway, SALRM (94)
Don Kramer, SFOS (93)
Warren Larson, CES (94)
Richard Seifert, CES (93)
*Julia Triplehorn, CLA (93)--Convener
John Waters, SCCE (93)
Non-University: Herb Smelcer, US BIA (93)
Non-University: Vacant

University-wide Promotion & Tenure Committee
John Aspnes, SOE (95)
Don Carling, SALRM (95)
Kelley Pace, SOM (95)
Dennis Crawford, CES (93)
Susan Henrichs, SFOS (93)
Vidyadhar Kamath, SME (94)
Joli Morgan, CRA (94)
Mark Oswood, CNS (94)
Ruiz Anne Rozell, SCCE (93)
*Dennis Stephens, CLA (93)

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #35 on May 4, 1992:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the faculty. As the representative body of the faculty, we are making that recommendation.

5-7-92

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #35 on May 4, 1992:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to adopt the following calendar of meetings for the 1992-93 academic year.

Mtg. #	Date	Day	Time	Type
36	9/14/92	Monday	1:00 p.m.	audioconference
37	10/12/92	Monday	1:00 p.m.	face-to-face
38	11/9/92	Monday	1:00 p.m.	audioconference
39	12/14/92	Monday	1:00 p.m.	face-to-face
40	2/1/93	Monday	1:00 p.m.	audioconference
41	3/1/93	Monday	1:00 p.m.	face-to-face
42	4/5/93	Monday	1:00 p.m.	audioconference
43	5/3/93	Monday	1:00 p.m.	face-to-face

**Note: Due to conflicts in scheduling the Wood Center Ballroom, meeting dates or location may change.

Timothy Ellsworth 5-8-92

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #35 on May 4, 1992:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate during the summer months of 1992 on all matters within its purview which may arise. Senators will be kept informed of the Administrative Committee meetings and will be allowed to attend and participate in any voting.

EFFECTIVE: May 4, 1992

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their right to participate in the governance process.

5-7-92

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #35 on May 4, 1992:

RESOLUTION OF APPRECIATION
FOR
RAYMOND C. HIGHSMITH

WHEREAS, Ray Highsmith has served the General Assembly and the UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, Ray Highsmith has served as a Representative to the UAF Assembly in 1987; and

WHEREAS, Ray Highsmith has served as a Senator to the UAF Faculty Senate from 1988-1990; and

WHEREAS, Ray Highsmith has served as a member of the Scholarly Activities Committee from 1988-90 and as chair from 1989-90 ; and

WHEREAS, Ray Highsmith has served as President-Elect of the UAF Faculty Senate from 1990-1991; and

WHEREAS, Ray Highsmith has served as an Executive Committee member of the statewide UA system General Assembly from 1990-1992; and

WHEREAS, Ray Highsmith has served as President of the statewide General Assembly UA system from 1990-1992; and

WHEREAS, Ray Highsmith has served as President of the UAF Faculty Senate from 1991-1992; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty and the University by the work of Ray Highsmith as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate acknowledges the many contributions of Ray Highsmith and expresses its appreciation for his exemplary service.

DATED THIS FOURTH DAY OF MAY, 1992.

President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #35 on May 4, 1992:

MOTION PASSED
==========

The UAF Faculty Senate moves to table action on the resolution on the cost of the Core Curriculum and send it back to Faculty Affairs Committee.

Ray Highsmith 5/12/92
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #34 on April 6, 1992:

RESOLUTION PASSED (unanimous)
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of President-Elect on the basis of the following ballot.

BALLOT

PRESIDENT-ELECT

Please vote for **ONE** individual to serve as the President-Elect of the UAF Faculty Senate for 1992-93.

Fred Dyen
Associate Professor
Airframe and Powerplant Mechanics

** B. David Spell
Assistant Professor
Electrical Engineering

** President-Elect

Ray Highsmith 4/8/92
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #34 on April 6, 1992:

RESOLUTION PASSED (2 nays, 2 abstentions)
==========

BE IT RESOLVED, That the UAF Faculty Senate requests that the Strategic Planning leadership group formally consider the needs of vocational-technical education, distance delivery, and rural education in their deliberations.

EFFECTIVE: Immediately

RATIONALE: These are important components of the University's mission that need to be clearly included in strategic planning for the future.

Ray Highsmith 4/8/92

President, UAF Faculty Senate Date

✓ cc: Exec Council

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #33 on March 9, 1992:

MOTION PASSED (3 nays, 2 abstentions)
==========

The UAF Faculty Senate moves to approve the AAS in Paralegal Studies. This is an academic approval and does not imply budgetary recommendations.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal in Governance Office

R. C. Hightower 3/10/92
President, UAF Faculty Senate Date

APPROVED: J Wadlow
Chancellor's Office

DATE 4-3-92

DISAPPROVED: _____
Chancellor's Office

DATE _____

Funding through Reallocation, $10,000 yearly

See Mar 30 1992 Listok memo

UNIVERSITY OF ALASKA FAIRBANKS

School of Career and Continuing Education
UAF Downtown Center, 510 2nd Avenue, Fairbanks AK 99701 451-7223

RECEIVED
APR 01 1992
CHANCELLORS OFFICE

DATE: March 30, 1992

TO: Joan Wadlow, Chancellor

FROM: Ruth Lister, Acting Dean

RE: Proposed A.A.S. in Paralegal Studies

SCCE is prepared to reallocate funds internally to support the Paralegal Studies program. We have been offering two paralegal courses per year as trial courses to respond to community demand. Therefore the additional cost, based on $2,500 per course, would be $10,000 per year. The Applied Business and the General Education faculty pool budgets will be reallocated to support the A.A.S. in paralegal studies.

RL/ms
cc: Janice Reynolds, Vice Chancellor for Academic Affairs
Ray Highsmith, President, UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #33 on March 9, 1992:

RESOLUTION PASSED
==========

RESOLUTION
regarding
U of A President's House and UAF Chancellor's House

BACKGROUND:

A plan has been proposed to build a new residency for the University of Alaska President through private fund raising efforts. The new residence is proposed for a location off Yankovich Road on private property which has been donated to the University for this express purpose.

Should this private fund raising effort be successful and the housing plan implemented, it would follow that the UAF Chancellor would occupy the residence presently used by President Komisar and his family.

Prior to the establishment of a statewide University system it was desirable that the President have a home on the Fairbank's campus. It is no longer necessary that the President reside on campus particularly since the UAF Chancellor is the chief administrative officer for the campus. It is, however, desirable that the University of Alaska President be located in the Fairbanks area along with the U of A Statewide Administration.

Construction of a new off-campus residence for the U of A President will be beneficial to UAF, the U of A system and the residents of Fairbanks. Implementation of the plan will mean that the President will remain in the Fairbanks area, that the Statewide Administration will also remain in the Fairbanks area, and that the President's current residence can be occupied by Chancellor Wadlow.

It is desirable that the UAF Chancellor have a residence suitable for hosting larger groups than is presently possible. These groups could

include off-campus individuals, legislators and other politicians as well as on-campus faculty, staff and students. A larger and more suitable home will provide for better hosting and entertaining of guests, group meetings, fund raising sessions and other matters.

The issue of suitable housing for the UAF Chancellor was of concern during the spring of 1991 to both finalists for the position. Commitments in that regard should be fulfilled.

Use of private funds for the construction of a new residence for the President is a positive step for both the University and the community. The use of private funds shows a timely interest in and appreciation for the University by our community.

On the other hand, some would consider the use of public funds for this effort unsuitable. Even so, it is possible that a residence for the President could be secured through rental or lease agreements that would require the use of public funds to pay the bills.

Tenure in university top management positions is relatively short and on the average ranges from about 5-7 years. Therefore, it is likely to be a relatively short time before the University must again embark on searches for a new President, and a new UAF Chancellor. It will be important that an improved housing arrangement be available prior to those searches and the ongoing effort should help to resolve these concerns.

The opportunity is before us to use private donations to improve the housing arrangement for the President and, subsequently, the UAF Chancellor. Resolution of the matter will be beneficial to both the University and the Fairbanks community.

RESOLUTION

WHEREAS, the chief administrative officer of the University of Alaska Fairbanks campus is the Chancellor, and

WHEREAS, the existing residence of the UAF Chancellor is relatively small and not well suited for the hosting of University guests, and

WHEREAS, the residence for the UAF Chancellor was a concern by both finalists for the position and was a contract issue during recruitment negotiations, and

WHEREAS, it is desirable that the University of Alaska President maintain a residence in the Fairbanks area,

THEREFORE, be it resolved that the Faculty Senate of the University of Alaska Fairbanks supports the proposal to:

Build a new residence for the President of the University of Alaska near the community of Fairbanks using private funds, and to

Provide the present residence of the U of A President for the UAF Chancellor.

BE IT FURTHER RESOLVED, that the Faculty Senate of the University of Alaska Fairbanks expresses its appreciation to those individuals from the Fairbanks area and greater Alaska, who generously contribute funds, resources and energy toward this end.

Ray Highsmith 3/10/92

President, UAF Faculty Senate Date

cc: Exec Council

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #33 on March 9, 1992:

MOTION PASSED (unanimous)
==========

The UAF Faculty Senate moves to amend the Policy on Approval of Academic Changes Within Existing UAF Programs as follows:

2. There shall be a [[thirty]] TEN day waiting period for the solicitation of comments or objections prior to the review by the cognizant Senate subcommittee.

EFFECTIVE: Immediately

RATIONALE: This change in policy will allow college/school curriculum councils more time to review proposed academic changes from their units. The change in deadline date will still allow the Senate subcommittee time for review prior to catalog deadlines.

R. C. Highsmith 3/10/92
President, UAF Faculty Senate Date

APPROVED: Joan Wadelow
Chancellor's Office

DATE 3/24/92

DISAPPROVED: _____
Chancellor's Office

DATE _____

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (with 6 abstentions)
==========

The UAF Faculty Senate moves to recommend approval of the attached proposed policy and regulation on Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties.

Ray Highsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: JWadlow
Chancellor's Office

DATE 2-14-92

DISAPPROVED: _____
Chancellor's Office

DATE _____

PROPOSED POLICY
==========

Inventions, Patents, Copyrights, Trademarks
and Other Intellectual Properties 04.10.03

In meeting the University's mission of teaching, research and public service, the Board of Regents recognizes and encourages the development of intellectual property of value to the public by University personnel and students.

The President of the University shall adopt appropriate regulations to encourage and support intellectual activity by employees and students, and shall detail rights and obligations concerning inventions, patents, copyrights, trademarks and other intellectual properties developed as a result of University support.

****

PROPOSED REGULATION
==========

Inventions, Patents, Copyrights, Trademarks
and Other Intellectual Properties 04.10.03

A. Introduction

This regulation is adopted to encourage and support creative activity by employees and students for the public benefit and shall be deemed to be a part of the conditions of employment of every employee of the University and a part of the condition of enrollment and attendance at the University for every student.

B. Administration

1. All matters relating to inventions, patents, copyrights, trademarks and other intellectual properties in which the University of Alaska Is In any way concerned will be administered by the President of the University or such person as the President may designate.

2. Director of Intellectual Property and Licensing. The University President may appoint a Director of Intellectual Property and Licensing to serve as the President's designee in executing all activities pertaining to all University intellectual property. The Director of Intellectual Property and Licensing will be empowered, with the approval of the President, to:

   a. Waive University rights to an invention or other intellectual properties;

   b. Submit patent, copyright, trademark and license applications on behalf of the University and/or the author(s) or inventor(s);

   c. Obtain copyrights, trademarks and patents on behalf of the University and/or the author(s) or inventor(s);

   d. Grant licenses on behalf of the University;

   e. Promote University intellectual property to Alaska firms to provide opportunities for Alaskan economic development;

   f. Purchase licenses for non-University copyrighted material or patented inventions for University use and/or sub-license;

   g. Grant use of copyrighted materials and patented inventions;

   h. Execute on behalf of the University and/or the inventor(s) any agreements as may be appropriate;

   i. Obtain and maintain requisite documentation as necessary in all matters concerning the management of intellectual properties;

   j. Execute royalty division agreements with the inventor(s) or author(s) on behalf of the University.

   k. Seek out and recommend appropriate patent management and license marketing organizations, recommend to the President working contracts between such organizations and the University and, after consultation with the

Intellectual Property Committee, transmit reports of inventions(s) to such organizations;

l. Assure appropriate involvement of the inventor(s) in licensing and other commercial development activities;

m. Promote the marketing of University-trademarked products;

n. Receive, account for, and properly disperse all proceeds received pursuant to this policy;

o. Facilitate communication between all parties involved, and enforce the terms and conditions of these regulations; and

p. Prepare and submit an annual report on the University patent, copyright, trademark and license activities and finances to the President and the Chancellors and prepare such other reports and perform such other functions as may be requested by the President.

3. The President will appoint a University Intellectual Property Committee. The Committee will be composed of the University Director of Intellectual Property and Licensing and five members from the University faculty, and with the University General Counsel serving as an ex-officio member. The members will serve at the pleasure of the President, with the normal term of appointment to be staggered three-year terms. All members shall serve without additional compensation. The President will appoint a member to serve as Chair.

4. The University Intellectual Property Committee will have the following responsibilities:

a. To support, promote and encourage University personnel in the development of copyrightable and patentable intellectual properties, to promote the patenting of inventions and to encourage personnel in the creation of intellectual property.

b. To evaluate inventions and discoveries for patentability, and, where desirable, to consult such expertise as the Committee may require to examine the merits of each potentially patentable invention.

c. To recommend to the President or President's designee applications for patents.

d. To recommend to the President or President's designee the patent and related rights or equities held by the University of Alaska in an invention, and to review agreements with cooperating organizations, with respect to patent rights or equities.

e. In the absence of overriding obligations to outside sponsors of research, recommend to the President or President's designee the release of patent rights to the inventor(s) in those circumstances where the University elects not to file a patent application and where no further research or development of that invention will be conducted involving University support or facilities. The University's decision not to elect to file a patent application will be made within a period not to exceed three months from the date of first submission of the inventor(s)' written statement of disclosure of an invention to the Intellectual Property Committee. In every instance in which the University determines not to file a patent application or to continue efforts at marketing, or fails to elect to do so within three months from the date of submission of the disclosure, all of the University's rights to the invention will be released to the inventor(s).

f. To recommend to the President or President's designee licenses and related agreements entered into with other parties concerning patent and related property rights held by the University.

g. To review the procedures for the collection of royalties and fees and their distribution, and make recommendations to the President or President's designee for modification of procedures.

h. To review situations of possible infringement of patent rights held by the University, and in association with the Office of the General Counsel, to recommend to the President or President's designee negotiations, litigation, and settlement of matters arising therefrom.

i. To assist University officers in negotiating with cooperating organizations concerning prospective rights to patentable inventions or discoveries made as a result of research carried out under grants, contracts or other agreements to be funded in whole or in part by such cooperating organizations, and assist University offices in negotiating institutional patent agreements or other agreements with Federal agencies or other organizations regarding the disposition of patent rights.

j. To recommend to the President or President's designee appropriate exemptions from the agreement to assign inventions and patents to the University.

k. To make such reports and recommendations to the University President as the University President may direct.

C. Inventions and Patents

1. The assignment of inventions and patents to the University, except for those resulting from permissible consulting activities outside of University employment without the use of University facilities, shall be mandatory for all University personnel, for persons not employed by the University but who use University facilities in the development of intellectual property, and for those who receive grant or contract funds through the University. Exemptions from such assignments may be authorized in those circumstances where the mission of the University is better served by such action, provided that the overriding obligations to other parties are met and such exemptions are not inconsistent with other Board of Regents' policies or University regulations.

2. University personnel and all those using University facilities in the development of intellectual property shall immediately and properly disclose the conception and/or reduction to practice of potentially patentable inventions. Such disclosure shall be made to the President or President's designee. Persons making disclosures shall execute such declarations, assignments or other documents as may be necessary in the course of invention evaluation, patent prosecution, or protection of patent rights.

3. Subject to restrictions arising from overriding obligations of the University pursuant to grants, contracts or other agreements with outside organizations, the University agrees, for and in consideration of the assignment of patent rights, to pay annually to the named inventor(s), the inventor(s)' heirs, successors or assigns, a royalty share of the net proceeds received by the University for each patent or other intellectual property right assigned to the University, as shown below.

Total Net Royalty Per Invention ($)	Inventor(s)' Share (%)	University Share (%)
First $10,000	100%	0%
>$10,000	50%	50%

Where there are two or more inventors, each inventor shall share equally in the inventor's share of net proceeds, unless all inventors previously have agreed in writing to a differing distribution of such share. Distribution of the inventor's share shall be made no less than annually. In the event of any litigation, actual or imminent, or any other action to protect patent rights, the University may withhold distribution of all royalty proceeds until resolution of the matter. Of the remaining net proceeds, the share shall be distributed as determined by the President.

University proceeds from University inventions shall be used for the support of University research and scholarly activities; however, exceptions may be granted by the President or President's designee.

D. Copyrights

1. The President or President's designee shall be responsible for the administration of the University copyright regulation and for securing copyrights in the name of the University. Revenues received through the licensing of copyrights shall be shared with the author as follows: 50% to the author, 50% to the University on all proceeds. Exceptions to the above may be granted by the President in consultation with the Intellectual Property Committee.

2. Ownership and disposition of copyrightable material

Copyright ownership and the rights thereof are terms defined by Federal law. The University believes that its copyright regulation objectives will best be attained within the context of the Federal law by defining the equities of ownership of copyrightable material in terms of the following categories. Copyright ownership of all materials, which are developed with the use of University facilities, shall reside with the University, except as follows:

a. The University will not assert ownership of copyrightable materials produced by faculty members as a part of their normal teaching and scholarly activities at the University and which do not result from project specifically funded in whole or in part by the University or by a sponsor of the University.

b. Copyright ownership of all materials which are developed in the course of, or pursuant to, sponsored research or other agreement(s) will be determined in accordance with the terms of those agreement(s) or, in the absence of such terms, the copyright will be the property of the University.

c. Copyrighted materials not within the provisions of categories "a." and "b." above will be the property of the University, except for theses; however, the author(s) of theses must, as a condition of a degree award, grant royalty-free permission to the University to reproduce and publicly distribute copies of the thesis.

E. Trademarks

All trademarks are the exclusive property of the University. No steps shall be taken by University personnel for securing trademarks by usage or registration with respect to any University products resulting from the University's scholarly, research, athletic or other activities, except with the approval of the President or President's designee after consultation with the University Director of Intellectual Property and Licensing. Applications for trademarks will be made on behalf of the University by the President or President's designee. Revenues received through the licensing of trademarks shall be shared as determined by the President after consultation with the Intellectual Property Committee.

F. Other Intellectual Property

Other forms of intellectual property, including those which may emerge in the future, shall be administered by the President or President's designee after consultation with the Intellectual Property Committee in accordance with the regulations governing the University's interests in inventions, patents trademarks and copyrights.

G. Definitions

As used in this regulation, the following terms have the meaning indicated:

Author - University personnel, singly or as a group, who produce written, visual or recorded materials.

Disclosure - A detailed, complete and accurate description of materials of an item of intellectual property.

Intellectual Property - Inventions, copyrights and copyrightable material, patents, trademarks and trade secrets.

Inventions - All inventions, discoveries, processes, methods, uses, products or combinations, or other intellectual properties, whether or not patented or patentable at any time under the U.S. Patent Act and the Patent Cooperation Treaty as now existing or hereafter amended or supplemented.

Net Proceeds - The gross receipts derived from trademarks, materials, inventions, discoveries and/or intellectual properties, including but not limited to, rents, royalties, dividends, earnings, gains and sale proceeds, less all costs, expenses and losses paid or incurred by the University in connection therewith, including, but not limited to, all direct costs and expenses, indirect costs and expenses as allocated and determined by the University, costs and expenses of obtaining, securing and protecting patents, copyrights and trademarks and all attorney's fees.

Trade Secret - Any information, device, method, formula, etc., whether or not copyrightable or patentable, which is not generally known or accessible apart from the University, and which gives competitive advantage to its owner.

Trademarks - Distinctive marks of authenticity such as words, letters, symbols, designs, etc., identifying the source producer or distributor of goods or services.

University Facilities - All University buildings, laboratories, classes, equipment and for supplies, excluding libraries.

University Personnel - Part-time, full-time, visiting and volunteer members of the faculty, staff, and all other agents and employees, undergraduate and graduate students, and postdoctoral fellows of the University.

Written Materials - All literary, dramatic and musical material or works, and all other works such as lab manuals, study guides and architectural designs published or unpublished, copyrighted or copyrightable at any time under the Federal Copyright Act as now existing or hereafter amended or supplemented.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

RESOLUTION PASSED (with 2 abstentions)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to support the following ASUAF resolution on Special Graduation.

* * * * * * * * * *

ASUAF Senate Resolution F91-4
Title: Special Graduation
Sponsor: Martin
Date: September 29, 1991

WHEREAS 1496 student, or 23.5% of the 6,355 students enrolled at UAF for the fall semester of 1991 are married; and

WHEREAS Married students at this time and in the future may achieve their respective graduation requirements at the same time from different "schools," and will there for be unable to walk together at the graduation ceremonies;

THEREFORE BE IT RESOLVED That the graduation department and the Deans from individual schools instigate a procedure that would enable married students graduating from different schools to "walk" together during their graduation ceremonies; and,

FURTHER BE IT RESOLVED That this resolution be sent to the UAF Executive Council, the UA Board of Regents, and the UA Executive Officers.

Ray Higlesmith 2/12/92
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate endorses the Graduate Council resolution on overhead.

Graduate student funding is one of the main impediments to increasing the level and quality of graduate education at UAF.

An overhead rate is charged on externally funded grants, of which 12.8% goes to Statewide Administration (UA) and includes moneys which were formerly allocated to the UA Vice President for Research. As most of the research occurs at UAF, the position was transferred to the UAF Vice Chancellor for Research. However, the UA 12.8% share of overhead was not returned to UAF.

It is recommended that an appropriate percentage of the UA statewide system share of overhead be returned to the unit/department and/or the principal investigator for graduate student recruitment and retention.

Ray Higgsmith 2/12/92
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to change the approval route for course designations for Social Sciences, the "s" designator, to the following:

> Social Sciences shall be approved individually by the Curriculum Councils of the College of Rural Alaska, the College of Liberal Arts, and the School of Management, such that each college approves courses taught within its own college.
>
> EFFECTIVE: Fall 1992
>
> RATIONALE: The present system of requiring approval by all three colleges is burdensome, time-consuming and redundant. Individual colleges best understand the significance of courses within their own disciplines, allowing the rest of the university to rely on the expertise of those colleges most closely concerned to follow the established criteria.

Ray Highsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 2-14-92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (with 8 abstentions)
==========

The UAF Faculty Senate move to approve the AAS in Native Language Education.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

Ray Higgsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: _____ DATE 2/25/92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (with 6 abstentions)
==========

The UAF Faculty Senate move to approve the Certificate program in Native Language Education.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

Ray Highsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: J Wadlow DATE 2/25/92
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

cc: √Chancellor's Staff
√Dean Gorden Hedahl

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (with 4 abstentions)
==========

The UAF Faculty Senate move to approve the BA in Japanese Studies.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

Ray Higgsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow (1) DATE 4/26/93
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

(1) We will forward this proposal to Statewide for the system-wide Review. This will provide greater insight regarding the demand in Alaska for Japanese Studies. For UAF, Japanese Studies is consistent with our strategic emphases on the Northern Pacific Rim.

PROPOSAL

FOR

JAPANESE STUDIES--B.A. DEGREE

UNIVERSITY OF ALASKA FAIRBANKS

OCTOBER 1991

PREPARED BY

Karen Colligan-Taylor, Head
Department of Foreign Languages and Literatures
Associate Professor of Japanese

Peter Cornwall
Associate Professor of History

John Lehman
Acting Dean, School of Management
Professor, Management Information Systems

TABLE OF CONTENTS

I. **Cover Memorandum** 1

Signature Pages 3

II. **Identification of the Program** 5

A. **Program Description** 5

1. Program Title
2. Credential Level
3. Admissions Requirements/Prerequisites
4. Catalog Description
5. Course Descriptions 6
6. Sample Course of Study 11
7. Three-Year Sample of Course Offerings 13

B. **Program Goals** 15

1. Objectives and Evaluation
2. Relationship of Program to "Purposes of the University"
3. Occupational Competencies to Be Achieved
4. Relationship of Courses to Objectives 16

III. **Personnel Directly Involved with Program** . 17

IV. **Enrollment Information** 17

V. **Need for the Program** 17

VI. **Resource Impact** 19

VII. **Relationship to Other Programs** 19

VIII. **Implementation** 20

IX. **Regents Guidelines--Executive Summary** . . . 21

NEW DEGREE PROGRAM REQUEST Format 3

COVER MEMORANDUM

Department of Foreign Languages — College of Liberal Arts
Karen Colligan-Taylor — -5171; -7396

Proposed program: **Japanese Studies--B.A. Degree**

The Program

An in-depth study of Japanese language and culture, aimed at the application of linguistic skills and cultural insights to specific career opportunities. Japanese is classified among the most difficult of foreign languages for American students. The highlight of the major is, therefore, one semester of intensive study in Japan during the first semester of the fourth year. This interdisciplinary program will culminate in a senior seminar on contemporary Japan. Students will begin their research project for the seminar while studying at our exchange university, Nagoya Gakuin, or at another pre-approved program. The program includes CORE courses focusing on Japanese language and culture and a CONCENTRATION area in 1) Business; or 2) Linguistics and Literature in which students may apply their study of Japan to a specific discipline. For some career choices, students will be encouraged to use this major in conjunction with a discipline-based major.

In conjunction with this proposal, the School of Management is proposing a five-year double major combining the Japanese Studies (or, another area studies emphasis) B.A. with the B.B.A. This reflects a nation-wide trend to integrate the study of business and foreign languages and cultures.

Objectives

The Foreign Language major requires four years of one language and three years of another. To this general language major we would like to **add** several **specific area studies emphases**. These are modeled on the present Russian Studies Program, which has been highly successful at UAF, and area studies programs at other institutions, for example, the East Asian Studies Program at Stanford University. These programs will provide students with the opportunity for in-depth study of a single language and culture area. This focus encourages study abroad, and aims to provide the student with the linguistic tools and cultural insights necessary to apply the language to a range of careers, including teaching, tourism, resource management, journalism and business. An area studies major combined with a discipline-oriented major such as

history or political science would put students at a great advantage in pursuing graduate work which focuses on a specific area.

Language study is not effective without cultural knowledge and sensitivity, and, knowledge of a foreign language alone, without application to a career-oriented discipline, will not enable the student to compete in today's job market. This major is designed to produce students knowledgeable about the geography, history, and art culture of Japan; capable of using the language in a professional setting; and possessing a sound career-oriented background to which they may apply their area studies speciality.

Justification

An increasing number of students at UAF have expressed a desire to focus on one language and culture in order to apply this knowledge effectively to career goals in another discipline.

Two students have graduated with an independent interdisciplinary major similar to the proposed degree. One is pursuing graduate work in East Asian Studies at the University of Michigan. The other will be leaving for Japan in April for two years of graduate work in Japanese economics, funded by a grant from the Japanese Ministry of Education. 80% of students polled in beginning Japanese classes expressed an interest in the major. We have a waiting list of five students ready to sign up for the major this spring, if it is approved.

Interdisciplinary, or "area studies," programs are well-established in university curricula nation-wide, permitting the student to view a subject from multiple perspectives. The area studies emphasis encourages students and faculty from diverse departments to work together toward an understanding of foreign cultures, and the application of this understanding to a professional career.

Study Abroad is a necessary component of the curriculum. The November 25, 1991 issue of Christian Science Monitor contains an interview with Harvard University Japanese professor, Dr. Kazuko Ozawa. She says that after studying Japanese for two to three years in the United States, students are ready to make good progress in Japan. She makes the point that students who intend to use Japanese professionally must expect to spend some time in Japan before considering themselves proficient. "Vocabulary and grammar patterns can be memorized, but cultural aspects of the society that are manifest in the language are far too complicated to be taught in a classroom." (p. 14; please see attached article for more detail).

The Japanese Studies program does not require additional funding. It utilizes existing faculty, courses and library resources. Only one course will be added specifically for the major. This is a senior seminar. We will continue to build library holdings in Japanese through regular UAF funding and by submitting grant proposals to the Japan Foundation.

NEW DEGREE PROGRAM REQUEST

Japanese Studies--B.A. Degree Signature Page

Head, Department of Foreign Languages and Literatures

Karen Colligan-Taylor

Dr. Karen Colligan-Taylor, Associate Professor of Japanese

Curriculum Council Chair

Carol Gold

Dr. Carol Gold

Dean, College of Liberal Arts

G. McBeath

Dr. Gerald McBeath, Acting Dean, CLA

Chair, Curricular Review Committee

Dr. Peter Cornwall

President, UAF Faculty Senate

Ray Highsmith

Dr. Ray Highsmith

Chancellor

Dr. Joan Wadlow

President

Dr. Jerome Komisar

University of Alaska Board of Regents

Robert F. Williams

Morris Thompson

Susan A. Stitham

Mark H. Helmericks

Virginia W. Breeze

Eric Forrer

Sharon D. Gagnon

Joseph R. Henri

Michael P. Kelly

Mary F. Reeve

Lew M. Williams Jr.

II. IDENTIFICATION OF THE PROGRAM

A. Program Description

1. Program Title: Japanese Studies--B.A. Degree

2. Credential level: B.A.

3. Admissions Requirements and Prerequisites

Students must be in good standing and have a minimum GPA of 2.0. Admission and course of study must be approved by the Program Committee. Students must complete entrance CORE for admission to the B.A. degree program in the College of Liberal Arts.

4. Catalog Description

Japanese Studies

Interdisciplinary

Degree, B.A.
Minimum Requirements for Degree: 130 credits

Requirements

Japanese Studies--B.A. Degree

An in-depth study of Japanese language and culture, aimed at the application of linguistic skills and cultural insights to specific career opportunities. Japanese is classified among the most difficult of foreign languages for American students. The highlight of the major is, therefore, one semester of intensive study in Japan during the first semester of the fourth year. This interdisciplinary program will culminate in a senior seminar on contemporary Japan. Students will begin their research project for the seminar while studying at our exchange university, Nagoya Gakuin, or at another pre-approved program. Students are encouraged to use this major in conjunction with a discipline-based major.

1. Complete general university requirements (the B.A. CORE curriculum) and B.A. degree requirements.
2. Complete the following program (major) requirements.

Japanese Studies core courses (33 credits)

		Credits
Geog 311	Geography of Asia	3
Hist 121 or 122	East Asian Civilization	3
Hist 331	Modern Japan	3
Jpn 301*, 302*	Advanced Japanese**	6
Jpn 332	Japanese Cultural Traditions	3
Jpn 497*	Advanced language study in Japan. Exchange univ, Nagoya Gakuin	12
Jpn 475	Seminar on Contemporary Japan	3

Concentration courses (12 credits)++

International Business Concentration

Select twelve credits from the following:

BA	443	International Marketing	3
BA	460	International Business	3
BA	461	International Finance	3
Econ	463	International Economics	3
Geog	405	Political Geography	3
PS	312	Government/Politics of East Asia	3
	or		
PS	321	International Politics	3
	or		
PS	322	International Law and Org	3

Language and Literature Concentration

(For teaching, graduate work in Japanese; recommended minor in Linguistics or English literature)

Take

Ling 101	Nature of Language	3
Jpn 431* or 432*	Studies in Jpn Culture/Lit	3

and six credits from the following:

Engl 310	Literary Criticism	3
Hum 411	Dimensions of Literature	3
Jpn 331	Women's Voices in Jpn Lit	3
Jpn 497	Individual Study and Practicum: Teaching Japanese as a Second Language	3
Ling 303	Language Acquisition	3
Ling 410	Theory and Methods of Second Language Teaching	3

3. Minimum credits required 130

*These courses are offered in the Japanese language.

**Prerequisite: Jpn 101-102; 201-202.

++Other career options may be designed with consent of the Program Committee.

Students planning a dual major for a single B.A. may double count nine credits. Students taking a combined BA/BBA are not subject to double counting restrictions.

5. Course Descriptions

Core Courses

Geography 311 Geography of Asia (3) Catalog, p. 150
Regional geography of Asia, exclusive of the Soviet Union. Physical framework, natural resources, peoples, major economic activities, and characteristic landscapes of the major regions of Japan, China, Southeast Asia, India-Pakistan, and the Asiatic countries of the Middle East.

History 121 East Asian Civilization (3) Catalog, p. 154
Origin and development of the civilizations of China, Japan and Korea from the beginning to 1800, with emphasis on traditional, social, political, and cultural institutions.

or

History 122 East Asian Civilization (3) Catalog, p. 154
East Asia from 1800 to the present with emphasis on patterns of social cohesion, transition, and revolutionary change.

History 331 Modern Japan (3) Catalog, p. 155
From 1600 to the present: change within tradition, rise to world power, and the position of Japan in the modern world.

Japanese 301, 302 Advanced Japanese (3, 3) Catalog, p.158
Development of advanced conversational and reading skills. Topics may include: modern Japanese prose fiction; newspaper Japanese; advanced conversation through the study of common contractions and idiomatic usage in the standard Tokyo dialect; and a study of television drama series.

Japanese 332 Japanese Cultural Traditions (3) Catalog, 158
A study of Japanese cultural traditions as revealed in the literary, visual, and performing arts. Discussion of literature in English translation is integrated with slide-lectures on Buddhist painting and sculpture, picture scrolls, castle decoration, woodblock prints, the tea ceremony, gardens, and the Noh, Kabuki and puppet theatres. Course is taught in English.

Japanese 497 Advanced Japanese Language and Culture (12)
One semester of advanced language study in Japan at our exchange university, Nagoya Gakuin, or at another pre-approved university in Japan. Each year UAF receives five students from Nagoya Gakuin and may send five students to Japan for one semester or one full year. Students will conduct research for their senior project.

Japanese 475 Seminar on Contemporary Japan (3)
New Course--Proposal approved by curriculum council.
As the capstone of the interdisciplinary major, Japanese Studies, this course will tie together the various threads of Japanese culture introduced during the four year program. The course will examine aspects of contemporary Japan not touched upon in previous courses, and will provide a forum for student presentations of research papers begun in Japan.

Concentration Courses

International Business Concentration

Select 12 credits from the following:

BA 443 International Marketing (3) Catalog, 124
Comparisons of foreign markets with domestic markets. Market enlargement via direct export, direct investment, or joint ventures. Foreign pricing, communications, distribution, and advertising viewed in terms of marketing management and research.

BA 460 International Business (3) Catalog, 124
Relationships among nations with particular emphasis on the business, economic, and sociocultural institutions that influence the performance of managers. Formulation of objectivies, strategies, and organizational structures within the context of international diversity.

BA 461 International Finance (3) Catalog, 124
Foreign investment projects including foreign capital markets, financing exports, hedging foreign exchange risks, and capital budgeting in an international setting.

Econ 463 International Economics (3) Catalog, 136
Pure theory of international trade: comparative cost, terms of trade, and factor movements. International disequilibrium: balance of payments and its impact on national economy, capital movement, economic development through international trade.

Geog 405 Political Geography (3) Catalog, 150
Geographical analysis of the evolution, structure, internal coherence, and sources of strength of individual nation states, with emphasis on nations of the Pacific realm and Arctic periphery. Consideration of regional blocs, spheres of influence, and potential for international cooperation.

PS 312 Government/ Politics of China and East Asia (3) 177
Modern East Asian politics and society, including governmental institutions, political processes and regional and global foreign relations.

or

PS 321 International Politics (3) Catalog, 177

International political theory; means of influence and power in international politics; arms control and disarmament; international economic relations; contemporary conflict resolution and strategic issues (such as the movement for a nuclear-free zone in the Arctic).

or

PS 322 International Law and Organizations (3) Catalog, 177

Development of international law; Regional and international organizations; non-state actors in the world system.

Language and Literature Concentration

Take:

Linguistics 101 The Nature of Language (3) Catalog, 160

The study of language: systematic analysis of human language and description of its grammatical structure, distribution, and diversity.

Jpn 431 Studies in Japanese Culture (3)

New Course--Proposal approved by curriculum council.

Further study of advanced written and spoken Japanese through essays, newspaper and journal articles, and television documentaries dealing with topics in Japanese culture.

or

Jpn 432 Studies of Literature in Japanese (3) Catalog, 158

Intensive study of authors, literary texts, movements, genres, themes or critical approaches. Conducted in Japanese. Student may repeat course when topics vary.

and six credits from the following:

English 310 Literary Criticism (3) Catalog, 144

History and principles of literary criticism, from earliest days to the present.

Humanities 411 Dimensions of Literature (3) Catalog, 158

Systematic discussion of the medium of literary creation, of the organization of literary texts and the functions of literature.

Japanese 331 Women's Voices in Japanese Literature (3)
New Course--Proposal approved by Curriculum Council.
(Offered as Special Topics, Sp 92)
A close reading of selected novels, short stories, poems, and diaries by Japanese women from the tenth century to the present, which reveal the personal, social, aesthetic and intellectual concerns of women in different periods of Japanese history. We will focus on the changing role of women in Japanese society, the role of women writers as social critics, and cross-cultural differences and similarities in women's issues.

Linguistics 303 Language and Literacy Development (3) 161
A course on Language Acquisition including theories of the acquisition and development of both first and second languages.

Linguistics 410 Theory and Methods of Second Language Teaching (3) Catalog, 161
Theory and practice of teaching a second language, including methodological approaches, second language acquisition theory, materials, and testing.

6. Sample Course of Study

Japanese Studies with International Business Concentration*

(This sample represents the most rigorous course of study, in terms of number of prerequisites, that the student could take. Other programs will offer more room for electives.)

Minor: Business Administration

Freshman Year 1992-93

Fall			**Spring**		
English 111X	3		English 213X	3	
Speech 131X	3		Acct/Inf Syst 101	3	
Math 161	3		Math 262	3	
History 100X	3		Anthropology 100X	3	
Japanese 101	5	17	Japanese 102	5	17

Sophomore Year 1993-94

Fall			**Spring**		
Acct 101	3		Acct 102	3	
Stat 200	3		Econ 200	3	
Engl/FL200X	3		Art/Mus/Thr 200X	3	
History 121	3		Natural Science	4	
Japanese 201	4	16	Japanese 202	4	17

Junior Year 1994-95

Fall			**Spring**		
Business Adm 307	3		Business Adm 343	3	
Business Adm 325	3		Japanese 332	3	
Geography 311	3		History 311	3	
Natural Science	4		Business Adm 461	3	
Japanese 301	3	16	Japanese 302	3	
			P.E. elective	1	16

Senior Year 1995-96

Fall		**Spring**		
Japanese 497	15	Business Adm 460	3	**
[Study Abroad, Japan]		Business Adm 443	3	
		Economics 463	3	
Electives 4		Political Science 323	3	
Advanced Language 12		Japanese 475	3	15

Total Credits = 130.

*Students will be alerted to the option of taking a double major in Business Administration, with an International Business emphasis (B.B.A.), and Japanese Studies (B.A.). This would be a five year program.

**The School of Management will be offering this course both fall and spring semester, beginning 1992-93.

Substitute Jpn 201-202 for two CORE courses in Perspectives on the Human Condition.

Humanities and Social Science distribution requirement: Humanities (Japanese 101-102--10 and 497B(electives in Japan--4); Social Sciences (Econ 200--3 and Pol Sci 322--3).

Minor: Business Administration: Acct 102; Stat 200; BA 307; BA 325; BA 343;

7. 3-Year Cycle of Course Offerings

(Tables follow)

Japanese Studies Program
Three Year Instruction Cycle

Course Number	Course Title	Credit Hours	Est. No. Stu	1992	1992-1993		1993-1994		1994
				Spring	Fall	Spring	Fall	Spring	Fall
LING 101	Nature of Language	3	60		X		X		X
JPN 301:	Advanced Japanese	3	12		X		X		X
JPN 302:	Advanced Japanese	3	12	X		X		X	
JPN 431:	Studies in Japanese Culture	3	7		X		X		X
JPN 432:	Studies in Japanese Literature	3	7	X		X		X	
JPN 475:	Seminar on Contemporary Japan	3	7					X	
JPN 331:	Women's Voices in Japanese Lit	3	25	X				X	
JPN 332:	Japanese Cultural Tradition	3	35			X			
JPN 497A:	Exchange Program in Japan; Nagoya Gakuin	12	7		X		X		X
JPN 497:	Individual Study and Practicum: Teaching Japanese as a Second Language	3	5	X	X	X	X	X	X
LING 303	Language Acquisition	3	15	AS DEMAND WARRANTS					
LING 410	Theory and Methods of Second Language Teaching	3	15	ALTERNATE FALL					

Course Number	Course Title	Credit Hours	Est. No. Stu	1992 Spring	1992-1993 Fall	1992-1993 Spring	1993-1994 Fall	1993-1994 Spring	1994 Fall
BA 443	International Marketing	3	30	X		X		X	
BA 460	International Business	3	15	X	X	X	X	X	X
ECON 463	International Economics	3	25	X	X	X	X	X	X
PS 312	Gvm't/Politics of East Asia	3	30	X		X		X	
PS 321	International Politics	3	35		X		X		X
PS 322	International Law and Organizations	3	35	ALTERNATE SPRING					
GEOG 405	Political Geography	3	40	ALTERNATE FALL					
GEOG 311	Geography of Asia	3	20	ALTERNATE FALL					
HIST 121	East Asian Civilization, I	3	60	ALTERNATE FALL					
HIST 122	East Asian Civilization, II	3	25	ALTERNATE SPRING			X		X
HIST 331	Modern Japan	3	25	ALTERNATE SPRING					
ENGL 310	Literary Criticism	3	40	X		X		X	
HUM 411	Dimensions of Literature	3	10	ALTERNATE FALL					

B. Program Goals

1. Objectives and Evaluation

The primary goal of the Japanese Studies program is to provide the student with the linguistic tools and cultural insights necessary to apply the Japanese language to a specific career or field of graduate work. This goal may be broken down into three categories: 1) language training; 2) cultural background; and 3) discipline/career specific training. The program will be evaluated by the number of majors it attracts; student evaluation of the program; and student success in entering professions which utilize the Japanese Area Studies background or in entering graduate programs to which they have been selected for their unique and vigorous background study of Japan in relationship to a specific discipline.

One of the key features of the Japanese Studies major is direct immersion in Japanese culture through one semester of study at our exchange university, Nagoya Gakuin. This experience will allow students to practice and refine their language skills and to see how Japanese society actually functions. Students will conduct research projects, which will be presented in the Senior Seminar the following semester. The quality of seminar papers produced by returning students will be another indicator of the success of the program. We hope that students returning from Japan will work with students in language and other classes to stimulate their interest in Japanese culture. For example, discussion sessions in International Business (BA 460) should be more meaningful with the presence of students who have just returned with first-hand knowledge of Japanese business operations.

2. Relationship of Program to "Purposes of the University."

UAF's commitment to a "balanced education" in a "culturally diverse environment" which will produce students "capable of contributing to the economic well-being of the state and nation and of participating in and contributing to a global society" is surely made on the premise that students will pursue the study of foreign languages and cultures. Japanese is of particular value to Alaskan students who plan to work in the areas of international business, resource management (fisheries, forestry), tourism, and education. Almost all of Alaska's exports go to Japan and other East Asian destinations. A Japanese Studies Program will add to the University's Northern Pacific Rim focus.

In this period of budget cuts, the integration of existing resources to create an interdisciplinary program which will meet student and state needs is preferable to the creation of new major programs which demand additional faculty and funding.

3. Occupational/Other Competencies to Be Achieved

Students graduating from UAF in the last four years with three years of Japanese, often followed by six to twelve months of study in Japan, are now working in the following areas: Teaching Japanese

in Alaska (four); Japan Exchange Teaching Program (four); Foreign Student Counselor (1); Tourism (8); Resource Management (1-fisheries; 1-forestry); Business (8); Graduate Work with focus on East Asia or Japan (11). The Japanese Studies major would prepare students more thoroughly for these occupations and, through the visibility offered by an established, consolidated program, would draw more students to study Japanese language and pursue related career opportunities.

The proposed double major, uniting the B.B.A. with a B.A. in Japanese Studies will better prepare students with a Tourism or International Business career option to deal with this Far Eastern neighbor. The proposed Master's Degree in Applied Linguistics will enable Japanese Studies majors to receive linguistic training, including the study of second-language teaching methods and theory, so that they may teach Japanese effectively within the state at the high school level or as University lecturers or instructors. There is a national shortage of Japanese language instructors. Ph.D.s tend to gravitate toward large research universities where they can teach and pursue research in specialized areas of literature and linguistics. There are few qualified individuals who are satisfied to teach language and culture in an undergraduate setting. Japanese Studies majors who then pursue the Applied Linguistics Master's degree may find themselves in great demand.

4. Relationship of Courses to Program Objectives

All of the proposed courses relate specifically to the program objective--namely, to train students in: 1) language; 2) culture; 3) a specific discipline/career orientation.

Language: Japanese 101-102; 201-202; 301-302; 431; 432; 497.

Culture: Geography 311, 405; History 121,122 331; Japanese 332;431; course work/**living experience in Japan;** Political Science 312; 321, 322.

Career Options: Business and Economics; Literature and Linguistics; other options designed by student with adviser, and approved by Program Committee.

III. Personnel Directly Involved with Program

A. Faculty Involved with the Program

The Japanese Studies program will be administratively housed in the College of Liberal Arts in the Department of Foreign Languages and Literatures. Its faculty governance will be managed by a select committee of faculty teaching regularly scheduled classes in the program. Faculty are drawn from the College of Liberal Arts (English, Foreign Languages, Geography, History, Humanities, Linguistics, Political Science) and from the School of Management (Business Administration, Economics).

B. Administrative and Coordinating Personnel

The Japanese Studies Program will be administered by Dr. Karen Colligan-Taylor, Associate Professor of Japanese in cooperation with Dr. Peter Cornwall, Associate Professor of History, and Dr. John Lehman, Acting Dean, School of Management. The program will come under the joint purview of the Dean of the College of Liberal Arts and the Dean of the School of Management.

C. Classified Personnel

Secretarial support will be provided by staff in the Department of Foreign Languages and Literatures.

IV. Enrollment Information

First-year Japanese classes are filled to capacity, with 40-50 students enrolling each fall. Once the major is implemented, both lower and upper division enrollments will continue to grow. Now that there are two full time positions in Japanese, we will be able to accommodate this growth. The program will probably attract 7-10 majors in its first year. This will greatly increase the productivity of the Foreign Language Department, at no additional cost.

Because the Japanese program and related classes are already in place, we do not anticipate any problems with low or high enrollments. Some of the students who would take these classes anyway, will now be applying them to a major program.

V. Need for the Program

A. Required for Other Programs

Students from the School of Management and from various disciplines within the College of Liberal Arts have taken one to three years of Japanese with the hope of later applying the language to a profession. Majors in International Business, Linguistics, and Philosophy are required to take two years of a single Foreign Language. In other programs, language is merely encouraged. These programs would like to see language study opportunities increased.

The School of Management has proposed a five-year double-major involving the B.B.A. in International Business and the proposed B.A. in Japanese Studies. They are following a nation-wide trend in recognizing the necessity of four years of language and culture study, including study abroad, for professional application of the language to be possible. The proposed Master's program in Applied Linguistics will draw upon language area studies graduates to pursue training that will qualify them to teach the language in high schools or as college level instructors.

Japanese language, literature, and culture courses are already integrated with the University Curriculum in a variety of ways. Japanese is a "second language" for the Foreign Language Major and is a Foreign Language Minor. Japanese courses may be taken in lieu of two CORE courses in Perspectives on the Human Condition, and may be taken as part of the Humanities distribution requirement. One section of the CORE World Literature component deals with Japan: "Interactions of Man and Nature: Japan, the U.S., and the Soviet Union." Honors sections are offered in Jpn 332, "Japanese Cultural Traditions" and in Jpn 331, "Women's Voices in Japanese Literature." The latter course in also a part of the new Women's Studies Minor program. The proposed Environmental Studies Minor will have a cross-cultural component focusing on Japan.

B. Student/Employment Market Needs

Students have been coming to the Japanese instructors for the past five years, inquiring about a Japanese Studies major. Surveys in first-year Japanese classes indicate that 80% of the students would be interested in the Japanese Studies major. Some students have left UAF to pursue East Asian Studies or Japanese Studies at larger institutions in the lower forty-eight. Two students have graduated with an independent interdisciplinary major in Japanese Studies and East Asian Studies, respectively. They are now pursuing graduate work.

There is a demand in the states of Alaska and Washington for students who can apply Japanese language to business and tourist operations. There is a great demand for individuals qualified to teach Japanese at the high school and university levels both within Alaska and nation-wide. Recruitment information drawn from the Newsletter of the Japanese Language Teacher's Network, the Newsletter of the Association of Teachers of Japanese, and the Asian Studies Newsletter indicate that there are far more openings for Japanese language/literature instructors than there are qualified candidates for the positions.

Students have been able to work with what is available here at UAF and at our exchange program in Japan, but have not had the opportunity to concentrate on Japanese Studies within the framework of a well designed major. They have been forced to major in another subject, and spend an additional semester or year taking Japanese language and related area courses.

VI. Resource Impact

A. Instruction/Facilities

Resource impact is virtually negligible. Faculty that are already in place will continue to teach the same courses they now offer. The only new course added specifically for the proposed major is the senior seminar, Jpn 475, Seminar on Contemporary Japan. This will be team taught by faculty most actively involved in the major--initially, Professors Colligan, Cornwall, and Lehman.

B. Library

Holdings about Japan written in English are adequate. We will continue to build holdings in Japanese. This will be done as much as possible through grants from corporations and from the Japan Foundation. Our chances of receiving library grants will increase once the Japanese Studies Program is in place, as it will demonstrate University commitment to this language/culture area.

VII . Relationship to Other Programs

A. Effects on Enrollments Elsewhere in the System

Japanese and international business enrollments may decrease at UAA and increase at UAF, as students are attracted to the Japanese Studies major and to the five-year double-major program proposed by the School of Management.

B. Duplication in the System

There is no duplication in the system. The Japanese Studies Program would be unique in the state, and would serve an academic need which, to date, is unfilled in the State of Alaska.

C. Relation to Research/Service Activities

More students who are capable of using Japanese language skills and cultural knowledge as interns, employees, or consultants, will be available to Alaskan businesses. Students will be able to serve state and community needs for written translation and oral interpretation. Student scholarship in the senior year will reach a more sophisticated level than has been possible through the traditional Foreign Language major, involving two languages. With the Japanese Studies major, the student will benefit from more intense language training; a broad knowledge of the country's geography, history, politics, literature and art culture; personal experience living, studying, and working in Japan; and solid knowledge of a specific career-oriented discipline.

VIII. Implementation

The program will be implemented in Fall 1992. Students will be recruited through class contact in all courses related to the major, through advisers and the advising center, and through high school recruitment efforts in Alaska and other states by UAF recruitment officers.

IX. Regents Guidelines--Executive Summary

New Degree Program Request

Japanese Studies Interdisciplinary B.A. (130 credits)

The proposed program constitutes an in-depth study of Japanese language and culture, aimed at the application of linguistic skills and cultural insights to specific career opportunities. Japanese is classified among the most difficult of foreign languages for American students. The highlight of the major is, therefore, one semester of intensive study in Japan during the first semester of the fourth year. This interdisciplinary program will culminate in a senior seminar on contemporary Japan. Students will begin their research project for the seminar while studying at our exchange university, Nagoya Gakuin, or at another pre-approved program. The program includes CORE courses focusing on Japanese language and culture and a CONCENTRATION area in 1) Business; 2) Linguistics and Literature; or 3) a concentration developed by the student and his or her adviser, and approved in the Japanese Studies Program Committee. For some career choices, students will be encouraged to combine this major with a discipline-based major. In conjunction with this proposal, the School of Management is proposing a five-year double major combining the Japanese Studies (or, another area studies emphasis) B.A. with the B.B.A. This reflects a nation-wide trend to integrate the study of business and foreign languages and cultures.

Language study is not effective without cultural knowledge and sensitivity, and, knowledge of a foreign language alone, without application to a career-oriented discipline, will not enable the student to compete in today's job market. This major is designed to produce students knowledgeable about the geography, history, politics and art culture of Japan; capable of using the language in a professional setting; and possessing a sound career-oriented background to which they may apply their area studies speciality.

Interdisciplinary, or "area studies," programs are well-established in university curricula nation-wide, permitting the student to view a subject from multiple perspectives. The area studies emphasis encourages students and faculty from diverse departments to work together toward an understanding of foreign cultures, and the application of this understanding to a professional career. The Japanese Studies Program is modeled on the present Russian Studies Program, which has been highly successful at UAF, and area studies programs at other institutions, for example, the East Asian Studies Program at Stanford University.

Study Abroad is a necessary component of the curriculum. The November 25, 1991 issue of Christian Science Monitor contains an interview with Harvard University Japanese professor, Dr. Kazuko Ozawa. She says that after studying Japanese for two to three years in the United States, students are ready to make good progress in Japan. She makes the point that students who intend to use Japanese professionally must expect to spend some time in Japan before considering themselves proficient. "Vocabulary and grammar patterns can be memorized, but cultural aspects of the society that are manifest in the language are far too complicated to be taught in a classroom." (p. 14)

The Department of Foreign Languages has received student requests for a Japanese Studies degree for the past five years. Two students have graduated with independent interdisciplinary degrees similar to the program outlined here. One is now pursuing graduate work in East Asian Studies at the University of Michigan. The other has just received a grant from the Japanese Ministry of Education to to conduct graduate studies in economics in Japan. 80% of students polled in beginning Japanese classes expressed an interest in the major. Five to eight students will sign up for the major in its first year of implementation, 1992-93. There is a need for Japanese speaking employees in Alaskan businesses, particular in the tourist industry. Nation-wide there is a shortage of qualified Japanese instructors. This program will fill these market needs.

The Japanese Studies Program does not require additional funding. It will provide an alternative to the existing Foreign Languages major, which requires four years study of one language and three years study of a second language. The Japanese Studies Program utilizes existing faculty, courses and library resources. Only one course will be added specifically for the major. This is a senior seminar. We will continue to build library holdings in Japanese through regular UAF funding and by submitting grant proposals to the Japan Foundation and to Japanese corporations.

ORIGINAL

cc: Chancellor's Staff
Worden Hedahl, Dean, CLA

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (with 7 abstentions)
==========

The UAF Faculty Senate move to approve the BA in Spanish Studies.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

Ray Highsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: Joan Wadsworth DATE 4/26/93
Chancellor's Office

At this time UAF ~~does not~~ ~~has~~ cannot devote sufficient depth of resources to implement this program even though the subject is of importance to the country as a whole.

PROPOSAL
FOR

SPANISH STUDIES
B.A. DEGREE

UNIVERSITY OF ALASKA FAIRBANKS

DECEMBER 1991

Prepared by:

Daniel Villa
Instructor of Spanish, ABD
Department of Foreign Langauges and Literatures

Ethel Jorge
Instructor of Spanish
Department of Foreign Languages and Literatures

Charlotte Basham
Associate Professor of Linguistics

I. **COVER MEMORANDUM**.....1

A. NAME OF PERSON PREPARING REQUEST.....1

B. BRIEF STATEMENT OF PROPOSED PROGRAM & ITS OBJECTIVES.....1

APPROVALS.....3

II. **IDENTIFICATION OF THE PROGRAM**.....5

A. DESCRIPTION OF THE PROGRAM.....5

1. PROGRAM TITLE: SPANISH STUDIES.....5

2. ADMISSION REQUIREMENTS & PREREQUISITES.....5

3. COURSE DESCRIPTIONS.....6

4. REQUIREMENTS FOR THE DEGREE.....6

THREE YEAR INSTRUCTION CYCLE.....9

SAMPLE PROGRAM IN SPANISH STUDIES.....11

B. PROGRAM GOALS.....11

1. OBJECTIVES AND EVALUATION.....11

2. RELATIONSHIP OF PROGRAM OBJECTIVES TO PURPOSES OF UNIVERSITY.....12

3. RELATIONSHIP OF COURSES TO PROGRAM OBJECTIVES.....13

III. **PERSONNEL DIRECTLY INVOLVED WITH THE PROGRAM**.....13

A. FACULTY TEACHING SPANISH STUDIES.....13

B. ADMINISTRATIVE AND COORDINATING PERSONNEL.....13

C. CLASSIFIED PERSONNEL.....14

IV. **ENROLLMENT INFORMATION**.....14

V. **NEED FOR PROGRAM**.....14

A. REQUIRED FOR OTHER PROGRAMS.....14

B. EMPLOYMENT MARKET NEEDS.....14

VI. **RESOURCE IMPACT**.....14

A. INSTRUCTION.....14

B. LIBRARY.....14

VII. **RELATION TO OTHER PROGRAMS**.....15

A. EFFECTS ON ENROLLMENTS ELSEWHERE IN THE SYSTEM.....15

B. DUPLICATION IN THE SYSTEM.....15

C. RELATIONSHIP TO RESEARCH AND SERVICE.....15

VIII. **IMPLEMENTATION**.....16

IX. **REGENTS' GUIDELINES**.....16

I. COVER MEMORANDUM

A. NAME OF THE PERSON PREPARING REQUEST

Daniel Villa, Instructor of Spanish, ABD, College of Liberal Arts

B. BRIEF STATEMENT OF PROPOSED PROGRAM & ITS OBJECTIVES

Spanish Studies, a program that integrates the study of the Spanish language with other disciplines, serves to provide students with the opportunity to develop skills in the target language while pursuing career-oriented studies. An extensive review of current Spanish curricula at institutions across the U.S. provided the background for the preparation of this proposal, which incorporates many features common to most Spanish language programs.

The proposed major in Spanish Studies will provide undergraduate academic study in a well established area of scholarship and will contribute directly to the professional and personal development of students and faculty. The Spanish language enjoys a tremendously rich historical, linguistic, cultural, and literary heritage; the proposed major seeks to provide both breadth and depth of study in these areas. The Spanish language is the third most commonly spoken language in the world today; of the Spanish speaking nations, the United States is the fourth largest, making Spanish second only to English as a medium of communication in the U.S. Mexico, the largest Spanish speaking nation in the world, shares a two thousand mile border with the U.S.; it is our third largest trading partner. According to 1990 Census figures, the Spanish speaking population in Alaska has grown 80% in the last ten years. A Spanish Studies program will enhance UAF's ability to offer a curriculum which reflects the importance of this major world language.

The Major in Spanish Studies is a 120 credit degree program which brings together the disciplines of Foreign Languages, the School of Management, Linguistics, Political Science, Geography, and studies at institutions in Latin America. Scholars from these programs will offer a number of upper division courses which will be available for the major. The program will be focused and integrated through a core of studies in the Spanish language, consisting of 21 credits. This core includes studies of the language, literature and culture of Spanish speaking countries as well as specialized individual research in areas of literature, culture, linguistics, language pedagogy and business administration as determined by the individual student and the program advisor. In addition to the core studies, the student will select four additional upper division courses from either

part of an international community, it is difficult to see how it could do so and ignore the Spanish language. Also mentioned earlier was the fact that the United States is the fourth largest Spanish-speaking nation in the world; Spanish is the most widely spoken minority language in this country. If one would participate in and contribute to a national society, one in which the Spanish language is an important and integral means of communication, then the study of that language would merit academic pursuit even in areas which one might consider "remote". Alaska is not an island, and if its citizens are to participate in a North American and international community, they will need the necessary tools in order to do so. The Spanish Studies program helps provide those tools.

3. **Relationship of Courses to Program Objectives**

The structure of the course offerings available in Spanish Studies will expose students to cultural, historical, linguistic and literary aspects of the Spanish language. The courses will contribute to the strength of the study of Spanish in that it is a focused study; the acquisition of a second language, especially by adults, is an extremely demanding task. The major in Spanish Studies allows the student to devote the necessary attention to the acquisition of Spanish as well as studying its literary, historical, cultural and linguistic aspects.

III. PERSONNEL DIRECTLY INVOLVED WITH THE PROGRAM

A. FACULTY TEACHING SPANISH STUDIES

The Spanish Studies program will be administratively housed in the College of Liberal Arts in the Department of Foreign Languages and Literatures. Its faculty governance will be managed by a select committee of faculty teaching regularly scheduled classes in the program. This group will select a program head. Faculty are drawn from the College of Liberal Arts, Departments of Foreign Languages and Literatures, Geography and Political Science, the Linguistics program, and the School of Management, Business Administration and Economics programs.

B. ADMINISTRATIVE AND COORDINATING PERSONNEL

The Spanish Studies program will be administered by Daniel Villa, Instructor of Spanish, ABD, Department of Foreign Languages and Literatures, under the direction of the Dean, College of Liberal Arts.

APPROVALS

Dr. Karen Colligan-Taylor
Head, Foreign Languages and Literatures

Dr. Carol Gold
Chair, Curriculum Council

Dr. Gerald McBeath
Acting Dean, College of Liberal Arts

Dr. Peter Cornwall
Chair, Curricular Review Committee

Dr. Ray Highsmith
President, University of Alaska Faculty Senate

Dr. Joan Wadlow
Chancellor, University of Alaska Fairbanks

Dr. Jerome Komisar
President, University of Alaska Fairbanks

University of Alaska Board of Regents

Robert F. Williams

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Mark H. Helmericks

Virginia W. Breeze

Eric Forrer

Sharon D. Gagnon

Joseph R. Henri

Michael P. Kelley

Mary F. Reeve

Lew M. Williams Jr.

II. IDENTIFICATION OF THE PROGRAM

A. DESCRIPTION OF THE PROGRAM

1. Program Title: Major in Spanish Studies

The proposed major in Spanish Studies is an interdisciplinary program of study that focuses on the Spanish language, with supporting studies in a foreign setting, International Business or Linguistics. The study of the Spanish language is an important part of the curriculum at institutions throughout the United States, with Spanish being offered as the focus of language study; a brief sampling includes the University of New Mexico, the University of California system, the University of Nevada Las Vegas, the University of Arizona, the University of Ohio, the University of North Carolina at Chapel Hill, the University of Texas system, to name only a few. It is arguably the case that major academic institutions which do not offer a Spanish curriculum are the exception, rather than the rule.

The maturity of research in this field, which strongly supports curriculum development, is reflected in literally hundreds of professional journals published throughout the Spanish speaking world. Major U.S. academic institutions which publish research in Spanish literature, culture and linguistics include the Cambridge University Press, the University of California Press, Georgetown University Press, to name only a few. Mainstream disciplinary journals regularly publish articles in the various fields of study of Spanish. Establishment of this program at UAF will expose students to both the historical and recent research in this well developed area of scholarship, which continues to grow and diversify as new theoretical developments in the study of language and literature are implemented.

The design of the program is the result of the program proposer's discussions with faculty at UAF as well as that of other institutions, such as the University of New Mexico, the University of Texas at El Paso, New Mexico State University, San José State University, and the Universidad de Guadalajara. Program structure includes a focus on the studies of culture, literature and linguistic aspects of Spanish, supported by studies in general linguistics and international business topics. Some special topics may be offered as demand warrants i.e. courses in Spanish phonology, morphology, syntax, special literature studies such as the novel of the Mexican Revolution or Chicano literature, amongst others.

2. Admission Requirements & Prerequisites

Students must be in good standing and have a minimum GPA of 2.0. Admission and course of study must be approved by the

Program Head. There are no prerequisites except college standing.

3. Course Descriptions

The Spanish Studies Program will offer a minimum of 22 regularly scheduled courses drawn from the Department of Foreign Languages and Literatures, the Business and Economics Departments in the School of Management, the Linguistics program, the Department of Political Science, the Department of Geography, and CEPE (Centro de Estudios Para Extranjeros, Center of Studies for Foreign Students) at the Universidad de Guadalajara, Mexico and the Universidad de los Andes, Venezuela.

Course descriptions accompanying this proposal represent the main corpus of the major in Spanish Studies. These courses may be supplemented by Special Topics offerings, reflecting specific research interests of the faculty. Special Topics are also regularly offered at the foreign study sites, with special lectures given by the faculty at those sites. Special Topics lectures at the Universidad de Guadalajara have included recent research on indigenous languages of Mexico, 20th century Mexican literature, Mexican colonial architecture, political relations between Mexico and the U.S., amongst others.

Requirements for the Degree

The Spanish Studies program requires a minimum of 120 credits of coursework. The student must complete general university requirements and B.A. degree requirements. In addition to this, the student must complete a core of 21 credits in Spanish and Linguistics; an additional 12 credits must be completed either at a Foreign Study site, in International Business or in Linguistics, as determined by the student and the program advisor. A student must complete two years of Spanish language study (SPAN 101-102-201-202) as a prerequisite for SPAN 301-302. This prerequisite may be fulfilled by taking ten credits of Spanish (101-102) as part of the humanities requirement, and the remaining credits (201-202) as electives.

Core Requirements

Spanish Studies core courses (21 credits):

LING 101 -	Nature of Language Fall 1992, Fall	3 credits
SPAN 301 -	Advanced Spanish Fall 1992, Fall	3 credits

SPAN 302 - Advanced Spanish 3 credits
Spring 1993, Spring

SPAN 431 - Studies in Hispanic Culture 3 credits
Fall 1992, Fall

SPAN 432 - Studies in Hispanic Literature 3 credits
Spring 1993, Spring

SPAN 487 - Translation of Texts 3 credits
Fall 1992, Fall

SPAN 488 - Senior Project 3 credits
Spring 1993, Spring

Concentration Requirements

A: Foreign Study Concentration: 12 credits

Four content courses (literature, history, geography, political science, etc.) offered in the foreign study programs at Guadalajara, Mexico or Mérida, Venezuela; arrangements for study at other sites may be done on an individual basis

OR Select 12 credits from the following:

B: International Business Concentration:

BA 443 - International Marketing 3 credits

BA 460 - International Business 3 credits

ECON 463 - International Economics 3 credits

PS 321 - International Politics 3 credits
OR
PS 322 - International Law and Organizations 3 credits

GEOG 405 - Political Geography 3 credits

OR Select 12 credits from the following:

C: Linguistics Concentration:

LING 303 - Language Acquisition 3 credits

LING 340 - Aspects of Bilingualism 3 credits

LING 350 - Historical Linguistics 3 credits

LING 410 - Theory and Methods of
Second Language Teaching 3 credits

SPAN 397 -	Application of Second Language Teaching in the Classroom	3 credits
SPAN 497 -	Advanced Topics in the Teaching of Spanish as a Second Language	3 credits

Spanish Studies Program
Three Year Instruction Cycle

Course Number	Course Title	Credit Hours	Est. No. Stu	1992	1992-1993		1993-1994		1994
				Spring	Fall	Spring	Fall	Spring	Fall
LING 101	Nature of Language	3	60		X		X		X
SPAN 301:	Advanced Spanish	3	20		X		X		X
SPAN 302:	Advanced Spanish	3	20	X		X		X	
SPAN 431:	Studies in Hispanic Culture	3	15		X		X		X
SPAN 432:	Studies in Hispanic Literature	3	15	X		X		X	
SPAN 487:	Translation of Texts	3	15		X		X		X
SPAN 488:	Senior Project	3	15	X		X		X	
SPAN 397:	Foreign Study Option	12	10	X	X	X	X	X	X
SPAN 397:	Application of Second Lang. Teaching in the Classroom	3	2	X	X	X	X	X	X
SPAN 497:	Advanced Topics in the Teaching of Spanish as a Second Language	3	5	X	X	X	X	X	X
LING 303	Language Acquisition	3	15	AS DEMAND WARRANTS					
LING 340	Aspects of Bilingualism	3	20	EVERY THIRD SPRING					
LING 350	Historical Linguistics	3	10	ALTERNATE FALL					
LING 410	Theory and Methods of Second Language Teaching	3	15	ALTERNATE FALL					

Course Number	Course Title	Credit Hours	Est. No. Stu	1992	1992-1993		1993-1994		1994
				Spring	Fall	Spring	Fall	Spring	Fall
BA 443	International Marketing	3	30	X		X		X	
BA 460	International Business	3	15	X		X		X	
ECON 463	International Economics	3	25		X		X		X
PS 321	International Politics	3	35		X		X		X
PS 322	International Law and Organizations	3	35	ALTERNATE SPRING					
GEOG 405	Political Geography	3	40	ALTERNATE FALL					

Sample Major in Spanish Studies

Freshman Year

Fall		Spring	
SPAN 101	5 cr.	SPAN 102	5 cr.
ENGL 111x	3 cr.	SPC 131x	3 cr.
ANTH 100x	3 cr.	ECON 100x	3 cr.
HIST 100x	3 cr.	Soc. Sci. Elective	3 cr.

Sophomore Year

SPAN 201	3 cr.	SPAN 202	3 cr.
ENGL 211X	3 cr	SPAN 301	3 cr.
MUS 200x	3 cr.	MATH 131x	3 cr.
BIOL 103x	4 cr.	CHEM 103x	4 cr.
LING 101	3 cr.	Minor Complex	3 cr.

Junior Year

Foreign Study Program in Guadalajara	12 cr.	MATH 132	3 cr
		SPAN 302	3 cr.
		PHIL 322x	3 cr.
		Soc. Sci. Elective	3 cr.
		Minor Complex	3 cr.

Senior Year

SPAN 431	3 cr.	SPAN 432	3 cr.
SPAN 487	3 cr.	SPAN 488	3 cr.
Minor Com.	3 cr.	Minor Com.	3 cr.
Minor Com.	3 cr.	Elective	3 cr.
Elective	3 cr.	Elective	3 cr.
Elective	3 cr.		

TOTAL: 120 credits

B. PROGRAM GOALS

1. Objectives and Evaluation

The goals of the Spanish Studies program are:

I. To provide a program of depth and breadth in the study of the Spanish language

II. To offer coursework which allows a student to integrate the study of the Spanish language with his or her career goals

III. To encourage a student to experience another culture first-hand, taking the study of cultural differences out of the classroom and into another society

IV. To encourage a good working knowledge of the Spanish language, with emphasis on speaking, reading, writing and listening skills

We will evaluate the achievement of these goals by

I. The number of students who enroll and complete the Spanish Studies program, and by monitoring their continued progress in their fields of endeavor

II. Discussions with participating students in order to determine if the program is serving their career goals

III. Monitoring overall Spanish language enrollments, in order to determine the impact of the new degree program on language class enrollments

IV. Monitoring the enrollment of students from other geographic areas, particularly Anchorage, in order to determine if the program is serving state-wide educational needs.

2. Relationship of Program Objectives to Purposes of the University

The Mission Statement for UAF says "It [UAF] seeks to provide an intellectually stimulating learning process which is culturally sensitive and empowering to its students". We directly address issues of cultural sensitivity in all levels of Spanish; part and parcel of learning a foreign language is the study of the cultures that speak the language. Natural languages are not used in decontextualized communicative situations; rather, they function as an integral part of any culture's structure. We stress this notion.

The Statement continues "As a result, the state benefits from an educated citizenry capable of the independent pursuit of further learning, of contributing to the economic well-being of the state and nation and of participating in and contributing to global society" (proposer's emphasis). There can be absolutely no doubt that the Spanish program contributes directly and centrally to this goal. As noted earlier, Spanish is the third most commonly spoken language in the world. Mexico, the third largest trading partner of the United States, is the largest Spanish-speaking nation in the world and a neighbor which shares a 2,000 mile border with this nation. It is a country whose presence affects the entire North American continent. If Alaska would indeed be

part of an international community, it is difficult to see how it could do so and ignore the Spanish language. Also mentioned earlier was the fact that the United States is the fourth largest Spanish-speaking nation in the world; Spanish is the most widely spoken minority language in this country. If one would participate in and contribute to a national society, one in which the Spanish language is an important and integral means of communication, then the study of that language would merit academic pursuit even in areas which one might consider "remote". Alaska is not an island, and if its citizens are to participate in a North American and international community, they will need the necessary tools in order to do so. The Spanish Studies program helps provide those tools.

3. Relationship of Courses to Program Objectives

The structure of the course offerings available in Spanish Studies will expose students to cultural, historical, linguistic and literary aspects of the Spanish language. The courses will contribute to the strength of the study of Spanish in that it is a focused study; the acquisition of a second language, especially by adults, is an extremely demanding task. The major in Spanish Studies allows the student to devote the necessary attention to the acquisition of Spanish as well as studying its literary, historical, cultural and linguistic aspects.

III. PERSONNEL DIRECTLY INVOLVED WITH THE PROGRAM

A. FACULTY TEACHING SPANISH STUDIES

The Spanish Studies program will be administratively housed in the College of Liberal Arts in the Department of Foreign Languages and Literatures. Its faculty governance will be managed by a select committee of faculty teaching regularly scheduled classes in the program. This group will select a program head. Faculty are drawn from the College of Liberal Arts, Departments of Foreign Languages and Literatures, Geography and Political Science, the Linguistics program, and the School of Management, Business Administration and Economics programs.

B. ADMINISTRATIVE AND COORDINATING PERSONNEL

The Spanish Studies program will be administered by Daniel Villa, Assistant Professor of Spanish, Department of Foreign Languages and Literatures, under the direction of the Dean, College of Liberal Arts.

C. CLASSIFIED PERSONNEL

Secretarial support will be provided by staff in the Department of Foreign Languages and Literatures.

IV. ENROLLMENT INFORMATION

Information on the current enrollments in the 100-200 levels of Spanish courses indicates that these sections fill to capacity. Enrollments in the 300-400 levels are on the rise, and it is expected that the creation of the new program will positively impact that trend. It is expected that the program will initially attract about ten majors; this number is expected to increase as the program matures and becomes better known.

V. NEED FOR THE PROGRAM

A. REQUIRED FOR OTHER PROGRAMS

All BA degrees at UAF require, as part of the Core Requirements, 18 credits on Perspectives on the Human Condition; two semester length courses in a non-English language can serve to fulfill 6 of those credits. Thus, Spanish Studies contributes directly to partial fulfillment of this requirement.

B. EMPLOYMENT MARKET NEEDS

As mentioned earlier, there is an immediate need for Spanish/English bilinguals in the private sector and in language pedagogy at the primary and secondary levels. In addition, the Spanish Studies degree can be used by students who wish to continue on to graduate programs in Spanish, which train scholars in the teaching of language, literature, the study of language acquisition by both children and adults, amongst other special fields.

VI. RESOURCE IMPACT

A. INSTRUCTION

Resource impact is virtually negligible. Faculty that are already in place will continue to teach the same courses that they now offer; no new courses will be necessary.

B. LIBRARY

A Gnosis search keyed on the work "Spanish" reveals a holding of some 5,000 books. Further searches keyed on

the various Spanish speaking nations (Mexico, Spain, Argentina, etc.) reveals a holding of over 5,000 books. The proposer has conducted a brief review of the linguistic and literature sections in Spanish and has found recent publications on the shelves. Students have done senior projects on such topics as the history of the Spanish Civil War, Aztec medicine, Japanese investment in Mexico and the "corrido" as a literary genre; the holdings, along with selected inter library loan material, proved to be adequate for these projects. We will ask that the collection continue to be expanded, although we recognize that current budgetary constraints will have a negative impact on new acquisitions.

VII. RELATION TO OTHER PROGRAMS

A. EFFECTS ON ENROLLMENTS ELSEWHERE IN THE SYSTEM

There may be some decrease in enrollments in Spanish programs elsewhere in the state, as students may choose to come to UAF in order to take advantage of the Spanish Studies program.

B. DUPLICATION IN THE SYSTEM

There is no duplication in the system. The Spanish Studies program would be unique in the state, and would serve an academic need which, to date, is unfulfilled in the State of Alaska.

C. RELATION TO RESEARCH AND SERVICE

The establishment of the Spanish Studies program will encourage student involvement in new scholarship. Currently, the proposer is working with an advanced student on a study of the grammaticization of the preposition <u>para</u> as part of a research project funded by the Faculty Grant program; it is expected that this work will result in an article published in a refereed journal. As more students enroll in the program, it is expected that more of this type of research will be pursued jointly by faculty and students.
In addition, there is a need for translators here in the state; the proposer has done a variety of translation projects for the Fairbanks Head Start program, the Fairbanks Memorial Hospital, for parents adopting children from Latin America, amongst other projects. The training of students in the program will provide a base of skilled translators who can fulfill these needs in the community.

VII. IMPLEMENTATION

The program will be implemented Fall 1992. Students will be recruited through normal channels which include announcements in Spanish classes, by informing all advisors of this new major option, and by recruitment in high schools throughout the state.

IX. REGENTS' GUIDELINES

The proposed major in Spanish Studies is an interdisciplinary program of study that focuses on the Spanish language, with supporting studies in a foreign setting, International Business or Linguistics. The study of the Spanish language is an important part of the curriculum at institutions throughout the United States, with Spanish being offered as the focus of language study. It is arguably the case that major academic institutions which do not offer such a Spanish curriculum are the exceptions, rather than the rule.

The Mission Statement for UAF states "It [UAF] seeks to provide an intellectually stimulating learning process which is culturally sensitive and empowering to its students". We would directly address issues of cultural sensitivity with a Spanish Studies program; part and parcel of learning a foreign language is the study of the cultures that speak the language. Natural languages are not used in decontextualized communicative situations; rather, they function as an integral part of any culture's structure. The program would stress this notion.

The Statement continues "As a result, the state benefits from an educated citizenry capable of the independent pursuit of further learning, on contributing to the economic well-being of the state and nation and of participating in and contributing to global society" (proposer's emphasis). There can be absolutely no doubt that the Spanish program would contributes directly and centrally to this goal. Spanish is the third most commonly spoken language in the world. Mexico, the third largest trading partner of the United States, is the largest Spanish-speaking country in the world and a neighbor which shares a 2,000 mile border with this nation. It is a country whose presence affects the entire North American continent. If Alaska would indeed be part of an international community, it is difficult to see how it could do so and ignore the Spanish language. The United States is the fourth largest Spanish-speaking nation in the world; Spanish is the most

widely spoken minority language in this country. If one would participate in and contributing to a national society, one in which the Spanish language is an important and integral means of communication, then the study of that language would merit academic pursuit even in areas which one might consider "remote". Alaska is not an island, and if its citizens are to participate in a North American and international community, they will need the necessary tools in order to do so.

The goals of the Spanish Studies program are 1) to provide a program of depth and breadth in the study of the Spanish language 2) to offer coursework which allows a student to integrate the study of the Spanish language with his or her career goals 3) to encourage a student to experience another culture first-hand, taking the study of cultural differences out of the classroom and into another society 4) to encourage a good working knowledge of the Spanish language, with emphasis on speaking, reading, writing and listening skills.

The Spanish Studies program would provide these necessary tools to Alaskans and to those who come from other areas to study with us. The time has come for the establishment of this program.

ORIGINAL

cc: Exec Council

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (with 7 abstentions)
==========

The UAF Faculty Senate move to approve the Minor in Film Studies.

EFFECTIVE: Fall 1992

RATIONALE: See program proposal

Ray Highsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: J. Wallace
Chancellor's Office

DATE 3-31-92

DISAPPROVED: _____
Chancellor's Office

DATE _____

Note VC Reynolds response to nature of request.

UNIVERSITY OF ALASKA FAIRBANKS

Alaska's Land, Sea and Space Grant Institution

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Fairbanks, Alaska 99775-1680

Office of the Vice Chancellor for
Academic Affairs
(907) 474-7096
FAX: (907) 474-7225

RECEIVED
MAR 31 1992
CHANCELLORS OFFICE

March 30, 1992

Joan K. Wadlow, Chancellor
University of Alaska Fairbanks
Fairbanks, AK 99775

RE: Minor in Film Studies

Dear Joan:

Your interpretation is correct. The minor in film studies is exclusively a minor and deals with appreciation, analysis, history, and criticism, and is not production oriented.

Sincerely,

Janice

Janice M. Reynolds
Vice Chancellor for Academic Affairs

√cc: Executive Council

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #32 on February 10, 1992:

MOTION PASSED (with 6 abstentions)
==========

The UAF Faculty Senate move to approve the Minor in Women's Studies.

EFFECTIVE: Fall 1992

RATIONALE: See program proposal

Ray Highsmith 2/12/92
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow
Chancellor's Office

DATE 3-12-92

DISAPPROVED: _____
Chancellor's Office

DATE _____

Joan K. Wadlow, *Chancellor*
907 474-7112
FAX 907 474-5213

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor
320 Signers' Hall
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Ray Highsmith, President
Faculty Senate

Tim Tilsworth, President-Elect
Faculty Senate

FROM: Joan K. Wadlow, Chancellor
University of Alaska Fairbanks

DATE: February 27, 1992

RE: CHANCELLOR'S RESPONSE TO SENATE ACTIONS

Recently the Senate forwarded proposals for several new academic programs. I am prepared to act on three of these proposals within the 30-day period specified in the Senate constitution.

For two of the new proposals, I propose an extension of the 30-day requirement through June 30, 1992. This will allow opportunity to consider the new programs within the context of program review.

Shall we discuss at our next meeting?

JKW/jbh

cc: Janice Reynolds
Vice Chancellor for Academic Affairs

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

MOTION PASSED (6 nays, 3 abstentions)
==========

The UAF Faculty Senate moves to approve the following policy on cross-listing 400 and 600 level courses.

That 400 level (senior) courses may be double listed as 400/600. The 600 level version of the course must require additional student effort, such as a seminar or a term paper, to reflect the greater acuity that we expect from graduate students.

That the decision of which 400 level courses become double listed as 400/600 is a departmental one, based on a vote of the faculty. Following this, the changes should follow normal procedures established for other graduate course changes.

That graduate students may not take any 600 level courses for credit if they have already received 400 level credit for that course in their undergraduate work. Individual exceptions to this rule include those courses where there has been a major shift in focus, and should be judged by the Instructor and the department.

EFFECTIVE: Fall 1992

RATIONALE: This motion will allow graduate students to earn credit toward their degree for courses that they may not have taken as undergraduates. The motion also allows for increased enrollment and instructor efficiency in our 400 level courses, increases the educational opportunities for our graduate students, and increased exposure of our advanced undergraduates to graduate students. Additionally, this motion will allow increased graduate student enrollment for credit in formerly 400 level courses without changing the 600 level requirements for our advanced degrees. The quality level will be insured by the Graduate Council review.

R. C. Highsmith 12/13/91

President, UAF Faculty Senate Date

APPROVED: _____ DATE 12-16-91

Chancellor's Office

DISAPPROVED: _____ DATE _____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

RESOLUTION PASSED (unanimous)
==========

BE IT RESOLVED, That the UAF Faculty Senate accepts the recommendations submitted in the Report of the Governance Task Force of the University of Alaska General Assembly with a change in RECOMMENDATION 6: SYSTEM GOVERNANCE: VOTING MEMBERS in that the membership of the System Governance Council shall consist of two faculty, one staff, and one student representative from each of the three major academic centers (UAA, UAF, UAS) and one staff representative from the Statewide Administrative Assembly for a total number of thirteen voting members. Those representatives from the major academic centers shall be elected from the appropriate governance bodies.

Ray Higgsmith 12/13/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

RESOLUTION PASSED (unanimous)
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of three individuals selected on the basis of the following ballot.

BALLOT

FACULTY APPEALS COMMITTEE

Please vote for **THREE** individuals to serve on the Faculty Appeals Committee for promotion and tenure.

** DeAnne Hallsten, SCCE
Associate Professor of Career Counseling

** Scott Huang, SME
Professor of Geological Engineering

** William Harrison, CNS
Professor of Physics

Current Membership:

Janis Lull, CLA
Associate Professor of English

Nag Rao, CRA
Professor of Sociology

** Newly elected members.

EFFECTIVE: Immediately

RATIONALE: The Faculty Appeals Committee is composed of five members, serving staggered two-year terms. The Senate must ratify the election.

Ray Higlesmith 12/13/91
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

RESOLUTION PASSED (1 nay, 3 abstentions)
==========

The UAF Faculty Senate endorses the definitions associated with developmental education programs as proposed by the General Assembly Ad Hoc Committee on Developmental Education.

RATIONALE: These definitions allow us to address developmental education in terms of academic programs and service areas.

Ray Highsmith 12/13/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

MOTION PASSED (1 nay, 5 abstentions)
==========

The UAF Faculty Senate moves to approve the following policy on computing Grade Point Average (GPA).

Grade Point Average (GPA) will be computed as described in the UAF catalog based on a 4 point system: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (.7), F (0.0).

EFFECTIVE: Fall 1992

RATIONALE: To bring the GPA system in line with the letter grade on the transcript.

Ray Higgsmith
President, UAF Faculty Senate Date

APPROVED: Joanne Adler
Chancellor's Office DATE 12-16-91

DISAPPROVED: _____
Chancellor's Office DATE _____

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

RESOLUTION PASSED (6 nays, 1 abstention)
==========

BE IT RESOLVED, That the UAF Faculty Senate reaffirms the University of Alaska Board of Regent's Policy, 04.10.01, Academic Freedom, to wit: "The University of Alaska is dedicated to providing the environment of free and honest inquiry essential to its functioning. Nothing contained in Regents' policies or university regulations shall be construed to limit or abridge any person's right to free speech or to infringe the academic freedom of any member of the University community."

BE IT FURTHER RESOLVED, That the UAF Faculty Senate affirms those portions of the Academic Freedom and Tenure, 1940 Statement of Principles and Interpretive Comments of the American Association of University Professors, that address the faculty member's responsibility to academic freedom, to wit: "The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

Ray Highsmith 12/17/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

RESOLUTION PASSED (1 abstention)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the 1991-92 membership on the Committee to Nominate Commencement Speaker and Honorary Degree Recipients membership, as follows:

Continuing Members	New Members
David Hales Alaska and Polar Regions	Jack Distad Mathematics
Koji Kawasaki Physics	Rudolph Krejci Philosophy
Claus M. Naske History	Benjamin Kline History

Ex-Officio
Karen Cedzo, Associate Vice Chancellor
University Relations

Ray Highsmith 12/13/91
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

RESOLUTION PASSED (unanimous)
==========

WHEREAS, ASUAF has taken the initiative to start a recycling program at the University of Alaska Fairbanks, and

WHEREAS, ASUAF recycling program currently includes aluminum, paper, and newsprint/magazines, and

WHEREAS, Recycling decreases the amount of waste in landfills, and

WHEREAS, Alaska state law requires that 15% of our total volume of paper purchased be recycled, and

WHEREAS, The Board of Regents Policy 05.13.01 - Resource Recovery and Conservation states that each University department shall take an active role in resource recovery and conservation by recycling, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate encourages active participation by all University employees, and

BE IT FURTHER RESOLVED, That the UAF Faculty Senate goes on record commending ASUAF for the fine job they have done with the recycling program on campus.

Ray Higgsmith 12/13/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #31 on December 9, 1991:

RESOLUTION PASSED
==========

BE IT HEREBY RESOLVED, That the UAF Faculty Senate, in light of the recent controversy over grading policies, reaffirms the unequivocal commitment of the faculty to equal opportunity and assessment for all students, regardless of race, gender, and cultural or linguistic background.

Ray Haglund Smith 12/13/91
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #30 on November 11, 1991:

MOTION PASSED AS AMENDED (unanimous approval)
==========

UAF Faculty Senate moves to endorse the following statement on educational equity, as amended and charges the Chancellor to proceed with the implementation as appropriate.

* * * * * * * * * * * * * *

[[ ]] = Deletions
CAPS = Additions

EDUCATIONAL EQUITY

A. Policy Statement

The University of Alaska Fairbanks requires equal access regardless of gender to all educational activities, pursuant to Alaska Statute Chapter 18 (S.B.99), "Prohibition Against Discrimination Based on Sex in Public Education" AND REGENTS POLICY 10.10.01, NONDISCRIMINATION IN TEXTBOOKS AND EDUCATIONAL MATERIALS. This includes courses, programs, guidance and counseling services, and recreational and athletic activities. [[The University also requires the use of non-discriminatory textbooks and instructional materials.]] LIBRARY COLLECTIONS SHOULD BE EXPECTED TO REFLECT A DIVERSITY OF OPINIONS.

[[The University further requires non-sexist language in correspondence, classroom materials, and University publications.]] Overtly biased comments, sexist humor, and related behavior on the part of faculty, students, or staff are not appropriate in the classroom, in related learning situations, or in the workplace.

The University also encourages curriculum integration of scholarship on women in order to present students the opportunity to understand women's and men's perspectives within a culturally diverse society.

Finally, the University pledges a classroom and professional environment that supports and nurtures all users regardless of gender.

B. Statement of Responsibility

Ultimate responsibility for implementation of the requirements for [[sex]] GENDER equity in educational programs and in the work environment lies primarily at the Chancellor's level. [[Committees of the Faculty Senate, ASUAF, and Staff Council will have direct responsibility of monitoring the academic and work environments to insure sex equality. They should issue an annual report to the Chancellor.]] It is the responsibility of all members of the University community to assist in achieving and supporting an educational and work environment free of [[sex]] GENDER bias.

R. C. Highsmith 11/14/91

President, UAF Faculty Senate Date

APPROVED: Joanne Wadden DATE 11-18-91

Chancellor's Office

DISAPPROVED: _____ DATE _____

Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #30 on November 11, 1991:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the 1991-92 membership on the Core Review Committee, a subcommittee of Curricular Affairs, as follows:

Humanities	Bruno DiCecco Professor, Music
English	Joan Worley Assistant Professor, English
Management/Engineering	John Taylor Professor, Business Administration
Natural Sciences	Ed Murphy Associate Professor, Biology/Wildlife
Math	Bob Piacenza Professor, Math
Behavioral Sciences	Clifford Brennen Professor, BSHS
Speech	Marcia Stratton Assistant Professor, Speech
Student	John Brojakowski
Ex-Officio	Gerald McBeath Director, Faculty Development
	Larry Duffy Chair, Curricular Affairs

R. C. Highsmith 11/14/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #30 on November 11, 1991:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the incoming membership of the University-Wide Promotion and Tenure Committee as follows:

Mark Oswood (94)
Professor, Aquatic Biology
College of Natural Science

Vidyadhar Kamath (94)
Associate Professor, Petroleum Engineering
School of Mineral Engineering

Joli Morgan (94)
Associate Professor, Business Education
Kuskokwim Campus
College of Rural Alaska

Frank Wooding (92)
Professor, Agronomy
School of Agriculture and Land Resource Management

EFFECTIVE: Immediately

RATIONALE: The University-wide Promotion and Tenure Committee is composed of nine members, serving staggered three-year terms. The Senate must confirm the three new members, who were elected by faculty in their respective school. Also, Jay McKendricks, SALRM representative, is on sabbatical and his alternate requires confirmation.

R. C. Hedquist 11/14/91
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #30 on November 11, 1991:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves that the following Instructional Assessment System data be distributed to ASUAF, whereupon ASUAF is responsible for further distribution or publication of the data: course number, instructor's name, semester, demographics, the results from items #1-3 providing a general evaluation, and the results from items designated on the selected form for providing information about the course to other students.

RATIONALE: The Student Opinion of Instruction (SOI) format was implemented pursuant to:

1. A Board of Regents directive (1/10/69) to the University Assembly to consider instituting a student opinion of instruction system;

2. Fairbanks Assembly approval (1/30/80) of a resolution on student evaluation of faculty (approved by the chancellor 2/12/80);

3. Fairbanks Assembly passage (4/22/81) of a motion endorsing implementation of recommendations regarding student evaluation of faculty (approved by the chancellor 5/1/81).

The Fairbanks Assembly defeated (3/16/83) a motion requiring instructor permission for public release of student-selected questions.

With the change to the IAS format in 1988, "student-selected items" were no longer possible, although this current format does designate a category of course information to be made available to students.

Since ASUAF currently receives complete results of IAS items, this motion would make appropriate information available to ASUAF in a convenient format, and this motion would also facilitate assistance to students in course selection (to which they were entitled by former governing bodies of the faculty).

R. C. Highsmith 11/14/91
President, UAF Faculty Senate Date

APPROVED: Joan Wadley DATE 11-18-91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #30 on November 11, 1991:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate joins the University of Alaska Board of Regents in opposing Governor Walter Hickel's proposed cuts in state spending on higher education.

BE IT FURTHER RESOLVED, That the UAF Faculty Senate urge the University community and supporters of higher education in Alaska to make their feelings known to Governor Hickel prior to December 1st.

****

GUIDELINES FOR COMMUNICATION WITH GOVERNOR HICKEL

The Legislative and Fiscal Affairs Committee recommends that support for the University of Alaska budget should be general in nature and not support any one program at the price of another Letters should be personal and not on University stationery.

Written messages may be sent to the Office of the Governor, P.O. Box A, Juneau, AK 99811-0101 or dropped off at the Fairbanks office at Station H, 675 7th Ave. Short (25 words or less) verbal Personal Opinion Messages concerning the University of Alaska budget will be taken by the Governor's staff at 451-2920.

If you would like a model letter or more specific information about the University budget, contact Wendy Redman at 7582.

R. C. Hightower 11/14/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #30 on November 11, 1991:

MOTION PASSED (with 1 abstention and 1 nay)
==========

The UAF Faculty Senate moves to approve the following policy for the search committees for Deans/Directors.

The faculty of the college, school, institute or other academic unit shall elect faculty to serve as members of the Dean/Director Search Committee. Elected faculty members serving on the Search committee must constitute a majority of Committee membership.

The chairperson of the Search Committee shall be nominated by the Vice Chancellor for Academic Affairs or the Vice Chancellor for Research, as appropriate, subject to confirmation by the elected faculty members.

The size of the Search Committee shall be determined by the VCAA or the VCR, as appropriate, but the membership shall not have less than five elected faculty members.

The Search Committee may include other members such as a student representative from the unit, a staff representative from the unit, a faculty member from outside the unit and a public member from the community.

GUIDELINES:

1. A staff representative shall be elected by the staff from the unit for which the Dean/Director is being appointed.

2. Alternates may be selected to serve, only in the event an elected representative cannot or will not serve. Alternates are not to serve as part-time substitutes but rather as replacements for representatives of the aforementioned situations.

3. Search committees should have membership with good judgement, ability to act on behalf of UAF and be cognizant of their overall responsibility to their unit and to UAF.

4. Committee members should reflect a diversity of interests and elected faculty members should reflect the diversity and cross-section of their school/college/institute/unit.

EFFECTIVE: Immediately

RATIONALE: The UAF Administration has not followed the intent of the Senate Resolution passed on September 17, 1990. This motion has been discussed with the VCAA and should be acceptable to the UAF Senate and the UAF Administration.

R. C. Hedlund

President, UAF Faculty Senate Date

APPROVED: _____ DATE 11-18-91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

MOTION PASSED
==========

The UAF Faculty Senate endorses the concept of an Academic Review of Programs at UAF.

RATIONALE: This process will establish an ongoing review process that will strengthen UAF as we move into the next century.

R. C. Hughesmith 10/16/91
President, UAF Faculty Senate Date

APPROVED: Jane Wallace DATE 10-21-91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves to approve the attached Academic Review of Programs process.

RATIONALE: This involves the Faculty Senate as advisors at each step of the review process as advisors.

R. C. Highsmith 10/16/91
President, UAF Faculty Senate Date

APPROVED: _____ DATE 10-21-91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

PURPOSE

As UAF shapes its future during the last years of its first century, its high aspirations may need to be achieved in a climate of diminishing state revenues and increasing public demands. During 1991/92 UAF will conduct academic program reviews and administrative support reviews to identify funds from its current resources to provide more support for high quality programs that capitalize on UAF's unique position as America's northernmost university. Through these reviews, resources will be identified to allow UAF to:

1) Redirect resources to allow us to respond to initiatives that match our strengths and unique location with state and societal needs.

2) Make and keep salaries competitive to continue to attract excellent faculty and staff.

3) Develop flexibility to find our focus and expand our vision.

PROCESS & TIMETABLES

Colleges, schools, institutes, and academic & public service units will conduct a review of all their identifiable research, instructional, public service and academic support programs. Throughout the review, information on the process and its progress will be widely shared and available.

Program review groups formed. (September 16, 1991)
Program review groups will be formed at the Department, Campus, or Program level and chaired by the unit head. The Dean or Director will define the composition of the program review groups. Program review groups will consult with members of the unit in carrying out the review.

Program review will occur at the departmental level for Schools, Colleges, Institutes and the Library. The Rural Campuses of the College of Rural Alaska will review programs at the campus level and by program across campuses. Cooperative Extension Service review will begin at the program level. Inter-unit subgroups may be formed to consider solutions that are multidisciplinary or propose consolidation of units or support services.

Reviews begin. (October 7, 1991)

Deans and Directors will supply instructions, guidelines, information, and questions to the groups assigned program review. Units will be provided a basic format of necessary information relating to the criteria for reviewing programs. In addition, they will be encouraged to bring other relevant information and views to bear on their recommendations.

Using the criteria of centrality to mission, quality, demand and cost benefit, program review groups will be asked create models showing what programs will look like in the future with efforts focused to 95%, 90% and 80% of current levels.

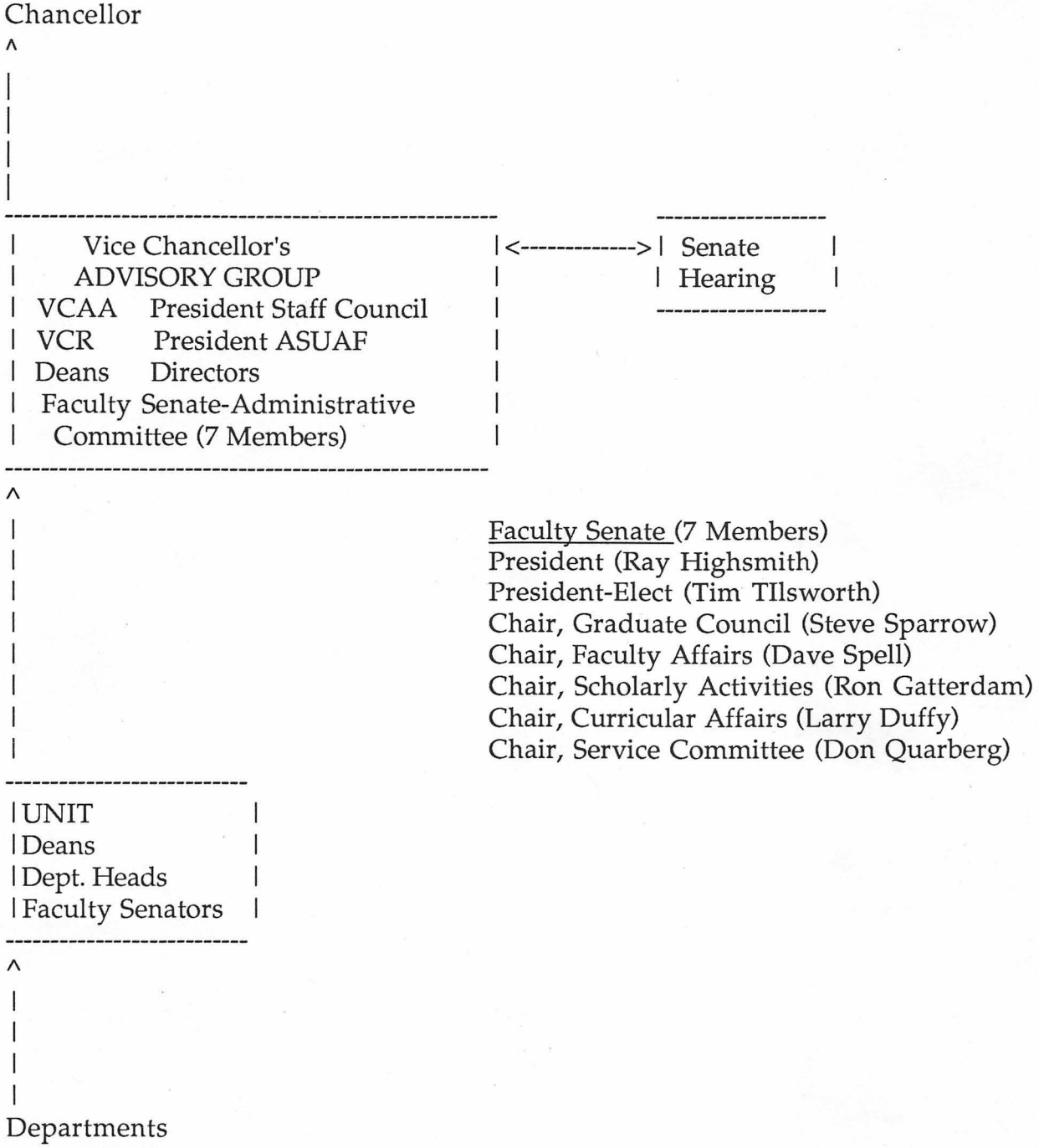
Recommendations forwarded to Deans and Directors. (October 25, 1991)
Program review groups will forward recommendations to their respective Deans or Directors. Department, program and campus heads, as appropriate, will be joined by [[some]] THEIR faculty SENATORS to advise their Dean or Director regarding the recommendations. In consultation with this advisory group, Deans and Directors will consolidate a recommendation for their Schools, Colleges, or Institutes.

Recommendations forwarded to Vice Chancellors. (November 20, 1991)
Consolidated recommendations from Schools, Colleges, Institutes, Library and Extension will be forwarded to Vice Chancellors for Research and Academic Affairs. SEVEN MEMBERS OF THE ADMINISTRATIVE COMMITTEE OF THE FACULTY SENATE, Presidents of the [[Faculty Senate,]] Staff Council, & Associated Students of UAF [[and the President-Elect of the Faculty Senate]] will be asked to serve with the Deans and Directors on an advisory group to the Vice Chancellors. In consultation with this advisory group, the Vice Chancellors will prepare a [[consolidated academic]] FORMAL DRAFT recommendation to be PRESENTED TO THE SENATE AND THE UNIVERSITY COMMUNITY. [[forwarded to the Chancellor.]] AFTER Opportunities for hearings THE ADVISORY GROUP WILL ASSIST THE VICE-CHANCELLORS IN PREPARING A FINAL RECOMMENDATION TO BE FORWARD TO THE CHANCELLOR. [[will be provided to those wishing to address recommendations.]]

Recommendation forwarded to Chancellor. (December 6, 1991)
[[A consolidated]] THE academic recommendation from the Vice Chancellors AND THE ADVISORY GROUP will be forwarded to Chancellor. The Chancellor will finalize recommendation.

Recommendation communicated by Chancellor to our communities around the State. (December, 1991)

FLOW CHART (Informational only)



ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

MOTION PASSED AS AMENDED
==========

The UAF Faculty Senate moves that a review of administrative services such as Total Quality Management be conducted simultaneously with the Academic Program Review with similar time lines and an expected product. The implementation of any reallocation of resources should take into consideration the results of both the administrative, as well as the Academic Program Review.

RATIONALE: The Academic Program Review is only a single component of an integrated review of the entire campus.

R. C. Highsmith 10/16/91
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE 10-21-91
Chancellor's Office

The timelines will probably vary. The Senate may wish to modify this after hearing the description of TQM by Vice Chancellor Rice

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

RESOLUTION PASSED
==========

BE IT RESOLVED, That the UAF Faculty Senate recommends to the President that there be a review of statewide administrative services. We strongly encourage the completion by the end of the calendar year with a product available to the governance bodies.

R.C. Highsmith 10/16/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

RESOLUTION
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to endorse the following revisions to the Regents Regulation, 04.09.05, Layoff, Recall and Release, as passed by the Staff Council.

(( )) = deletion
CAPS = addition

REGENTS' REGULATION

Layoff, Recall and Release 04.09.05

Layoff is the discontinuation of the active employment relationship which does not reflect discredit on the employee's performance((, and which is intended as being of a temporary or indefinite duration)). A REDUCTION IN THE CONTRACT PERIOD OF A PERMANENT EMPLOYEE SHALL BE COVERED UNDER REGULATION 04.09.05.

A. Reasons for Layoff

The procedure for layoff as contained in this regulation shall be used in cases in which there exists within the employing administrative unit or department either:

1. a lack of or reduction in available work; or

2. lack of sufficient available funds; or

3. a good faith reorganization; or

4. CHANGES IN TECHNOLOGY OR RESEARCH NEEDS; OR

5[4]. another reason, not reflecting discredit upon the affected employee(s), which has been approved in the particular circumstances by the Chancellor or President of the university, as appropriate; or

6[5]. Any combination of the preceding reasons.

B. Notification of Employees

1. Non-exempt Employees

   a. Notice of the intended layoff of an employee in a work unit shall be given 4 calendar weeks prior to the effective date of the layoff.

   b. Four weeks pay may be given to the employee in lieu of 4 weeks notice, but only with the prior approval of the appropriate Chancellor or President of the University.

2. Exempt Non-Faculty Employees

   a. Notice of the intended layoff of an employee in a work unit shall be given six calendar months prior to the effective date of the layoff.

   b. Six months pay may be given to the employee in lieu of six months notice, but only with the prior approval of the appropriate Chancellor or President of the university.

3. All layoff actions will be coordinated through the appropriate personnel officer prior to notification being issued to any employee.

4. Notwithstanding the provisions of Policy 04.09.06, the notice to be provided in accordance with Policy 04.09.05 and this regulation shall control in the event of a layoff.

C. LAYOFF DETERMINATIONS

1. WHILE BROAD DISCRETION IS CONFERRED UPON THE ADMINISTRATIVE UNITS OF THE UNIVERSITY TO DETERMINE LAYOFF NECESSITY, ALL LAYOFF DECISIONS MUST INCLUDE AND DOCUMENT THESE STEPS:

   A. CAREFUL ANALYSIS TO DETERMINE WHICH AREAS, ACTIVITIES, PROGRAMS, OR ORGANIZATIONS SHOULD BE REDUCED. (IF AN ENTIRE ACTIVITY IS TO BE ELIMINATED, STEPS B. AND C. BELOW ARE NOT APPLICABLE.)

   B. IDENTIFICATION OF THE JOBS AND FUNCTIONS THAT WILL NEED TO BE PERFORMED AFTER THE REDUCTIONS.

C. EVALUATION OF PRESENT EMPLOYEES AS TO THEIR QUALIFICATIONS AND ABILITIES TO PERFORM THE JOBS REMAINING, AS DETERMINED IN SECTION D.

D.[C] Order of Layoffs

1. The selection of the individual employees to be retained or laid-off in circumstances other than a declared financial exigency (See: Policy 04.08.06) shall take into consideration the following factors:

   a. employee length of service

   [b. employee ability to do the work remaining in the department]

   B. ABILITY AND WILLINGNESS TO ADJUST TO THE CHANGES NECESSARY IN THE ORGANIZATION'S OPERATION AND TO CONTRIBUTE TO ONGOING PROGRAMS

   C. EFFECTIVENESS ON THE JOB, INCLUDING PAST PERFORMANCE, ACHIEVEMENT, MOTIVATION, AND INITIATIVE

   D. VERSATILITY (I.E., WHETHER THE EMPLOYEE HAS THE ABILITY AND DEMONSTRATED SKILL TO MOVE INTO ANOTHER AREA OF OPERATIONS)

   E. SPECIAL SKILLS THAT ARE NECESSARY FOR A PARTICULAR FUNCTION

   F. AMOUNT OF EXPERIENCE IN THE FIELD

   G[c]. employee status as temporary, probationary or permanent, with preference being given to the permanent over the others, and preference being given to probationary over temporary;

   [d. employee past performance]

   H[e]. source of, and specific nature of funding; and

   I[f]. affirmative action goals and objectives.

2. AFTER DOCUMENTING THE STEPS DESCRIBED ABOVE, A DETERMINATION AS TO THE NATURE OF THE LAYOFF REQUIRED AND THE EMPLOYEE(S) AFFECTED WILL BE MADE. ALL DOCUMENTATION PREPARED IN THE EVALUATION PROCESS AND AN EXPLANATION OF

THE DECISIONS WILL BE SENT THROUGH ADMINISTRATIVE CHANNELS TO THE CHANCELLOR OR HIS/HER DESIGNEE. The final determination of the order for layoff shall be made jointly by the administrative unit or department head and the appropriate personnel officer, subject to review by the Chancellor or President of the university, as appropriate.

E.[D] Alternatives to Layoff

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The proposed changes in regulation 04.09.05 will help ensure that the full range of an employee's accomplishments and abilities are considered when making reduction in work force decisions. It also requires administrators making layoff decisions to document the decision-making process. This will serve several functions. It will protect the University by providing documentation on the decision-making process in the event of grievances or legal proceedings, and a documented and deliberative process will improve staff morale by reducing the possibility of hasty or capricious decisions. This revision, plus proposed policies regarding program evaluations, should also help to ensure that program reductions are consistent with the goals of the University.

R.C. Highsmith 10/16/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

MOTION PASSED
==========

The UAF Faculty Senate moves to refer to Faculty Affairs for further review the policy statement on educational equity.

R. C. Hedlund 10/16/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

MOTION PASSED
==========

The UAF Faculty Senate moves to refer to Scholarly Activities the proposed policy and regulation on Inventions, patents, copyrights, trademarks and other intellectual properties with the intention that the Chair appoint a task force to review this issue.

R. C. Highsmith 10/16/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #29 on October 14, 1991:

MOTION PASSED
==========

The UAF Faculty Senate moves to amend the UAF Regulations for the Evaluation of Faculty; Initial Appointment, Annual Review, Reappointment, Promotion, Tenure, and Sabbatical Leave, Article IV.B.3.e. Constitution and Operation of University-Wide Promotion and Tenure Committee, second paragraph to read:

(( )) = deletions
CAPS = additions

> Additionally, the chair of the unit peer review committee for each candidate OR ANOTHER COMMITTEE MEMBER DESIGNATED BY THE CHAIR will sit as an ad hoc, non-voting member of the university-wide committee during the review of candidates from that unit. The chair of the unit peer review committee OR A DESIGNEE may participate in the discussion of the candidate's application for promotion or tenure and will present the file to the university-wide committee.
>
> EFFECTIVE: Immediately
>
> RATIONALE: There are instances where the unit peer review committee chair is unfamiliar with the details of a candidate's discipline which may disadvantage that candidate in presentation.

R. C. Highsmith 10/16/91
President, UAF Faculty Senate Date

APPROVED: Joan Wadlow DATE 10-21-91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #28 on September, 1991:

MOTION PASSED WITH AMENDMENTS (unanimous approval)
==========

The UAF Faculty Senate approves the attached transfer guidelines for students transferring to UAF beginning Spring 1992.

EFFECTIVE: Spring 1992
Upon Chancellor's approval

RATIONALE: These guidelines reflect changes agreed to by the original core committees, by the core review committee and by the curricular affairs committee based on examination of course selections by past transfer students, especially from other MAUs in the UA system.

R. C. Highsmith 9/23/91
President, UAF Faculty Senate Date

APPROVED: _____ DATE 9-23-91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

TRANSFER GUIDELINES

The following table specifies courses completed at other institutions which may substitute for UAF's core curriculum requirements. Use of a course for both core and degree requirements will be allowed only with specific approval by departments.

Table of Substitutions

Core Curriculum Courses	Courses which Transfer as
Math 131	a 100-level/above mathematics course having a prerequisite of at least two years of high school algebra
Math 162, 200, 201, 202, 272	a calculus course at the 100-level/above
English 111	the required first semester freshman composition course at the 100-level. Must be basic freshman composition and not developmental.
English 211/213	the second half of the introductory composition series (REQUIRING DOCUMENTED WRITING) at the 100-level or above
Speech 131/141	a 100-level/above PERFORMANCE course in [fundamentals of oral] SPEECH COMMUNICATION, PUBLIC SPEAKING OR SMALL GROUP communication.
Natural sciences, 8 credits	courses in a basic natural sciences--biology, chemistry, earth sciences, physics--with labs, at the 100-level/above. Non-lab courses transferrable only as a second natural science course. To fulfill core requirements a transfer student must complete two lab courses or two labs.

PERSPECTIVES ON THE HUMAN CONDITION

Modern World History	a Western or non-Western civilization course at the 100-level or above
Political Economy	a foundation course in political science, economics, or law
Individual, Society & Culture	a foundation course in sociology, social/cultural anthropology, social psychology, psychology, language and culture, or cultural geography, at the 100-level/above
World Literatures	a literature course taken at the100-level/above
Aesthetic Appreciation	a history or appreciation course in art, theater, or music at the 100-level/above
Values and Choice	an upper division course in ethics
Foreign Language	minimum of two semesters in a single, non-English language

CAPS = Additions [ ] = Deletions

EFFECTIVE: Spring 1992
Upon Chancellor's Approval

RATIONALE: To enhance the articulation of transfer guidelines with those in effect at UAA, UAS, following Regents' policy on transfer credits.

The UAF Faculty Senate passed the following at its Meeting #28 on September, 1991:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to refer the issue of Program Review to the appropriate permanent committee of the Senate (Curricular Affairs) and ask the committee to advise the Senate, at the October 14, 1991 meeting, regarding the role the Faculty Senate should have in the Program Review.

R. C. Highsmith 9/23/91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #28 on September, 1991:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate requests that the administration provide a timeline on the implementation of the Total Quality Management (TQM) process and the administration provide a report on the results of the TQM study.

R. C. Highsmith 9/23/91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to refer to a Reconciliation Committee for further review the modifications made by the Chancellor to the Transfer Guidelines passed at its April 15, 1991 meeting.

EFFECTIVE: Immediately

Raymond C. Highsmith 5/8/91
President, UAF Faculty Senate Date

Believe this should be a resolution rather than a motion

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

9 May 1991

I find this a curious motion and wonder what the status would be if it were vetoed. I am wondering if such procedural items should be handled by motions or resolutions. Technically, the prior action was adopted with modification and the reconciliation process is designed for vetoed actions. In any event, I am willing to participate in the reconciliation process. This may all be moot because the original policy passed by the Senate was not in conformity with Board of Regents policy! As an officer of the University I cannot knowingly approve actions not in conformity w/ Board policy

Fate R

UNIVERSITY OF ALASKA FAIRBANKS

Governance Office
Fairbanks, Alaska 99775-0680
(907) 474-7964 • FAX: (907) 474-5213

MEMORANDUM

RECEIVED
MAY - 9 1991
CHANCELLOR'S OFFICE

DATE: 9 May 1991

TO: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

FROM: Ray Highsmith, President RH
UAF Faculty Senate

SUBJECT: Transfer of credit motion

Per the attached motion, the Senate has voted not to accept your revisions to the subject. According to Article XI, Sect. 2 of the UAF Faculty Senate Constitution, the Senate wishes to submit the issue to a reconciliation committee with up to three members appointed by the Senate and up to three members appointed by your office. The Senate Administrative Committee will select the three Senate representatives. The Administrative Committee is planning to meet during the week of 3 June. We will notify you when our representatives are selected. Hopefully, the reconciliation group will be able to resolve this matter.

cc: T. Tilsworth

I would appreciate it if you could make your appointments prior to June 3. It would be good if we could meet the week of May 20.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the attached Department of Education Program changes.

EFFECTIVE: Upon Chancellor Approval

RATIONALE: See program proposal

Raymond C. Highsmith 5/8/91
President, UAF Faculty Senate Date

APPROVED: Pat O'Rourke
Chancellor's Office
DATE 5/22/91

DISAPPROVED: _____
Chancellor's Office
DATE _____

APPROVED WITH MODIFICATION(S) INDICATED _____
Chancellor's Office
DATE _____

EDUCATION

Rural College
Department of Education

Degrees: B.Ed., M.Ed., Ed.S.

Minimum Degree and Certification Requirements:

B.Ed.- minimum of 130 credits; M.Ed. - minimum of 36 additional credits; Ed.S. - 36 credits beyond master's degree and 60 credits beyond the baccalaureate; Post Baccalaureate: Elementary certification, minimum of Elementary Education minor; Secondary certification and K-12 certification, minimum of 33 credits.

I. CERTIFICATION AND ACCREDITATION INFORMATION

Teaching certificates are issued by the State of Alaska Department of Education. Students who successfully complete a UAF Education program including student teaching will meet the current academic requirements for Alaska certification. Students interested in teaching outside of Alaska should consult the certification department for that state to obtain specific certification requirements.

All UAF education programs are accredited by the National Council for accreditation of Teacher Education (NCATE), and follow the standards for NCATE review. These programs are also approved by the State of Alaska Department of Education.

Students can contact the Office of Certification and Advising in the Department of Education for additional information and support.

II. ADMISSION TO TEACHER EDUCATION

In addition to being accepted by the University, all students wishing to be certified must also formally apply for admission to the Fairbanks elementary education program or secondary Teachers for Alaska program offered on the Fairbanks campus, or the Cross Cultural Education Development (X-CED) elementary or secondary education program offered on the rural campuses. Admission requirements for the Fairbanks program may be found on pages 7 and 13. Admission requirements for the X-CED programs may be found on page 9.

Continuation in these programs is based upon the maintenance of satisfactory performance in all areas of the program. Students who fail student teaching will be exited from their program, and further involvement is dependent upon a re-application process. See the Coordinator of the Office of Practica Experience regarding this procedure.

III. EDUCATION PROGRAMS

Education programs at the University of Alaska Fairbanks have the responsibility for preparing highly qualified professionals in education who are especially prepared to teach in both urban and rural Alaska, and to work with multicultural and minority students, especially Alaska Native students.

These education programs are offered through two delivery systems: resident programs at the Fairbanks campus, and distance-delivery programs through the Cross Cultural Education Development Program (X- CED) at the following rural campus areas: Barrow (Arctic Sivunmun Ilisagvik), Bethel (Kuskokwim), Dillingham (Bristol Bay), Interior Campus, Kotzebue (Chukchi), and Nome (Northwest).

A. Fairbanks Campus Resident Program:

The Fairbanks campus offers resident programs leading to both elementary and secondary teaching certificates. These programs are designed for full-time students, although part-time students are accommodated when possible. The professional year, the last year in the program, is an intensive compressed integrated curriculum that incorporates university classwork with practicum experiences and culminates in student teaching. It requires a full-time commitment since students are placed in the schools for methods' practicum experiences and student teaching.

The Fairbanks campus delivers an elementary B.Ed., an elementary education minor with certification, an elementary education minor without certification, a general education minor, a post-baccalaureate elementary education program (a minimum of the elementary minor), and a secondary and K-12 certification program (the Teachers for Alaska Program). ~~The Fairbanks campus no longer delivers a secondary B.Ed.~~ Undergraduates must complete their bachelor's degree requirements, including all requirements for a certifiable major, before entering the Teachers for Alaska program.

C. Fairbanks Campus Secondary Certification program: Teachers for Alaska (TFA)

The Teachers for Alaska Programs (TFA) is a professional certification program which prepares highly qualified teachers for secondary school positions. The program is especially designed for students who want to teach at the secondary school level either in small rural schools or in Alaska's urban multicultural secondary schools. The program offers two options: 1) secondary (7-12) certification in a certifiable subject area, and 2) K-12 small schools certification in a certifiable subject area. It is an extended two semester program which students begin before the start of one academic semester, and complete after the end of the following academic semester. For further information on this program, please contact the Coordinator of the Office of Certification and Advising.

Admission Requirements

1. Applicants for the TFA program must meet credit requirements for certification in a specific subject area as approved by the Alaska Department of Education Eligible applicants include (1) UAF undergraduates who will have completed bachelor's degree requirements for an Alaska State Department of Education certifiable subject area by the start of the first semester of the TFA program; and (2) post-baccalaureate students who already possess a bachelor degree in a certifiable subject area. Certifiable subject areas are: Alaska Native Languages, Anthropology, Art, Biological Science, Chemistry, English, Foreign Languages, General Science, Geography, History, Mathematics, Music, Physical Education, Physics, Political Science, Speech Communication, Theatre Arts, Language Arts/Humanities (interdisciplinary), Social Science (interdisciplinary), or Math/Science (interdisciplinary). The office of Certification and Advising will evaluate past degrees to determine eligibility.

2. Acceptance to TFA is contingent upon acceptance into the University of Alaska Fairbanks and completion of a TFA application form obtained from the Education Department.

3. For 1991/92, all application materials, including transcripts and letters of reference, must be received by February 15 in order to be reviewed for admission in the following fall semester, and by October 1 in order to be reviewed for admission in the following spring semester.

4. Teachers for Alaska is a selective teacher education program. A comprehensive system that includes more than one measure is used

to assess the personal characteristics, communications, and basic skills proficiency of candidates preparing to teach. This system includes, but is not limited to, the following multiple measures which will be weighed and assessed by various means, including a review of transcripts, essays and/or writing proficiency exams, and letters of reference. Faculty may also require interviews. The range and balance of these four areas will be considered in a review by the faculty. Questions the faculty will ask in making admissions decisions include: does the student have:

a) a diverse, solid academic background (GPA of 2.7 or higher).
b) interpersonal, intercultural, and communication skills,
c) successful experience in one or more of the following contexts:
    1. public school classrooms
    2. other settings with students
    3. rural students
    4. culturally diverse settings, and
d) practical skills and life experiences.

5. Once accepted into the program, TFA has a systematic procedure for monitoring the progress of education students from admission through completion of their professional education program to determine if they should continue in the program, be advanced to student teaching, or be recommended for a teaching certificate. In assessing student progress, faculty review the following information, including grades, observations, faculty recommendations, demonstrated academic competence, and recommendations from the appropriate professionals in the schools. Systematic approaches are used to assist education students who are making unsatisfactory progress in their programs.

6. Reciprocity will be maintained with rural campuses programs. X-CED students wishing to complete their professional year on the Fairbanks campus must send intent to enroll information to the Office of Certification and Advising. Please contact your advisor and the Coordinator for the Office of Certification and Advising for further information.

<u>Course Recruitments: TFA Secondary Subject Area Endorsement</u>

1. First Block: 15 credits

ED 582 Teaching as Reflective Inquiry	4 cr
ED 583 Teaching as Decision Making and Invention	8 cr
ED 584 Practicum: Teaching in Small and Large Schools	3 cr

2. Second Block: 18 credits

ED 585 Reflective Inquiry Into Multicultural Classrooms and Communities (formerly ED 619)	3 cr
ED 586 Designing Learning Environments (formerly ED 692)	3 cr
ED 453 Student Teaching	12 cr

Additional Requirements for TFA K-12 Small Schools Certificate

1. Same as above except ED 453, plus:
2. ED 454 Student Teaching K-12 — 12 cr
   (this is an 18 week student teaching experience)
3. Complete the following 6 credits:

ED 411 (language arts), ED 412 (social studies) or ED 413 (math/science), depending on your area of specialization	3 cr
ED 410 Foundations of Literacy Development	3 cr

TRANSITION POLICY

Students graduating under earlier catalog requirements will substitute ED 582, ED 583, and ED 584, for the past required courses ED 402, ED 407, ED 424/425, and ED 430. For these students only, these courses, together with ED 453, ED 585, and ED 586, will constitute a minor in secondary education leading to certification. Physical Education and Music students seeking a teaching credential should contact their department for information on required education courses

MINOR IN GENERAL EDUCATION

For those students interested in exploring the possibility of a career in education before beginning the elementary education professional year or the TFA program, and for those students who are interested in education but who may not wish to pursue certification, there is the option of completing a minor in general education that is not linked to certification or admission to either education program. Students may also elect to take one or more of the following courses according to their own personal interests. The minor consists of the following courses:

ED 201 Introduction to Education	3 cr
ED 299 Practicum in Education	3 cr
ED 350 Communication in Cross-Cultural Classrooms	3 cr
Two approved education electives	6 cr
PSY 240 Developmental Psychology in Cross Cultural Perspective	3 cr

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate approves the attached catalog description of program requirements for degrees in Interdisciplinary Studies.

EFFECTIVE: Immediately

RATIONALE: This will clarify current practice as well as reflect recent changes made by the Senate.

Raymond C. Highsmith 5/8/91
President, UAF Faculty Senate Date

Interdisciplinary Studies

(907) 474-6396

Degrees: A.A.S., B.A., B.S., B.T., M.A., M.S, Ph. D.

Minimum Requirements for Degrees: A.A.S. - 60 credits; B.A., B.S., or B.T. - 130 credits; M.A. and M.S. - 30 or more credits; Ph.D. - open

Undergraduate -

The exceptional student with well-defined goals which do not fit into the established undergraduate program of the university has an opportunity to achieve recognition for carrying out an approved interdisciplinary program which satisfies the requirements for an associate or baccalaureate degree. For this purpose the associate of applied science, bachelor of arts, bachelor of science, and bachelor of technology degrees in interdisciplinary studies are offered.

Students may develop an interdisciplinary curriculum proposal leading to an A.A.S., B.A., B.S. or B.T. degree in interdisciplinary studies upon completion of 15 credits at UAF, and preferably 30 credits (for the associate's degree), or 60 credits (for the bachelor's degree), prior to graduation. The proposed curriculum must differ significantly from established degree programs at UAF and will require evidence that the necessary facilities and faculty are available to ensure an approximation of a normal undergraduate degree. All general requirements for the A.A.S., B.A., B.S. or B.T. degree must be met.

Students who are interested in pursuing an undergraduate degree in interdisciplinary studies, or who want to explore this as an option, may contact the Academic Advising Center for assistance in finding faculty advisors and developing a curriculum proposal.

Applicants must submit to the Vice Chancellor for Academic Affairs their proposal for the program they wish to pursue, specifying the degree (A.A.S., B.A., B.S., or B.T.), proposed curriculum and rationale. A committee of at least three faculty members who are familiar with the interdisciplinary subject will be appointed to review the proposal and make a recommendation to the vice chancellor. If the curriculum is approved, this committee will advise the student throughout the program. The degree title will be chosen by the committee in concert with the student and with the approval of the vice chancellor. Changes within the approved curriculum would be made only with the approval of this advisory committee.

Graduate-

Interdisciplinary proposals for graduate degrees must be submitted to the Director of Graduate Programs who will coordinate the review process.

For complete information on interdisciplinary graduate programs see the UAF Graduate Catalog.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

MOTION PASSED WITH AMENDMENTS (unanimous approval)
==========

The UAF Faculty Senate moves to amend the Bachelor of Technology degree requirements to the following:

BACHELOR OF TECHNOLOGY DEGREE REQUIREMENTS 81-82 Credits

Complete the following in addition to the core:

	Credits
Communications	3
English 314 (to count as one of the upper-division writing intensive courses)	
Mathematics	3
One course at the 100-level or above in mathematical sciences	
Computer competency	3
Any 3 credit computer application or computer science course	
Technology and society	3

Area of specialization* minimum of 30

Complete one of the following options:

Option 1: (32 Credits)

Note: For this option, no more than 25% of total course work may be taken in the School of Management.

ACCT 101/102--Elementary Accounting	6
ECON 200--Principles of Economics	4
STAT 200--Elementary Probability and Statistics	3
BA 151--Introduction to Business	3
BA 307--Personnel Management	3
BA 325--Financial Management	3
BA 330--Legal Environment of Business	4
BA 343--Principles of Marketing	3
Advisor approved upper division internship or advanced technical experience	3

Option 2: (38 Credits)

Note: For this option, students must apply and be accepted to the Teachers for Alaska Program. The area of specialization must be one that can be certified for teaching.

ED 201--Introduction to Education	3

ED 299--Practicum in Education	2
ED 582--Teaching as Reflective Inquiry	4
ED 583--Teaching as Decision-Making and Invention	8
ED 584--Practicum: Teaching in Large and Small Schools	3
ED 585--Reflective Inquiry into Multicultural Classrooms and Communities	3
ED 586--Designing Learning Environments	3
ED 453--Secondary Student Teaching	12
Electives	1-7
Minimum credits required for degree	120

Of the above, at least 39 credits must be taken in upper division (300-level or higher) courses.

*The candidate for the BT degree must have (1) a minimum of 30 semester credits at UAF in the area of specialization (either completed in residence or accepted by transfer as equivalent to specific UAF courses) and (2) demonstrated competence in an applied or technical field. Competence may be demonstrated as follows:

1) Having earned a ~~UAF~~ Associate of Applied Science degree in one of the following active programs:

- Airframe and Powerplant
- Applied Accounting
- Applied Small Business
- Aviation Technology
- Community Health Practitioner
- Culinary Arts
- Early Childhood Development
- Early Childhood Education
- Financial Institutions Management
- Human Services Technology
- Interdisciplinary
- Office Professions
- Public Safety-Fire Science

2) Substitute one of the following as a demonstration of competency in an applied or technical field with the approval of the Curricular Affairs committee of the Faculty Senate:

a) an AAS or similar degree earned at another institution
b) state or federal certification deemed appropriate by the faculty
c) journeyman status in trades and industry

*It is the intent that the B.T. degree can be offered only in those areas enumerated in item 1 or approved in item 2 above.

EFFECTIVE: Fall 1991
Upon Chancellor's Approval

Raymond C. Higksmith 5/8/91
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J. O'Rourke DATE 5/9/91
Chancellor's Office

The three changes make it easier for students to transfer into the program from other institutions.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to adopt the following calendar of meetings for the 1991-92 academic year.

Mtg. #	Date	Day	Time	Type
28	9/16/91	Monday	1:00 p.m.	audioconference
29	10/14/91	Monday	1:00 p.m.	face-to-face
30	11/11/91	Monday	1:00 p.m.	audioconference
31	12/9/91	Monday	1:00 p.m.	face-to-face
32	2/10/92	Monday	1:00 p.m.	audioconference
33	3/9/92	Monday	1:00 p.m.	face-to-face
34	4/6/92	Monday	1:00 p.m.	audioconference
35	5/4/92	Monday	1:00 p.m.	face-to-face

Raymond C. Highsmith 5/8/91
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

MOTION PASSED WITH AMENDMENTS (unanimous approval)
==========

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate during the summer months of 1991 on all matters within its purview which may arise. Senators will be kept informed of the Administrative Committee meetings and will be allowed to attend and participate in any voting.

EFFECTIVE: May 7, 1991

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished and will also allow Senators their right to participate in the governance process.

Raymond C. Highsmith 5/8/91
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to refer to Faculty Affairs the issue of systemwide governance and charged the committee to report back at the September meeting with their recommendation.

EFFECTIVE: Immediately

Raymond C. Highsmith 5/9/91
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #27 on May 6, 1991:

RESOLUTION PASSED (with 1 nay & 2 abstentions)
==========

BE IT RESOLVED, That the UAF Faculty Senate recommends an indefinite moratorium on the creation of senior executive positions (Deans and above) at UAF.

EFFECTIVE: Immediately

Raymond C. Highsmith 5/8/91
President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

RESOLUTION PASSED
==========

WHEREAS by a vote of 18 in favor of Dr. Melvyn Nathanson, 8 in favor of Dr. Joan Wadlow and 5 abstentions, the UAF Faculty Senate endorses the candidacy of Melvyn Nathanson for the position of Chancellor of UAF.

RATIONALE: This reflects the distribution of the votes taken after discussion of the two candidate's merits.

John L. Sampaio 4-15-91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to adopt the following policy on 500-level courses:

All 500-level courses offered at UAF will be designated as POST BACCALAUREATE PROF professional development courses.

500-level courses are intended as post-baccaulaurate experiences for professionals who desire to continue their educational experiences at a level distinct from graduate level education.

500-level special topics and independent study courses designated 593, 595, or 597 shall not apply toward any degree, certification or credential program. Responsibility for curricular review of these courses rests with the college or school offering such courses.

Other 500-level numbered courses which are to be applied to degree, certification or credential programs must follow current university academic review procedures which will include a review by the Senate Curricular Affairs Committee.

For purposes of tuition and fee assessment, professional development courses will be charged at a rate equal to or higher than graduate course tuition.

RATIONALE: This motion clarifies the definition and use of 500-level courses.

[signature] 4-15-91
President, UAF Faculty Senate Date

APPROVED: [signature] DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J. O'Rourke DATE 6/8/91
Chancellor's Office

Addition is to assure clarification that professional development courses are post baccalaureate. PJO'Rourke

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED WITH AMENDMENTS (unanimous approval)
==========

The UAF Faculty Senate approves the attached transfer guidelines for students transferring to UAF beginning Fall 1991.

RATIONALE: These guidelines reflect changes agreed to by the original core committees, by the core review committee and by the curricular affairs committee based on examination of course selections by past transfer students, especially from other MAUs in the UA system.

John S. Leipzig 4-15-91
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J. O'Rourke DATE 5/6/91
Chancellor's Office

I found it necessary to make two modifications to this policy in order to better facilitate students and to extend a higher level of good faith to other Alaskan institutions within the UA system. Although we have a carefully crafted set of requirements for students who do their work at this University, we better aid students and encourage them when we extend some latitude to them when they have taken courses which fulfilled the general education requirements at another institution. Although they may not exactly match our requirements, we should assume that they have learned similar, albeit alternative knowledge.

Pat O'Rourke 5/6/91

TRANSFER GUIDELINES

The following table specifies courses completed at other institutions which may substitute for UAF's core curriculum requirements. Use of a course for both core and degree requirements will be allowed only with specific approval by departments.

Table of Substitutions

Core Curriculum Courses	Courses which Transfer as
Math 131	a 100-level/above mathematics course having a prerequisite of at least two years of high school algebra
Math 162, 200, 201, 202, 272	a calculus course at the 100-level/above
English 111	the required first semester freshman composition course at the 100-level. Must be basic freshman composition and not developmental.
English 211/213	the second half of the introductory composition series (~~requiring a research paper~~) at the 100-level or above
Speech 131/141	a 100-level/above course in fundamentals of oral communication ~~which requires a formal presentation to an audience~~
Natural sciences, 8 credits	courses in a basic natural sciences--biology, chemistry, earth sciences, physics--with labs, at the 100-level/above. NON-LAB COURSES TRANSFERRABLE ONLY AS A SECOND NATURAL SCIENCE COURSE. TO FULFILL CORE REQUIREMENTS A TRANSFER STUDENT MUST COMPLETE TWO LAB COURSES OR TWO LABS.
PERSPECTIVES ON THE HUMAN CONDITION	
Modern World History	a Western or non-Western civilization course [covering a period of time from 1800 to the present] at the 100-level or above

Political Economy	a [lower-division] FOUNDATION course in political science, [or] economics, OR LAW
Individual, Society & Culture	a foundation course in sociology, social/cultural anthropology, [or] social psychology, PSYCHOLOGY, LANGUAGE AND CULTURE, OR CULTURAL GEOGRAPHY, at the 100-level/above
World Literatures	a literature course taken at the [200] 100-level/above
Aesthetic Appreciation	[an] A HISTORY OR appreciation course in art, [drama] THEATER, or music at the 100-level/above
Values and Choice	an upper division course in ethics
FOREIGN LANGUAGE	MINIMUM OF TWO SEMESTERS IN A SINGLE, NON-ENGLISH LANGUAGE

CAPS = Additions [ ] = Deletions

EFFECTIVE: Fall 1991
Upon Chancellor's Approval

RATIONALE: To enhance the articulation of transfer guidelines with those in effect at UAA, UAS, following Regents' policy on transfer credits.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED (with 6 nays)
==========

The UAF Faculty Senate moves to refer to Curriculr Affairs for further review the Resolution on interdisciplinary studies procedures.

EFFECTIVE: Immediately

4-15-91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves that the Core Review Subcommittee of Curriculum Affairs shall be charged with the following additional tasks:

1. Coordinate and recommend changes to the core curriculum
2. Develop an assessment process for the core curriculum
3. Monitor transfer guidelines for core courses
4. Evaluate guidelines in light of total core experience.

RATIONALE: It is necessary to coordinate changes to the core.

John S. Trapp 4-15-91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to request that the current UAF Faculty Senate President, Ray Highsmith, be added to the Financial Flexibility Task Force.

4-15-91
President, UAF Faculty Senate Date

APPROVED: Pat O'Rourke DATE 4/17/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate recommends that the Quality Review of Academic programs be required to occur during the year in which those programs normally undergo professional external accreditation review. The Senate further requests the Chancellor to forward this recommendation to the President.

RATIONALE: The current Quality Review proposal does not require the coordination of Quality Program external review with existing professional external review. The current document does indicate that it is preferable for coordination to occur. Given the expense in terms of faculty time and institutional dollars, such a coordination should be mandatory. To ask programs to go through multiple external reviews in a short span of time is not the most efficient or effective use of faculty time and institutional resources.

John L. Sargozia 4-15-91
President, UAF Faculty Senate Date

APPROVED: Pat O'Rourke DATE 4/17/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees pending completion of all University requirements. [Note: copy of the list is available in the Governance Office, 312 Signers' Hall.]

EFFECTIVE: Immediately

RATIONALE: These degrees are granted upon recommendation of the faculty. As the representative body of the faculty, we are making that recommendation.

Raymond C. Highsmith 4/23/91
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 5/8/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

RESOLUTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to adopt the attached resolution of appreciation for Chancellor Patrick J. O'Rourke:

4-15-91

President, UAF Faculty Senate Date

RESOLUTION OF APPRECIATION
FOR
DR. PATRICK J. O'ROURKE

WHEREAS, Dr. Patrick J. O'Rourke has given ten years of faithful service as Chancellor to the University of Alaska Fairbanks during a very challenging period, and

WHEREAS, Dr. O'Rourke as Chancellor has been a steadfast advocate for UAF with the Statewide Administration, the Board of Regents and the Alaska State Legislature, and

WHEREAS, during his tenure the University grew in terms of numbers of degrees, facilities, and students, and

WHEREAS, he worked diligently to make the restructured UAF work for the betterment of its various publics both before and after restructure, and

WHEREAS, Dr. O'Rourke supported the development of the UAF Faculty Senate and made himself readily available to its members, and

WHEREAS, during his Chancellorship a new enhanced Core Curriculum was approved by the Senate and the administration at UAF, and

WHEREAS, Dr. O'Rourke and the Senate worked together to create an improved climate for shared leadership as evidenced by the creation of a new Department Head Policy and another policy outlining the Faculty Senate's role in the evaluation of academic administrators, so

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate at UAF wishes to extend its appreciation to Dr. Patrick J. O'Rourke for his service to the Senate and to the University of Alaska Fairbanks.

DATED THIS FIFTEENTH DAY OF APRIL, 1991.

John Leipzig, President
UAF Faculty Senate

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

RESOLUTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to adopt the attached resolution of appreciation for John S. Leipzig.

Raymond C. Highsmith 4/23/91
President, UAF Faculty Senate Date

RESOLUTION OF APPRECIATION
FOR
JOHN S. LEIPZIG

WHEREAS, John S. Leipzig has served the General Assembly, Academic Council and UAF Faculty Senate in a manner deserving of the UAF Faculty Senate's greatest admiration and respect; and

WHEREAS, John S. Leipzig has served as a member of the Committee on Faculty Governance from 1986-1987; and

WHEREAS, John S. Leipzig has served as a member of the Academic Council from 1986-1988 and as chair from 1987-1988; and

WHEREAS, John S. Leipzig has served on the Steering Committee and was co-convener of the Faculty Senate Section of the Constitution Convention in 1987; and

WHEREAS, John S. Leipzig has served as Executive Committee member of the statewide General Assembly UA system from 1988-1990; and

WHEREAS, John S. Leipzig has served as President-Elect of the UAF Faculty Senate from 1988-1990; and

WHEREAS, John S. Leipzig has served as President of the UAF Faculty Senate from 1990-1991; and

WHEREAS, The UAF Faculty Senate wishes to acknowledge the outstanding service rendered the faculty by the work of John S. Leipzig as he concludes his term as president; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate wishes to acknowledge the many contributions of John S. Leipzig and expresses its appreciation for his exemplary service.

DATED THIS FIFTEENTH DAY OF APRIL, 1991.

_____

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #26 on April 15, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the attached proposed amendments to Regents' Regulation 10.01.04. on Honorary Degrees Recipients with the following recommended change in paragraph 2:

> Nominations MUST ((will)) be submitted to the appropriate CHANCELLOR ((campus)) for ((faculty)) REVIEW BY THE FACULTY HONORARY DEGREE COMMITTEE FOLLOWED BY ((and)) recommendation by the ((cognizant)) chancellor to the UNIVERSITY SYSTEM president.
>
> RATIONALE: This clarifies that the nominations will be reviewed by a faculty committee rather than the whole faculty body.

Raymond C. Highsmith 4/23/91
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke ** DATE 5/8/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

Actually, this motion does a lot more than merely clarify that it is a committee which acts on behalf of the faculty.

** This motion must now be submitted to the General Assembly because it seeks to modify Regents' Regulations.
BWR

PART X
ACADEMIC REGULATIONS
CHAPTER I
ACADEMIC CREDIT AND DEGREES

SMALL CAPS = additions
(()) = deletions

REGULATION 10.01.04

Honorary DEGREES ((Degree Recipients))

Nominations for honorary degree candidates may be made at any time by members of the Board of Regents, members of the university community((, through the cognizant Chancellors, and by the)) OR citizens of the state.

> ((Nominations for honorary degrees to be conferred at spring commencements must be submitted to the Office of the President by September 1st.)) Nominations MUST ((will)) be submitted to the appropriate CHANCELLOR ((campus)) for ((faculty)) REVIEW BY THE FACULTY HONORARY DEGREE COMMITTEE FOLLOWED BY ((and)) recommendation by the ((cognizant)) chancellor to the UNIVERSITY SYSTEM president. The Board OF REGENTS NORMALLY will approve nominations at ((a scheduled board)) MEETINGS SCHEDULED DURING DECEMBER - FEBRUARY. ((meeting preceding December 1st.)) Honorary degree recipients will be announced PRIOR TO THE AWARD CEREMONY AT A TIME TO BE DETERMINED BY THE COGNIZANT CHANCELLOR. ((in February.))

In order to provide sufficient lead time to invite commencement speakers upon whom an honorary degree is to be conferred, nominations for such persons may be proposed and acted upon UP TO TWO YEARS PRIOR TO THE COMMENCEMENT. ((in advance of the schedule in the above paragraph. A ranked slate of candidates may be accepted by the Board with the proviso that the persons on the slate would be contacted in order and only those persons who accept speaking engagements would receive honorary degrees.))

(Moved from above)
Nominations will include a brief statement of the following information on each candidate:

Name and pertinent personal information;
Education (degrees received);
Contributions to the university and/or the state;
Rationale for recommendation for honorary degree;

THE TYPE OF HONORARY DEGREE TO BE AWARDED SHOULD BE ONE OF THE FOLLOWING:

DOCTOR OF LAWS (LL.D.)	*FOR PERSONS DISTINGUISHED IN GENERALSERVICE TO THE STATE, TO LEARNING, AND TO MANKIND;
DOCTOR OF LETTERS (LITT.D.)	*FOR PERSONS DISTINGUISHED IN SCHOLARLY WORK OF A SOMEWHAT RESTRICTED NATURE; USUALLY CONFERRED UPON SCHOLARS IN PARTICULAR DISCIPLINES;
DOCTOR OF SCIENCE (SC.D.)	*FOR PERSONS WHO HAVE MADE DISTINGUISHED CONTRIBUTION AND PERFORMED SERVICES IN THE SCIENCES;
DOCTOR OF HUMANE LETTERS (L.H.D.)	*FOR PERSONS WHO HAVE DISTINGUISHED THEMSELVES IN THE HUMANITIES.

Meritorious Service Awards

Nominations for meritorious service award candidates may be made at any time by members of the Board of Regents, members of the university community, ((through the appropriate campus director, rural education dean or cooperative extension service director and the cognizant chancellor and by the)) OR citizens of the state.

((Nominations for Meritorious Service Awards to be awarded at spring commencements must be submitted to the office of the university president by October 1.)) Nominations MUST ((will)) be submitted to the appropriate COMMUNITY COLLEGE PRESIDENT, campus director, SCHOOL or COLLEGE dean, OR EXTENSION SERVICE DIRECTOR for appropriate faculty review, appropriate advisory council review, and recommendation by the cognizant chancellor to the university president.

The Board of Regents NORMALLY will approve nominations at ((a scheduled BOARD MEETINGS SCHEDULED DURING DECEMBER - FEBRUARY. ((meeting preceding December 1.)) Meritorious Service Award recipients will be announced PRIOR TO THE AWARD CEREMONY AT A TIME TO BE DETERMINED BY THE COGNIZANT CHANCELLOR. ((in February.))

(Moved from above)
Nominations will include a brief statement of the following information on each candidate:

Name and pertinent personal information
Contributions to the university and / or the community / state
Rationale for recommendation for meritorious service award

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

RESOLUTION PASSED (unanimous approval)
==========

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recommends that American Sign Language be included as a foreign language alternative in the post-Core (major and minor) B.A. & B.S degree requirements. This action is contingent upon acceptance by the Colleges/Schools offering B.A. & B.S. degrees.

3-19-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

RESOLUTION PASSED (unanimous approval)
==========

WHEREAS, Teachers Retirement System (TRS) and similar funds are currently under the sole management of the Commissioner of Revenue, a gubernatorial appointee possibly subject to political pressures regarding the investment of such funds; and

WHEREAS, Investment of TRS funds should be for the primary benefit of contributors to and beneficiaries of those funds, and therefore TRS members should share in the fiduciary responsibility;

THEREFORE BE IT RESOLVED THAT the UAF Faculty Senate, favors the creation of a separate public corporation for the specific purpose of managing the investment and benefit administration of TRS and similar funds. We therefore support proposed legislation (SB #18 and HB #37) that would create such a corporation.

RATIONALE:

1. It seems clear that our interests would be better served by a separate governing board rather than by a single political appointee, particularly if that board membership includes elected representatives.
2. It is likely that the funds may perform better, as well as more safely, under the proposed structure. This would allow the funds to pay for their own maintenance as well as support solvency on behalf of beneficiaries.
3. The proposed legislation covers investment of over 4 billion dollars from 14 different funds. The major portion is from PERS (2.7 bil.) and TRS (1.7 bil.).
4. UAF Staff Council and UAS Faculty Senate have passed similar resolutions in support of a separate management board or corporation.
5. We support the <u>concept</u> embodied in the proposed legislation without judgment on the numerous specific details (definitions, administrative procedures, terms of office, etc.).

3-19-91

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves that, the A.A.S. shall be included as a degree option for the interdisciplinary major.

EFFECTIVE: Immediately on approval by the Chancellor.

RATIONALE: The exceptional A.A.S. student who seeks to broaden his/her educational experience within the A.A.S. framework and transfer students with course work that is not directly equatable to UAF courses should have the opportunity to pursue a tailored A.A.S. degree.

[signature] 3/19/91
President, UAF Faculty Senate / Date

APPROVED: [signature] DATE 3/20/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate recommends a system of faculty awards to recognize significant accomplishment in public service by requesting that the Vice Chancellor for Academic Affairs establish awards for distinguished public service, with funding from that office and following procedures developed by representative faculty committees. The awards process shall follow that described in the motion passed by the Faculty Senate on 12/17/90 for comparable awards in teaching and research.

RATIONALE:

1. These awards will provide equal recognition for the public service component of the land grant university mission as was approved for teaching and research at the December 1990 meeting of the UAF Faculty Senate.

2. Within the mission of the land grant university, most faculty are responsible for teaching, research and service. "Public service" is the application of teaching, research and other scholarly and creative activity to constituencies outside UAF (UAF Regulations for Evaluation of Faculty . . . III C,3,a).

3. Recent Board of Regents actions can be interpreted as challenges to the public service component of the UA system as follows:

   (a) 8/17/90 and 9/28/90 - native education is identified as one of its "highest priorities"
   (b) 11/2/90 - "commitments to extended education be considered the responsibility of the entire UAF faculty"
   (c) 12/10/90 - revised policy (04.04.05) by expanding public service to specifically include service to "elementary and secondary schools"

John L Jerpsa 3-19-91
President, UAF Faculty Senate Date

APPROVED: Pat O'Rourke 3/20/91
Chancellor's Office DATE

DISAPPROVED: _____
Chancellor's Office DATE _____

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the AAS in Renewable Resources degree program.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

John Seyzing 3-19-91
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 4/22/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the Certificate program in Land Management.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

John Tangen 3-19-91
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke
Chancellor's Office
DATE 7/22/91

DISAPPROVED: _____
Chancellor's Office
DATE _____

APPROVED WITH MODIFICATION(S) INDICATED _____
Chancellor's Office
DATE _____

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the Certificate program in Natural Resources.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

3-19-91
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 7/22/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

MOTION PASSED AS AMENDED (with 2 objections)
==========

The UAF Faculty Senate moves to endorse the following policy on preregistration.

For a one year trial period, there will be no preregistration fee. Students who are preregistered shall be required to confirm their cloices before the first day of regular registration. By a date in August determined by the Office of Admissions & Records. PJOR

EFFECTIVE DATE: Upon Chancellor's approval to begin with Fall 1991 preregistration

[signature] 3-19-91
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED [signature] DATE 3/20/91
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

RESOLUTION PASSED (unanimous approval)
==========

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate endorses the establishment of a "Teaching Improvement Partnership," a faculty mentoring program coordinated by the Office of Faculty Development (OFD), that would encourage peer consultation for instructional improvement on an informal, voluntary basis. Through funding made available to OFD, the "Teaching Improvement Partnership" would pay small, annual stipends to five trained faculty members (approximately $2,000 each) from diverse disciplines for their collaboration with peers who request assistance in improving teaching effectiveness.

EFFECTIVE: Immediately

RATIONALE: UAF currently has no program (large or small) dedicated to instructional improvement on an individual basis. The "Teaching Improvement Partnership" is a pilot program emphasizing voluntary, confidential participation so that faculty seeking assistance to improve their teaching can work informally with colleagues, who have undergone intensive training in teaching-consultation procedures. Such a program, which carefully differentiates development and improvement from evaluation, can be an important factor in the instructional growth of an institution by increasing the dialogue about teaching, by making more effective use of available pedagogical resources, and by generating further resources earmarked for faculty development.

3/19/91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

RESOLUTION PASSED (unanimous approval)
==========

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate moves to endorse the following membership of a joint faculty/administrative planning focus task force.

Faculty

John Duff
Music

Joe Dupras
English

John Daly
Aviation Technology

Carla Kirts
Resources Management

Hans Nielsen
Physics

Patrick O'Brien
Economics

David Smith
Education

Dana Thomas
Mathematics

Ron Johnson
Mechanical Engineering

Original Budget Planning Group Members

Ralph Gabrielli
College of Rural Alaska

Thomas Gaylord
Associate Vice Chancellor
for Planning, Computing &
Information Systems

John Goering
School of Fisheries

Patty Kastelic
Director of Advising Services

John Leipzig
President, UAF Faculty Senate

Paul Reichardt
College of Natural Sciences

Other Administrative Appointments

Janice Reynolds, VCAA
Jerome Trojan, VCA
Regina Bailey
Lois Hildenbrand, Staff Council
Tim Lamkin, ASUAF

John Leipzig 3/18/91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

RESOLUTION PASSED (unanimous approval)
==========

WHEREAS, appropriations for new parking lots or upgrading existing parking lots are low on the priority list of capital projects; and

WHEREAS, there already exists a lack of core area parking; and

WHEREAS, no steps are being taken to institute shuttle bus service between the existing outer parking lots and the core area; and

WHEREAS, there will not be adequate parking for the Natural Sciences building when it is opened; and

WHEREAS, parts or all of existing parking lots are historically lost to the construction of new buildings or additions to existing buildings; and

WHEREAS, various parking lots are lacking reliable head-bolt plug-ins and adequate lighting; and

WHEREAS, there are no emergency phones or warm-up huts in existing outer parking lots; and

WHEREAS, the present system of collecting decal fees and parking fines does not allow for the direct accounting of how the money is spent; and

THEREFORE BE IT RESOLVED, That all monies collected from decal sales and parking tickets be placed in a separate account to be used for the maintenance and upgrading of existing parking lots, institution of a shuttle service to and from outer parking lots, and the construction of new parking lots; and

BE IT FURTHER RESOLVED, That the Committee on Transportation and Campus Safety be charged with setting a priority list for scheduling projects.

3/19/91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

RESOLUTION PASSED (unanimous approval)
==========

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate moves to support the formation of a UAF Assembly Health Issues Committee with the following charge:

The charge of the Health Issues Committee shall be to:

1. Address health issues which affect the work environment.

2. Coordinate efforts with the Health Center, Fire Department, Risk Management, and Public Safety to find solutions to health issues.

The committee shall be made up of at least two faculty, two staff, and two students.

EFFECTIVE: Upon approval

RATIONALE: Health issues on campus affect faculty, staff and students and their productivity. The committee will work in conjunction with the Health Center, Fire Department, Risk Management, and Public Safety.

3/19/91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #25 on March 18, 1991:

MOTION PASSED (unanimous approval)
==========

The Faculty Senate moves to refer the issue of faculty annual evaluation to the Faculty Affairs Committee.

4-1-91

President, UAF Faculty Senate Date

cc: Exec Council

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

MOTION PASSED (unanimous approval)
==========

Department heads are requested to submit to Curricular Affairs a list of courses which have not been offered in the last seven years and which they wish dropped from the catalog.

EFFECTIVE: Immediately on approval by the Chancellor

RATIONALE: Since major changes are being made in the catalog resulting from the new core curriculum, this will give departments the opportunity to bypass the normal paperwork for a one-shot catalog cleaning.

John Seyzing 2-14-91
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 2/19/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

MOTION PASSED (unanimous approval)
==========

The BT shall be included as a degree option for the interdisciplinary major.

EFFECTIVE: Immediately on approval by the Chancellor.

RATIONALE: One of the options in the BT is identical to the existing interdisciplinary major.

John Leipzig 2-14-91
President, UAF Faculty Senate Date

APPROVED: Pat O'Rourke DATE 2/14/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED AS AMENDED (unanimous approval)
==========

WHEREAS, the value of degrees is determined by academic tradition rather than state law; and

WHEREAS, by academic tradition curriculum authority is vested in the faculty; and

WHEREAS, the existing 1985 Transfer Agreement was passed without faculty input; and

WHEREAS, said agreement has never been used by the UAF Office of the Registrar; and

WHEREAS, even were said policy valid, the new UAF Core Curriculum has created significant transfer problems; and

WHEREAS, the General Assembly Committee on Faculty and Academic Matters is insufficiently representative due to small size; and

WHEREAS, it is desirable to minimize such transfer of credit problems;

THEREFORE BE IT RESOLVED, That a faculty task force be created with representatives from all three academic units in the University of Alaska system, that the members of this task force shall be drawn from the representatives of the committee with authority over curriculum from each faculty governance body, that it include among others representatives from English and Mathematics on each campus, and that this task force shall develop a new transfer policy for lower-division general education credits within the University of Alaska system. It is desirable that non-voting representatives of the various Offices of the Registrar shall attend the task force sessions.

Passed unanimously by the Curriculum Affairs Committee of the UAF Faculty Senate 1/28/91 and submitted to the full Senate for ratification at the February 11th meeting.

2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves that the Developmental Studies Committee representative on the Curriculum Review Committee become a full voting member.

EFFECTIVE: Immediately

RATIONALE: The Developmental Studies Committee is the curriculum review committee for all UAF developmental courses and since the developmental program is cross discipline, a Developmental Studies Committee representative on the Curriculum Review Committee should have voting status.

2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the following membership of the Scholary Activities Committee to look at Unit Criteria.

Sukumar Bandopadhyay
Associate Professor
Mining & Geological Engineering

John Gimbel
Associate Professor
Mathematical Sciences

Ruiz Anne Rozell
Associate Professor
Culinary Arts

Dave Spell
Associate Professor
Electrical Engineering

EFFECTIVE: Immediately

RATIONALE: The Senate has received its first group of unit standards and indices through the VCAA. To complete the review of the current requests we must reconstitute this Scholarly Affairs committee to review the sections submitted dealing with research and scholarship.

2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate endorse the following Staff Council's resolution on parking in response to the recommendations of the UAF Assembly Committee on Transportation and Campus Security.

BE IT RESOLVED, That the UAF Staff Council moves to endorse the UAF Assembly Committee on Transportation and Campus Security's recommendations included in the committee's letter dated October 16, 1990, with the following additional comments and recommendations:

1. The long term plan for the university is to have no parking at all in the core area with large parking areas surrounding the campus with ADEQUATE and EFFICIENT shuttle bus service to other campus sites and parking lots and heated warm-up stations in which people can wait for the shuttle bus or wait while their vehicle warms up. Therefore, the plan to expand present parking should follow the guidelines set forth in the Master Plan. This would mean looking at large numbers of parking spaces in surrounding lots.

2. Access to handicapped parking spaces should be improved with additional snow removal and sidewalk maintenance. Adequate handicapped parking near buildings should not preclude adequate shuttle bus service with lifts or designated parking spaces in lots surrounding the campus.

3. Under Ballaine/Taku IMMEDIATE NEED (number 2.), we recommend that pedestrian access to campus from that parking lot should be upgraded when the parking lot is expanded and improved.

4. Under Dead Storage IMMEDIATE NEED (number 3.), we recommend that the West Ridge dead storage area SHOULD NOT be one of the existing headbolt serviced parking lots.

5. Designate east and west end of campus so there is clarity when referring to areas on campus.

****

October 16, 1990
Committee on Transportation and Campus Security

This committee would like to go on record as saying that we believe there to be a major shortage of parking and have formulated a plan, both short and long term, to help ease the situation.

1. Nenana Lot (across from Patty Gym) IMMEDIATE NEED

We recommend that this lot be expanded and upgraded to include parking spaces with plug-ins for 1500 vehicles. We would also like this lot to be equipped with a lighted and heated warm-up shelter (complete with emergency phone).

The reasons for choosing this site for such a large lot are many:

a. The area is already cleared and soils samples were taken during a study done on this area by Gray, Rogers, Myers & Morgan on June 9, 1971. Plans are available from Facilities, Planning and Construction.

b. This lot is easily accessible and close to the main entrance to campus.

c. The location figures in to the Master Plan.

d. The area is on the current shuttle bus route.

e. Because of the study that has already been done on the lot and because of adequate drainage, this lot becomes the least expensive alternative for the amount of new parking gained.

2. Ballaine/Taku IMMEDIATE NEED

We recommend that this lot be expanded by 250 spaces. We would also like for the current lot to be upgraded, including regrading and repaving the existing paved area and paving of the area currently unimproved. This parking lot should also be equipped with a lighted and heated warm-up shelter that includes an emergency phone, and be added to the shuttle bus route.

The reasons for expanding and upgrading this lot include:

a. Transformers already exist in this lot and would, therefore, be less costly to power.

b. There currently exists unimproved parking in this area.

c. This area provides closer access to east campus and consequently relieves stress in the core area.

d. Additional unimproved lots could readily be created.

3. Dead Storage IMMEDIATE NEED

The current dead storage located near the power plant should be enlarged to double its current capacity. At the same time, another dead storage facility should be created on the West Ridge to accommodate the faculty, staff, and students in this area.

The justification for this action is:

a. The Physical Plant dead storage area needs to be expanded in order to house miscellaneous equipment and supplies currently occupying parking spaces around campus.

b. In both areas, occasional use University vehicles should be stored in dead storage. This will open up additional parking spaces.

c. A dead storage area on West Ridge would be more convenient for users on this end of campus, rather than using facilities on the other end of campus.

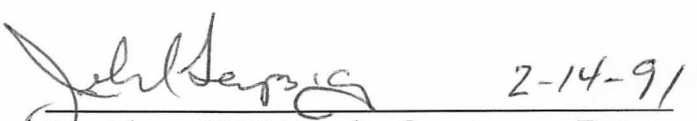
4. New Natural Sciences Building LONG TERM NEED

We would like for this building to include parking for 500 vehicles at the time of its occupancy.

5. Any Additional Building LONG TERM NEED

This committee feels that it is very important that any time a new building is to be built, adequate parking should be included in the plans at the outset. Historically, buildings have been built without adequate parking to accommodate all employees, students and visitors. It is either too costly or logistically impossible to rectify these situations once the buildings are built.

In summary, we have learned that parking is sorely lacking on this campus. We receive countless complaints and review many appeals to parking citations from faculty, staff, and students who have been cited because they parked illegally as a last resort. We believe the emphasis should be on peripheral parking and expect that if we make these parking areas safe, functional, and accessible by shuttle bus, we can encourage their frequent use.



2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to establish an Ad Hoc Safety Committee, with the membership and charge indicated below:

MEMBERSHIP
==========

Mike Gaffney
Associate Professor
Alaska Native Studies

Otto Marinen
Associate Professor
Political Science/Justice

John Morack
Professor
Physics

Nag Rao
Professor
Sociology

CHARGE
=======

To advise the UAF Faculty Senate as to the current and any proposed changes in the state of campus safety. This committee is to recommend changes that can be forwarded to the administration for possible implementation.

EFFECTIVE: Immediately

12-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

MOTION PASSED AS AMENDED (unanimous aproval)
==========

The UAF Faculty Senate moves to endorse the following Operating Procedures for the UAF Governance Coordinating Commission which replaces the UAF Assembly.

UAF GOVERNANCE COORDINATING COMMISSION

PROCEDURES

ARTICLE I Name

Sect. 1. The name of this organization shall be the UAF Governance Coordinating Commission

ARTICLE II Purposes, Responsibilities, and Authority

Sect. 1 The purposes of the UAF Governance Coordinating Commission are:

A. The body will exist for the express purpose of coordinating unified action from the individual governance bodies and to establish conference committees to address issues of common concern.
B. Provide a mechanism of communication between the governance bodies.
C. Set up conference committees to consider issues affecting multiple constituencies. The committees will report to the UAF Governance Coordinating Commission and their respective governance bodies.
D. Appoint members to permanent committees ensuring that there is representation from each of the governance constituencies, exceptions will be made when agreed upon by all constituencies.
E. The body coordinates recommendations from the committee.
F. The body will recommend the academic calendar.

ARTICLE III Membership

Sect. 1 The UAF Governance Coordinating Commission will consist of the president and president-elect, or their designee, of the three governance bodies. In the case of ASUAF, the senate president will

serve on the UAF Governance Coordinating Commission. (For the purpose of identifying membership, the three governance bodies are the Associated Students of the University of Alaska Fairbanks, Faculty Senate, and Staff Council.)

ARTICLE IV Leadership

Sect. 1 The chairperson of the UAF Governance Coordinating Commission will be elected from its members for a one-year term. The election will occur at the last UAF Governance Coordinating Commission meeting of the academic year.

ARTICLE V Committees

Sect. 1 The conference committees of the UAF Governance Coordinating Commission shall include:

Academic Computer Users Committee
Budget Committee
Committee on Transportation and Campus Security
Intercollegiate Athletics Committee
Library and Information Technology Users Committee
Rural Affairs Committee
UAF Grievance Council

Sect. 2

A. Conference committees shall have at least one representative from each of the governance constituencies, exception will be made when agreed upon by all constituencies.
B. Terms of all conference committee members will be one year for students and two years for faculty and staff.
C. Committee chairs will be elected from and by the respective committees.
D. Committee chairs shall forward committee business to the UAF Governance Coordinating Commission for disposition.
E. Policy items from the conference committees must be forwarded to the individual governance bodies for action.
F. In addition to the committees' specific charges, the primary responsibility of the committees are formulation and oversight of university-wide policies under the purview of each committee.
G. Committees will meet at least monthly during the academic year.
H. The chairs of the conference committees will report recommendations at the monthly UAF Governance Coordinating Commission meetings.

Sect. 3 Conference Committees Charges

A. Academic Computer Users Committee

The charge of the Academic Computer Users Committee shall be to:

1. review and assess the academic computing needs of the University of Alaska Fairbanks.
2. plan towards improving the academic computer capabilities at the University of Alaska Fairbanks.

B. Budget Committee

The Charge of the UAF Budget Committee shall be:

1. follow and study the annual budget development, including methods of determining budget allocations among and within the Major Administrative Units of the University of Alaska.
2. conduct hearings on the UAF budget as deemed appropriate or necessary.

C. Committee on Transportation and Campus Security

The charge of the Committee on Transportation and Campus Security shall be to:

1. act as the reviewing authority of the Department of Security operations, including policy, practices, personnel, and public safety.
2. oversee transportation system policies at UAF; e.g. mass transit, parking and traffic.
3. serve as an appeals board, deciding appeals regarding motor vehicle citations and privileges

D. Intercollegiate Athletics Committee

The charge of the Intercollegiate Athletic Committee shall be to:

1. exercise oversight of the direction of the Intercollegiate Athletics Program.
2. investigate compliance with NCAA and conference regulations.
3. participate in the evaluation of intercollegiate programs

E. Library and Information Technologies Users Committee

The charge of the Library and Information Technologies Users Committee shall be to:

1. review Library and Media Services plans and acquisitions.
2. advise on the application of technological innovations for the Library/Media Services.

F. Rural Affairs

The charge of the Rural Affairs committee shall be to:

1. oversee the general welfare of the UAF community not residing on the Fairbanks campus.
2. monitor all activities affecting compliance with the Rural College mission statement of the University of Alaska Fairbanks.

G. UAF Grievance Council

The UAF Grievance Council will administer grievance procedures and make recommendations in compliance with University grievance policy and regulations.

Sect. 3 Ad Hoc Committees may be established as demand warrants.

ARTICLE VI Meetings

Sect. 1 The UAF Governance Coordinating Commission will hold monthly meetings during the academic year.

ARTICLE VII Quorum

Sect. 1 A quorum will constitute at least one member from each of the governing bodies.

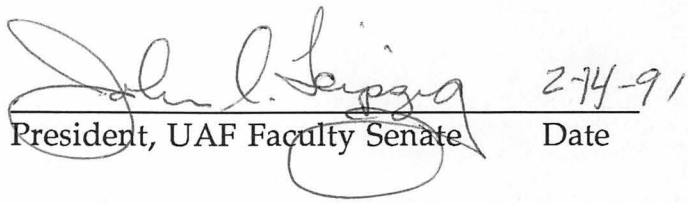
ARTICLE VIII Parliamentary Authority

Sect. 1 The parliamentary authority shall be the latest edition of Robert's Rules of Order.

ARTICLE IX Amendments

Sect. 1 Amendments to the Procedures require a two-thirds vote from each of the three governing bodies.

Sect. 2 Amendments to the Procedures shall be forwarded to the Chancellor's office for approval.



President, UAF Faculty Senate 2-14-91 Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate confirm the slate of candidates for President-Elect as follows:

John Lehman
Associate Professor
Business Administration

Tim Tilsworth
Professor
Civil Engineering

The election of the President-elect will occur during the March 18th, 1991 meeting with the designee beginning office at the start of New Business at the April 15th, 1991 meeting.

John Longo 2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate establish an Ad Hoc committee to discuss faculty involvement in the selection of Deans/Directors and Vice-Chancellors.

EFFECTIVE: Immediately

RATIONALE: The faculty desire that policy reflect the formal degree of faculty involvement in the selection of Deans/ Directors and Vice-Chancellors.

2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to refer action on PERS/TRS changes to the Legislative & Fiscal Affairs Committee.

2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED AS AMENDED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate recommend that any FY92 pay increase in excess of 3% be applied to the protection of real income as an across-the-board percentage increase to the base.

RATIONALE: In accordance with Regent's Policy we are exercising our collective judgement as to where this extra money should be spent.

2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate refer the issue of Emeritus Status policy to the Faculty Affairs Committee.

John L. Lansing 2-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #24 on February 11, 1991.

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate refer the issue of EEO/AA review officer to the Faculty Affairs Committee.

12-14-91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate formally requests faculty input through their representatives to the chancellor search process.

RATIONALE: The faculty have a responsibility to input their concerns to the chancellor search process. Because this is a relatively new process for UAF, this resolution is intended to remind the faculty of their responsibility

12-20-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to have the Administrative Committee fully represent and act in the stead of the Senate, until the next scheduled Senate meeting, in the matter of the Faculty Senate input into the Chancellor search.

RATIONALE: The time-line for the chancellor search process is such that the Chancellor Search Committee will need organized input from the Faculty Senate prior to that body's next meeting. The Administrative Committee has sufficient representation to effect the required input.

12-20-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate ratifies the election of two individuals selected on the basis of the following ballot.

BALLOT

FACULTY APPEALS COMMITTEE

Please vote for **TWO** individuals to serve on the Faculty Appeals Committee for promotion and tenure.

Sukumar Bandopadyhay
Associate Professor of Mining Engineering
School of Mineral Engineering

Kenneth Krieg
Associate Professor/Livestock Specialist
Cooperative Extension Service

** Janis Lull
Assocciate Professor of English
College of Liberal Arts

** Nagabhaushana M.S. Rao
Professor of Sociology
College of Rural Alaska

Frank Wooding
Professor of Agronomy
School of Agriculture and Land Resource Management

Current Membership:

John Aspnes, SOE (91)
Professor of Electrical Engineering

Joseph Niebauer, IMS (91)
Professor of Marine Science

*Robert White, IAB (91), Chair
Professor of Zoophysiology & Nutrition

** Newly elected members.

12-20-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to amend the Associate of Applied Science degree requirements to the following:

		CREDITS
COMMUNICATION		
English 111 and English 211, 212*, or 213		6
Speech Communication 131 or 141		3
MATHEMATICS OR NATURAL SCIENCE		
A math or natural science at the 100 level or above		3
HUMANITIES, SOCIAL SCIENCES, MATH, NATURAL SCIENCE OR PERSPECTIVES ON THE HUMAN CONDITION		3
MAJOR SPECIALTY	at least	30
ELECTIVES		15
MINIMUM CREDITS REQUIRED FOR AAS DEGREE		60

Note: Students planning to go on to the baccalaureate degree need to work closely with their advisor and are encouraged to select courses meeting core requirements, and courses designated within majors and minors.

**English 212 does not fulfill the second half of the written communication requirement for the baccalaureate degree.*

EFFECTIVE: Fall 1991
Upon Chancellor's Approval

12-20-90

President, UAF Faculty Senate Date

ORIGINAL

APPROVED: Patrick J. O'Rourke DATE 1/7/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED (19 ayes, 7 nays)
==========

The UAF Faculty Senate moves to amend the Associated Applied Science degree requirements to require that all credits must be at 100 level or above.

EFFECTIVE: Fall 1991
Upon Chancellor's Approval

12-20-90
President, UAF Faculty Senate Date

see note + attached memorandum

APPROVED: Patrick J. O'Rourke DATE 1/7/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

Recognizing that this action represents an item of controversy between SCCEP & the Rural college versus the rest of the University, I have approved this motion only after further looking into the issue. I assure you this is NOT a University/community college difference and this motion brings our AAS degree more in line with national practice. Please see the attached memorandum for further explanation.

Pat O'Rourke
1/7/91

Office of the Chancellor
(907) 474-7112
FAX (907) 474-5213

UNIVERSITY OF ALASKA FAIRBANKS
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: John Leipzig, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: January 8, 1991

RE: SENATE MOTION REVISING AAS DEGREE TO REQUIRE ALL CREDITS AT THE 100 LEVEL OR ABOVE

I have approved the senate motion requiring that all credits for the Associate in Applied Science degree be at the 100 level or above. After further research into this issue, I am convinced that this action will align the University with national practice. Attached is the policy statement on the Associate in Applied Science degree established by the *American Association of Community and Junior Colleges.* Please note Policy Statement #5 on the second page of the document. This statement clearly indicates that "Remedial and developmental work should be in addition to the collegiate level requirements of the degree program . . . " but suggests that such developmental or remedial work be taken concurrently with skill training. The statement seems unequivocal, but Linda Schon contacted a number of community colleges to ascertain their practices. We found no cases where developmental coursework counted toward the AAS degree in these community colleges. The respondents indicated that they were not aware of any such trend in postsecondary education.

It is important to realize that this is not an issue between the former community colleges and the University. Rather, we now bring our Associate in Applied Science degree in line with national practices of the *American Association of Community and Junior Colleges*. Please disseminate this information widely so no one misunderstands the issue.

I would also ask that you note Policy Statement #7 regarding the general education component and related studies section of the Associate in Applied Science degree. I am not sure if our current model embraces this policy statement but would suggest that it be reviewed with an eye toward assuring that it does.

PJO'R/clb
Attachment

cc: Gerald Mohatt, Dean
College of Rural Alaska

Patricia A. Book, Dean
School of Career and Continuing Education

Janice M. Reynolds
Vice Chancellor for Academic Affairs

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves to add the following section to the UAF policy on Department Heads:

Section G - Acknowledgement for Department Head Duties

A Department Head's duties may be acknowledged through release time, remuneration, and/or their service component of their faculty duties. Any acknowledgement must be agreed upon between the Department Head and the Dean and must be consistent with UAF and Board of Regent's policies.

RATIONALE: The Faculty desire the practices by which Department Heads are acknowledged for their service to also appear in the document.

John Dempsey 12-20-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 12/21/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the following guidelines for Faculty Role in the Evaluation of Administrators

1. All faculty in a given administrative unit will have the opportunity to provide anonymous written input into the evaluation of their dean or director, associate dean or director, deputy director, and department head. In small units, interviews with individual faculty members may also be appropriate.

2. A representative sample of faculty will be asked to provide written input into the evaluation of the Vice Chancellor for Academic Affairs and the Vice Chancellor for Research. The Faculty Senate and its leadership will be included in this sample, as well as any ad hoc groups and individuals who have worked closely with the administrators during the time covered by the evaluation.

3. In each evaluation cycle, a uniform procedure will be used in all academic units to obtain faculty input.

4. The procedure for evaluation of the Chancellor is codified in Board of Regents' policy. The Faculty Senate urges the Regents and the President to consult with faculty as a crucial part of this evaluation.

5. The administrative characteristics that faculty will have the opportunity to comment upon will include at least the following:

   Administrative Tasks
   - Building and maintaining excellence
   - Resource allocation

   Leadership
   - Maintenance of strong faculty morale
   - Problem resolution
   - Delegation of duties to appropriate colleagues
   - Building a team
   - Providing a means to involve department heads and other faculty in decisionmaking

ORIGINAL

Skills as a mediator between faculty and
administration/community/legislature
General leadership abilities

Academic Contributions

General Comments

RATIONALE: The faculty desire a set of guidelines in policy describing the faculty role in the evaluation of administrators.

12-20-90

President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 12/21/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to request that the Vice Chancellor for Academic Affairs begin the election of all Department Heads in accordance with the procedures recently approved in the UAF policy on Department Heads.

RATIONALE: This resolution specifically requests Department Head elections during the Spring Semester of 1991.

12-20-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

RESOLUTION PASSED AS AMENDED (unanimous approval)
==========

BE IT RESOLVED , That the UAF Faculty Senate renews its support for "a system of faculty awards to recognize significant accomplishment in teaching and/or research" by requesting that the Vice Chancellor for Academic Affairs and the Vice Chancellor for Research establish awards for distinguished teaching and research, with funding from their offices and following procedures developed by representative faculty committees.

RATIONALE:

1. On February 1, 1984, the Fairbanks Assembly approved unanimously a motion including this recommendation:
"A system of faculty awards shall be established to recognize significant accomplishment in teaching and/or research. Awards shall be given to 12 or 2% of the faculty, whichever is greater. Nominations may be made by any member of the UAF community to the Chancellor. Awards shall be granted by the Chancellor. (Recommendation #7)

2. In September, 1984, then Vice Chancellor for Academic Affairs William Phillips asked the Committee on the Evaluation of Teaching Effectiveness to prepare a proposal for a program of awards for teaching excellence at UAF.

3. In April, 1985, the Committee recommended an annual award for teaching excellence, and outlined a process to solicit nominations, evaluate nominees, and honor recipients.

4. Subsequent action by the Assembly and Chancellor in 1988 established a UAF merit awards program, in each school and college. This program does not satisfy the intent of the 1985 committee to make a small number of awards annually to distinguished UAF faculty in teaching and/or research.

5. UAF lacks an institution-wide focus on excellence in teaching and research, which will recognize the extraordinary contributions of our faculty while spurring continued creative efforts.

12-20-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate requests that the Vice Chancellor for Academic Affairs ensure that future faculty letters of appointment which indicates nature of the faculty's duties reads: Teaching, research and service as assigned [after faculty consultation].

RATIONALE: [Added language] is more in keeping with the actual process and the collegial atmosphere we wish to foster at UAF.

12-20-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves that when the nature of a faculty member's duties significantly changes during the course of a year, the faculty member will have the right to ~~renegotiate a new workload distribution form.~~ request that a new workload distribution form replace the current year's workload distribution. Such requests, if accurate, will be honored by the cognizant Dean's office

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: A policy is needed to allow for a faculty member's workload to reflect agreed upon alterations since the workload is a key component in the promotion, tenure, and retention of a faculty member.

[signature] 12-20-90
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED [signature] DATE 1/7/91
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate endorses a survey of baccalaureate degree recipients.

EFFECTIVE: Immediately

RATIONALE: Such an instrument complements the faculty opinion survey recently undertaken for the UAF Self-Study. The proposed survey provides information about students' overall experience at UAF just prior to graduation, and it supplements the formal student process (Student Opinion of Instruction) currently in place.

12-20-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to accept the following Associate of Arts degree requirements:

ASSOCIATE OF ARTS REQUIREMENTS

The Associate of Arts degree represents the completion of broad-based college study. This degree may serve as a starting point for your career or as a stepping stone to a baccalaureate program. You may earn only one A.A. degree.

Distribution of Credits
All credit for the A.A. degree must be at the l00-level or above with 20 credit at the 200-level or above, and be distributed as follows:

Communication (9 credits):	Credits
English 111 and English 211, 212*, or 213	6
Speech 131 or 141	3
Mathematics and Natural Science (10 credits):	
Math 131 or a course in calculus (Math 162, 200, 201, 202, 272, or any math course having one of these as a prerequisite)	3
A 4-credit course, with laboratory, from approved natural science core courses	4
An additional 3 credits in either mathematics or natural science, with a "m" or "n" designation	3
Humanities and Social Science (18 Credits):	
The five lower-division courses in '"Perspectives on the Human Condition" (Individual and Society, Political Economy, Modem World History, World Literatures, and Aesthetic Appreciation)	15
An additional 3 credit in either humanities or the social sciences, with an "h" or "s" designation	3

(Two semester-length courses in a single non-English language taken at the university level may substitute for one of the required courses in "Perspectives on the Human Condition" and the three-credit elective.)

ORIGINAL

Library and Information Skills (0-1 credit):
Successful completion of library skills competency test, or LS 100, or LS 101 0-1

It is strongly recommended that this requirement be completed before enrolling in, or concurrently with 200-level English courses.

General Electives (22-23 credits):
Any combination of courses 22-23

Students planning to go on to the baccalaureate degree are advised to select courses meeting remaining core requirements, and courses designated within majors and minors.

Total Credits 60

Residency requirement: Fifteen of the last 30 credits must be taken in residence.

**English 212 does not fulfill the second half of the written communication requirement for the baccalaureate degree*

12-20-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 1/7/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #23 on December 17, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the following Core Curriculum Transition Policy.

The core curriculum applies to all students (new freshmen and transfer students) admitted to and enrolling in baccalaureate degree programs at UAF in the fall semester, 1991, and thereafter.

RATIONALE: A statement is needed specifing the UAF student's to which the new Core curriculum applies.

John Sampson 12-20-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 12/29/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The Administrative Committee on behalf of the UAF Faculty Senate passed the following motion at a meeting on December 18, 1990. No objections were received during a review period which ended January 11, 1991.

MOTION
=======

The UAF Faculty Senate moves that, all core courses shall be designated by discipline or department identifiers in the catalog. Identification of core courses in the catalog by means other than departmental identifiers is encouraged.

RATIONALE: Curricular Affairs believes that all courses should be associated with a home department or discipline.

1-16-91
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 1/30/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The Administrative Committee on behalf of the UAF Faculty Senate passed the following motion at a meeting on December 18, 1990. No objections were received during a review period which ended January 11, 1991.

MOTION
=======

The UAF Faculty Senate moves to amend the policy regarding effective date of degree requirements.

A student admitted to or transferring between an associate or baccalaureate degree program at UAF, regardless of major, may complete degree requirements that are in effect in any one of the academic years in which he/she is enrolled as a degree student. Only degree requirements in effect within seven academic years prior to the student's graduation date may be used.

RATIONALE: Currently student's are subject to requirements in the catalog of the year they graduate or the year they elect their major (1990-91 Catalog p. 25), thus students currently enrolled in a degree program who have not declared major's would fall under provisions of the new baccalaureate. core curriculum. Revision enables such students to graduate under existing degree requirements. It also clarifies for all student's the requirements that apply to them.

_____ 1-16-91
President, UAF Faculty Senate Date

APPROVED: _____ DATE 2/6/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm as the Cooperative Extension Service representative to the University-wide Promotion/Tenure Committee:

Dennis Crawford
Associate Professor
Extension 4-H

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the membership on the Core Review Committee, a subcommittee of Curricular Affairs, as follows:

Behavioral Sciences	Nagabhushana Rao Professor, Sociology
Business/Engineering	To be determined
English	Roy Bird Associate Professor, English
Humanities	John Duff Associate Professor, Music
Math	Bob Piacenza Professor, Mathematics
Natural Sciences	John Olson Professor, Physics
Speech:	Marcia Stratton Instructor, Speech Communications
Undergraduate Student:	Afroz Khan

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (w/3 abstensions)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the membership on the Fact Finding Committee on Overhead Recovery as follows:

College of Liberal Arts:	Ken Barrick Assistant Proessor Geography
College of Natural Sciences:	James Sedinger Associate Professor, Wildlife Ecology
College of Rural Alaska:	Not rec'd as of 11/8/90
Cooperative Extension Service:	Tony Gasbarro Associate Professor Forestry
School of Agriculture and Land Resource Management:	Not rec'd as of 11/8/90
School of Career and Continuing Education	John Daly Associate Professor Aviation Technology
School of Engineering:	Edward Brown Professor Microbiology
School of Fisheries and Ocean Sciences:	Thomas Royer Professor Marine Science
School of Management:	Kelley Pace Associate Professor Business Administration
School of Mineral Engineering:	Scott Huang Associate Professor Geological Engineering
Administration Rep.	Not rec'd as of 11/8/90

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to join with the staff and students to establish immediately a task force to review and make recommendations on the public safety issue at UAF.

11-14-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the following guidelines for writing intensive courses:

A. GENERAL GUIDELINES FOR 3-CREDIT COURSES WITH "W" DESIGNATOR

1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"- designated courses.

2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]

3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.

4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.

5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

B. GUIDELINES FOR THE "W" DESIGNATOR IN TECHNICAL COURSES

1. In order to ensure that technical disciplines can meet the goals of the writing intensive requirements without compromising the technical quality of their courses, such disciplines may substitute longer courses or a series of courses (typically 1-credit labs) for each of the two necessary 3-credit writing intensive or "W"-designated courses. Courses meeting all the general guidelines will, of course, also be acceptable.

ORIGINAL

2. The longer course option allows the "W" designator for a 4- or 5-credit course in which written material comprises a portion of the grade equivalent to "a majority" of a 3-credit course. The course must also meet the other general guidelines.

3. The series option allows a student to replace one or both 3-credit "W" courses with a series of courses, each of which may be less than three credits--e.g., a series of 1-credit or 1-credit-equivalent laboratories. Each series, however, must sum to the equivalent of at least one 3-credit "W"-designated course. The initial course in the series will be designated "W1" and, while less than three credits, will fulfill all the other general requirements for a "W." The subsequent courses will base a majority of the grade on written material. Students must take the "W1" course before taking the other courses in the series.

** To grade a course on written work means to use the student's written work as the basis for his or her grade. Written work is graded mainly on content and organization, with tone, word choice, sentence structure, grammar, punctuation, and spelling accounting for a smaller fraction of the grade.

11-17-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 11/29/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to establish the following transfer guidelines for UAF core curriculum requirements:

TRANSFER GUIDELINES

The following table specifies courses completed at other institutions which may substitute for UAF's core curriculum requirements.

Table of Substitutions

Core Curriculum Courses	Courses which Transfer as
Math 131	a 100-level/above mathematics course
Math 162, 200, 201, 202, 272	a calculus course at the 100-level/above
English 111	The Required First Semester Freshman (100R) composition course at the 100-level. Must be Basic Freshman Composition & Not Developmental (100R)
English 211/213	the second half of the introductory composition series (requiring a research paper) at the 100-level or above
Speech 131/141	a 100-level/above course in fundamentals of oral communication which requires a formal presentation to an audience
Natural sciences, 8 credits	courses in a basic natural sciences--biology, chemistry, earth sciences, physics--with labs, at the 100-level/above
PERSPECTIVES ON THE HUMAN CONDITION	
Modern World History	a Western or non-Western civilization course covering a period of time from 1800 to the present at the 100-level or above
Political Economy	a lower-division course in political science or economics

ORIGINAL

Individual, Society & Culture	a foundation course in sociology, social/cultural anthropology, or social psychology, at the 100-level/above
World Literatures	a literature course taken at the 200-level/above
Aesthetic Appreciation	an appreciation course in art, drama, or music at the 100-level/above
Values and Choice	an upper division course in ethics

EFFECTIVE: Fall 1991
Upon Chancellor's Approval

RATIONALE: A simple system is needed to evaluate transfer credits, and to clarify equivalent meanings of core curriculum courses for UAF students transferring elsewhere.

11-14-90
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J. O'Rourke DATE 11/29/90
Chancellor's Office

As originally written, the motion would have permitted Developmental English course at the 100 level to be used in fulfillment of the requirement

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to amend the Bachelor of Science degree requirements to the following:

CORE CURRICULUM REQUIREMENTS	38-39 credits
Communications English 111 and English 211 or 213 Speech communications 131 or 141	9 credits
Humanities and Social Sciences Perspectives on the Human Condition, 6 courses or 4 courses plus two semester-length courses in a - single non-English language taken at the university level	18 credits
Library and information skills Successful completion of library skills competency test or LS 100/101	0-1 credits
Mathematics Math 131 or a course in calculus (Math 162, 200, 201, 202, 272 or any math course having one of these as a prerequisite)	3 credits
Natural sciences Two 4-credit courses, with labs, from approved natural science core courses with depth or breadth emphasis	8 credits
Two designated writing intensive courses and one oral communication intensive course at the upper division level	O adt'l credits
BACHELOR OF SCIENCE DEGREE REQUIREMENTS	81-82 credits

Complete the following in addition to the core:

Natural sciences A one-year sequence in one natural science. The total of natural science courses used to satisfy this requirement as well as the core requirement shall represent at least two different natural sciences.	8 credits

beyond the core FAOR

ORIGINAL

Mathematics	3 credits
The Baccalaureate Core shall include a calculus course of at least 3 credits. In addition, a 3 credit course in mathematics, computer science or statistics is required.	
Minor complex (optional)*	0-15 or more credits
Major complex*	at least 30 credits
Electives	25-40 credits
Minimum credits required for degree	*120 credits

Of the above, at least 39 credits must be taken in upper division (300-level or higher) courses.

Only courses beyond 30 credits in a major complex and 15 credits in a minor complex may be used to fulfill the humanities, social sciences, mathematics, or natural science requirements.

*Departmental requirements for majors and minors may exceed the minimums indicated and most BS degree programs require 130 credits. Specific requirements are listed in the Degrees and Programs Section of the catalog.

EFFECTIVE: Fall 1991
Upon Chancellor's Approval

11-14-90
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J. O'Rourke DATE 11/29/90
Chancellor's Office

Editorial change to clarify.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to amend the Bachelor of Arts degree requirements to the following:

CORE CURRICULUM REQUIREMENTS	38-39 credits
Communications English 111 and English 211 or 213 Speech communications 131 or 141	9 credits
Humanities and Social Sciences Perspectives on the Human Condition, 6 courses or 4 courses plus two semester-length courses in a - single non-English language taken at the university level	18 credits
Library and information skills Successful completion of library skills competency test or LS 100/101	0-1 credits
Mathematics Math 131 or a course in calculus (Math 162, 200, 201, 202, 272 or any math course having one of these as a prerequisite)	3 credits
Natural sciences Two 4-credit courses, with labs, from approved natural science core courses with depth or breadth emphasis	8 credits
Two designated writing intensive courses and one oral communication intensive course at the upper division level	O adt'l credits
BACHELOR OF ARTS DEGREE REQUIREMENTS	81-82 credits
Complete the following in addition to the core:	
Humanities and Social Sciences Any combination of courses at the lOO-level or above, with a minimum of 6 credits in the humanities and a minimum of 6 credits in the social sciences. OR UP TO 12 CREDITS IN A NON ENGLISH LANGUAGE TAKEN AT THE UNIVERSITY LEVEL AND A MINIMUM OF 6 CREDITS IN SOCIAL SCIENCE. (OR)	18 credits

ORIGINAL

Mathematics One course at the lOO-level or above in mathematical sciences (math., c.s., statistics)		3 credits
Minor complex*	at least	15 credits
or		
Foreign/Alaska Native language option Two years study of one foreign or Alaska Native language at the university level (high school language credits or native language proficiency may allow students to begin at the intermediate or advanced level)		12-18 credits
Major complex*	at least	30 credits
Electives		12-19 credits
Minimum credits required for degree		120 credits

Of the above, at least 39 credits must be taken in upper division (300-level or higher) courses.

~~Only~~ courses beyond 30 credits in a major complex and 15 credits in a minor complex ~~or non-English language may~~ be used to fulfill the humanities, social sciences, mathematics, or natural science requirements. WHICH ARE NOT IN THE PRIMARY DISCIPLINE OF THAT MAJOR OR MINOR MAY

*Departmental requirements for majors and minors may exceed the minimums indicated. Specific requirements are listed in the Degrees and Programs section of the catalog.

EFFECTIVE: Fall 1991 - Upon Chancellor's Approval

RATIONALE: See attached

11-14-90
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J. O'Rourke DATE 11/29/90
Chancellor's Office
see attached memo for explanation

ORIGINAL

JUSTIFICATION FOR CHANGE

Change in BA requirements is necessary in order to articulate this degree with the new baccalaureate core curriculum. Nineteen faculty members, representing departments offering the BA degree, met three times in May to develop a proposal. This was distributed to faculty in June. Based on comments from faculty throughout the university, the proposal was revised slightly and presented to a general meeting of some 60 faculty, held October 18th. There was consensus in support of the revision to degree requirements.

Humanities and Social Sciences:

Because sufficient breadth in humanities and social sciences instruction will be available in the "Perspective on the Human Condition," students should have the freedom to develop depth within one or two disciplines, or take courses from several disciplines based on interest.

Mathematics:

Logic has been removed from the mathematics requirement because Philosophy 204 is now taught as a course in critical thinking, instead of symbolic logic.

Minor/non-English language option:

Faculty continue to see value in the minor requirement. The consensus of faculty opinion is that study of a foreign or Alaska Native language should be encouraged strongly, but not required.

Minimum credits:

Because the core curriculum contains only one upper-division course, and because most students electing the foreign/Alaska Native language option would take lower-division courses, faculty believe the upper-division requirement should be reduced from 48 to 39 credits.

Double counting:

Current catalog language is unclear as to the circumstances under which double counting is permitted. The revision clarifies this point.

Office of the Chancellor
(907) 474-7112
FAX (907) 474-5213

UNIVERSITY OF ALASKA FAIRBANKS
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: John Leipzig, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: November 29, 1990

RE: BACHELOR OF ARTS--GENERAL REQUIREMENTS

I have approved the attached motion regarding the Bachelor of Arts general degree requirements with two minor modifications. However, I do so with a degree of reluctance and reticence as it pertains to the lack of a requirement in a non-English language. On one hand, I believe very strongly that the world of tomorrow is going to require a greater level of foreign language proficiency. Therefore, our Bachelor of Arts degree should require such proficiency through at least the intermediate level. On the other hand, I strongly believe that curricular affairs is largely the purview of the faculty. Therefore, such consensus should prevail.

In approving the motion, I have leaned toward this latter value. The University of Alaska Fairbanks, however, is now among a minority of institutions which do not require a second language as part of their Bachelor of Arts degree programs. Only 38% of state universities do not have such a requirement--62% do. This 62% has grown dramatically over the past five years. Actually, it has almost doubled during that period of time indicating that the recent trend has been one which has leaned toward re-establishing such second language requirements. I assume you are aware of this information and that the debate has already taken place. Thus, I let the action stand on the principle I cited above.

Regarding the minor modifications, by specifically indicating under the *Humanities* that a non-English language could prevail, we encourage students to consider such an option within the *Humanities*. My modification does not change the 18 hour requirement but indicates to students that such an option could be used in fulfillment of the requirement. Thus, this will permit a student to still take a minor if he/she chooses.

I appreciate the efforts to clarify where coursework could be double counted, but in the process of clarifying it, we now state that coursework in the major, above 30 hours, may be used in fulfillment of the other requirements. I do not believe this is a good practice nor necessarily in accord with national standards. I have attempted to modify it further in order to clarify that those non-specific disciplinary courses, which may be required by a major complex, could be counted in fulfillment of the other requirements. For example, under psychology, *Sociology 101* and *Anthropology 242* (although specified by the department) could be used in fulfillment of other degree requirements because there are not specific psychology courses.

PJO'R/clb
Attachment

cc: Janice Reynolds
Vice Chancellor for Academic Affairs

Ann Tremarello, Director
Admissions and Records

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

MOTION PASSED (unanimous approval)
==========

ORIGINAL

The UAF Faculty Senate moves to amend the Bachelor of Business Administration degree requirements to the following:

CORE CURRICULUM REQUIREMENTS	38-39 credits
Communications English 111 and English 211 or 213 Speech communications 131 or 141	9 credits
Humanities and Social Sciences Perspectives on the Human Condition, 6 courses or 4 courses plus two semester-length courses in a - single non-English language taken at the university level	18 credits
Library and information skills Successful completion of library skills competency test or LS 100/101	0-1 credits
Mathematics Math 131 or a course in calculus (Math 162, 200, 201, 202, 272 or any math course having one of these as a prerequisite)	3 credits
Natural sciences Two 4-credit courses, with labs, from approved natural science core courses with depth or breadth emphasis	8 credits
Two designated writing intensive courses and one oral communication intensive course at the upper division level	O adt'l credits
B.B.A. DEGREE REQUIREMENTS	91-92 credits
Complete the following in addition to the core:	
Mathematics: MATH 161 Algebra for Business and Economics (Math 162 should be taken to complete the mathematics requirement for the core.)	3 credits

ORIGINAL

Social Science and Statistics (10 credits):	
STAT 201 Elementary Probabilities and Statistics	3 credits
ECON 200 Principles of Economics	4 credits
ECON 227 Intermediate Statistics for Economics and Business	3 credits
Common Body of Knowledge (31 credits):	
ACCT 101 and 102 Elementary Accounting	6 credits
AIS 310 Management Information Systems or AIS 316 Accounting Information Systems	3 credits
BA 325 Financial Management	3 credits
BA 330 Legal Environment of Business	4 credits
BA 343 Principles of Marketing	3 credits
BA 360 Production/Operations Management	3 credits
BA 390 Organizational Theory and Behavior	3 credits
BA 462 Administrative Policy	3 credits
ECON 324 Intermediate Macroeconomics or ECON 350 Money and Banking	3 credits
Major complex*	30 credits
Minor complex** (optional)	~~0~~ 15 credits or more
Electives	13 or more credits
Minimum credits required for degree	130 credits

*Departmental requirements for majors may exceed the minimum indicated. Specific requirements are listed in the Degrees and Programs section of the catalog.

**The minor must be selected outside of the School of Management. Requirements for minors may exceed 15 credits. Specific requirements are listed in the Degree and Programs section of the catalog.

EFFECTIVE: Fall 1991
Upon Chancellor's Approval

John L Sampson 12-4-90
President, UAF Faculty Senate Date

APPROVED: Patrick J O'Rourke DATE 1/7/91
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to postpone action on the proposed revisions to the AAS degree requirements until until the BT degree requirements are considered by the Senate.

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to postpone action on the proposed revisions to the AAS degree requirements relating to sub-100 level courses until the BT degree requirements are considered.

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (w/ 3 nays, 1 abstension)
==========

BE IT RESOLVED, That it is the intent of the faculty of UAF to cooperate with the other University of Alaska institutions to meet the transfer of credit goals of the University of Alaska Board of Regents.

BE IT FURTHER RESOLVED, That the UAF faculty reaffirms the principle that decisions on degree requirements and other curricular matters are the right and responsibility of the UAF faculty.

RATIONALE: All UAF academic degrees are issued "upon recommendation of the faculty." Academic tradition and integrity dictate that it is the faculty who have the final word in setting degree requirements.

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED AS AMENDED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to endorse the resolution relating to child care submitted by the General Assembly Executive Committee, with the amendments recommended by the UAF Assembly Ad Hoc Committee on Day Care and with the additional recommendation that the needs assessment study take into account the private sector's capacity to provide quality child care.

[ ] = Delete
CAPS = Add

RESOLUTION RELATING TO CHILD CARE:
==========

WHEREAS, Availability of affordable, convenient child care is a significant factor in students' ability to access educational opportunities; and

WHEREAS, Availability of affordable, convenient child care is a significant factor in the productivity and morale of faculty and staff; and

WHEREAS The University of Alaska, as a high profile public employer, should be in a leadership position in responding to the needs of its students and employees; and

WHEREAS, The University of Alaska, as an institution of higher education, should have a heightened social consciousness regarding the importance of early childhood care and education and the important relationship between family and work; and

WHEREAS, The availability of adequate child care is in short supply at every campus within the University of Alaska system;

THEREFORE BE IT RESOLVED, That the General Assembly of the University of Alaska ask the Board of Regents to consider [implementation of a policy statement similar to the following] ADOPTION OF A STATEMENT OF INTENT AS FOLLOWS:

> [It is the policy of the Board of Regents that each University conduct a regular Child Care Needs Assessment Study for each of its' campus sites for presentation and review by the Board. It is the intention of the Board of Regents that if child care needs exist on individual campuses, plans for new facilities or major renovations on the campus may include space allocation for appropriate child care facilities.]

[It is the policy of the Board of Regents that each University conduct a regular Child Care Needs Assessment Study for each of its' campus sites for presentation and review by the Board. It is the intention of the Board of Regents that if child care needs exist on individual campuses, plans for new facilities or major renovations on the campus may include space allocation for appropriate child care facilities.]

THE BOARD OF REGENTS DIRECTS EACH MAJOR ADMINISTRATIVE UNIT TO CONDUCT A CHILD CARE NEEDS ASSESSMENT STUDY WITH ASSISTANCE FROM REGIONAL INSTITUTIONAL RESEARCH AND FACILITIES, PLANNING, AND CONSTRUCTION OFFICES. THE RESULTS OF THE STUDY WILL BE COMPLETED IN TIME FOR CONSIDERATION AT THE APRIL 18-19, 1991* BOARD OF REGENTS MEETING. IT IS THE INTENTION OF THE BOARD OF REGENTS TO CONSIDER CHILD CARE NEEDS AT EACH MAJOR ADMINISTRATIVE UNIT AND TO CONSIDER PLANNING FOR NEW FACILITIES OR MAJOR RENOVATIONS OF EXISTING FACILITIES FOR HOUSING QUALITY CHILD CARE.

*amended per Ann Secrest, Chair
UAF Assembly Ad Hoc Committee on Day Care

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to endorse the following General Assembly action relating to salary enhancement:

"The General Assembly urgently requests that the Board of Regents seek increased funding from the legislature to increase compensation levels of university employees. Sufficient funding should be sought to make university salaries competitive on the open market and to preserve real income. This action is effective October 20,1990."

Rationale: Because of the 4-year salary freeze followed by two years of modest increases, university salaries are below market and have lost ground relative to inflation. As an example, the journal SCIENCE indicates that there will be a shortfall of 9,000 Ph.D's by the year 2000. Combined with the estimate that one-third of all present faculty members will retire during this ten year period, we are facing a period of increased challenges in recruiting new faculty members. The article also shows that 63 % of universities had difficulty recruiting their top candidates in 1990, up from 25% in 1987. In order to maintain quality teaching and research at the university into the next century, it is imperative that immediate steps be taken to keep salary levels fully competitive in this increasingly tight market. Further, the current inflation rate has reached 7% independently of increased fuel costs. The university must preserve the real income of its employees.

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the proposed amendments to Regents' Policy on service criteria for promotion and tenure as follows:

(( )) = deletion
CAPS = addition

REGENTS' POLICY 04.04.05
Faculty Appointment, Review, Promotion, Tenure & Sabbatical Leave, Section A. Evaluation of Faculty, 3.d.

Effectiveness of public service. Demonstrated by such things as: Professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, ELEMENTARY AND SECONDARY SCHOOLS, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards and honors from constituent groups; and reputation among peer deliverers of public service.

11-14-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #22 on November 12, 1990:

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to confirm the Chemistry Department Peer Review Committee indicated below:

Larry Duffy, Chemistry
Claron Hoskins, Chemistry
John Keller, Chemistry
David Shaw, Chemistry
Richard Stolzberg, Chemistry
William Reeburg, IMS/SFOS
Gerald Shields, IAB
Don Button, IMS/SFOS

Effective: Immediately

John Jerpica 11-14-90

President, UAF Faculty Senate Date

RESOLUTION PASSED (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate moves to refer to the Fact Finding Committee on Overhead Recovery the motion to object to the use of overhead funds to fund changes to security and safety at UAF.

11-14-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED AS AMENDED (15 ayes, 12 against)
==========

The UAF Faculty Senate moves to establish a 14-week instructional period for the Fairbanks campus with provision for an additional examination period during each semester.

EFFECTIVE: Fall 1991

RATIONALE: The rational for the 14 week semester was based on the discussions relative to the original motion, and reestablishes the status quo of three years ago. Feedback from the Chancellor and from students indicated the need for a separate examination period, which was not provided for in the original motion approved by the Senate and modified by the Chancellor.

John Jangis OCT 16, 1990
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 11/16/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

N.B. The examination period is in addition to the 14 weeks of instruction PJOR

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to request that the additional instructional days that will occur as a result of a 14-week instructional period be placed at the beginning of the fall semester and at the end of the spring semester.

EFFECTIVE: Fall 1991

RATIONALE: This will allow for a sufficient vacation period during the Christmas break.

John Jorgensen OCT 16, 1990
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 11/16/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

N.B. To the extent that this is possible, it will be done. In finally balancing the calendar, there is a degree of trade-off that is needed between the beginning and end of a semester.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to refer to Curricular Affairs the motion to amend the academic credit hour policy from a minimum of 800 minutes of instruction to a minimum of 840 minutes of instruction and to review the 50 vs. 60 minute hour options for delivery of those contact minutes.

EFFECTIVE: Immediately

RATIONALE: With an anticipated increase in the length of the semester, the University now has the opportunity to examine the issues of how much time is needed to deliver courses.

10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to establish the following policy defining the role and duties of the department head, and to establish the procedures for the election of department heads at the University of Alaska Fairbanks:

The following is a description of the role and duties of the department head, and procedures for the election of department heads at the University of Alaska Fairbanks. The size and composition of departments and programs are defined by each individual college and school.

I ROLE OF THE DEPARTMENT HEAD

A. The department head is the administrative and academic officer of the department and as such has the primary responsibility and authority for: (1) leadership in developing high quality academic programs which fulfill department, college, and university objectives; (2) leadership in the implementation of college and university policies and programs at the department level; (3) leadership in developing resource requests and an appropriate departmental budget; and (4) service on the college/school executive committee.

B. The department head is first a faculty member. The department head is primarily a teacher-scholar serving as a leader of his/her department colleagues. The department head is a role model for faculty responsibility.

C. The department head is responsible for providing mechanisms and processes for members' participation in discussion and decision making within the department. All members of the department should be informed of these mechanisms and processes. Regular meetings should be held for purposes of communicating information, discussing issues, and making decisions on department matters.

D. The department head is expected to communicate faculty perspectives and concerns to the administration and other segments of the community as appropriate. The department head is the primary spokesperson for the faculty of the department. The department head will also convey administration views and concerns to the faculty.

II DUTIES OF THE DEPARTMENT HEAD

The department head is responsible, either directly or by delegation, for performance of at least the specific duties enumerated below (the duties are not prioritized).

A. Academic Programs

1. Initiate, plan, oversee implementation of, and review the preparation and offering of the academic program, after appropriate involvement of members of the department and consultation with the dean.

2. Ensure interdepartmental coordination and cooperation.

3. Take leading role in ensuring academic program quality.

4. Ensure reports are prepared as needed. (A) ENSURE THAT COURSE SCHEDULES ARE PREPARED IN A TIMELY MANNER PJOR

5. Ensure catalog is current.

6. Supervise departmental office and ensure that files and records are maintained.

7. Keep the dean informed of departmental and faculty activities. Act as a liaison with the University community.

B. Personnel

1. Coordinate and evaluate professional activities of all members of the department, to include providing guidance to faculty concerning expectations regarding promotion and tenure. Provide periodic evaluation of faculty performance in accordance with UAF promotion and tenure policy. (B) REQUEST + OBTAIN FACULTY ACTIVITY REPORTS AS APPROPRIATE TO THIS PROCESS. PJOR

2. Provide recommendations for appointments, promotion, sabbatical leaves, tenure and release of faculty after consultation with members of the department.

3. Assign, with faculty consultation, workload in accordance with (C) PJOR UNIVERSITY, college/school policy.

4. Take lead role in departmental faculty and staff recruitment and retention.

5. Provide for the management and supervision of support staff.

6. Appoint appropriate committees within the department.

7. Facilitate support for faculty teaching and research activities. + service

8. Function as spokesperson and advocate for the department, both within and outside the University community.

C. Students

1. Administer the departmental student advisement program and counsel students.

2. Recruit students in cooperation with other members of the department and the dean.

3. Act on student petitions.

4. Provide for the management of student assistants.

5. Address student concerns as appropriate.

D. Budget, Inventory, Facilities, Etc.

1. Initiate resource and budget requests with justifications.

2. Maintain fiscal control of departmental budgets.

3. Serve as a voting member of the college/school budget/executive committee.

4. Ensure upkeep of equipment and facilities assigned to the department.

III ELECTION AND TERMS OF SERVICE OF THE DEPARTMENT HEAD

A. Departments Involved

The procedures will apply to every unit that is considered a department.

B. Eligibility to Vote

All full-time faculty members holding academic rank who are affiliated with the department are eligible to vote. Visiting faculty who are in an academic rank position are eligible to vote.

C. Eligibility to be Nominated and Serve as Department Head

Only tenured members of a department who are eligible to vote are eligible to be nominated and serve as department head. Only in exceptional circumstance, where the majority of the department faculty feel that options are severely limited, should there be deviation from this policy.

D. Procedures for Elections + RATIFICATION PROR

1. By March 15, those faculty in the department who are eligible to vote will establish a list of nominees for department head. The names of the nominees will be placed on an official secret ballot for the department and distributed from the dean's office to those faculty eligible to vote.

2. Faculty members eligible to vote but who are absent because of sabbatical leave, leave of absence, or for other official reasons will be provided with an absentee ballot.

3. Secret ballots are to be cast and. the person receiving a simple majority of the votes cast will be elected. In the case of a tie which cannot be resolved by the voters, the dean shall select the department head from those faculty involved in the tie vote.

4. If no nominee receives a simple majority of the votes, a run-off election of the top two nominees shall be held immediately under the same procedures outlined above. The deadline for accepting ballots for the run-off election will be the last working day prior to April 15.

5. If ratified by the Dean, PPOR Official appointment of the elected department head will be made by the dean by May 15 PPOR

E. Term of Elected Department Head

A department head shall serve for a term of two years, beginning July 1, following his/her election. The department head may continue in the position indefinitely by a simple majority of the voting faculty of the department, ~~subject to~~ and the ratification of the Dean. PPOR

F. Non Ratification of Election, Grievance, Vacancies, Recall

1. In the event a dean does not ratify the department's election of a department head, the dean shall discuss the reasons in writing with the department and hold another election no later than May 1. In the event an impasse develops, final authority to appoint an acting department head for one year shall rest with the Vice Chancellor for Academic Affairs.

2. If an action of the department head is appealed by a simple majority of the eligible voting members of the department and the issue cannot be resolved within the department, the matter shall be referred to the dean for arbitration. If necessary, the dean will refer

the matter to the Vice Chancellor for Academic Affairs. (See Section F.5. for recall procedure.)

3. If the department head's position becomes vacant due to unexpected prolonged leave, illness, death, or other ~~emergency~~ circumstances, the dean shall appoint a department faculty member to act as department head. An election to fill this position will be held the following April 15.

4. The department head shall appoint an acting department head whenever their absence from the department is for a period of less than two months. If this absence extends beyond two months, the procedure defined in Section F.3. above is to be followed.

5. Election of a new department head may be requested by petition to the dean signed by three-quarters of the eligible voting members of the department. After the election, the new department head will take office immediately and serve the unexpired term.

G. Compensation

Department heads' compensation will be based upon a number of factors which include length of the department head's faculty appointment, size of the department, and the complexity of its program. In recognition of the amount of time required to perform in the service component, release time at a minimum of one course per semester, as well as a minimum of one month's additional salary, shall be provided as compensation for all department heads. In cases of larger departments or extraordinary workload, additional compensation may be necessary.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The University has evolved considerably since the last policy and procedures for department heads was promulgated in 1971. That evolution has evidenced a need for certain amplification and clarification of the original document. In addition, a change in perspective of the document, more in consonance with the concept of faculty governance, was needed.

10-16-90

President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: Patrick J. Rourke DATE 11/15/90
Chancellor's Office

A. Indicates Responsibility for Course Scheduling
B. Establishes dep't. heads responsibility + authority for obtaining these reports. This has been an issue with some faculty in the past
C. Workload must also be in accordance with University policy.
D. Clarifies that there is notification required by the dean.
E. Most frequent cause of vacancy is resignation
F. Again clarifies the notification process + Allows Dean to initiate removal, if necessary.
G. Allows 2 additional weeks for department + Dean to work out differences, should they occur.

H. Deleted this section for the following reasons:
1. Compensation policies are set by the Board of Regents on a statewide basis. Thus, such a policy requiring dollars rather than release time would have an impact on UA + UAS as well. Such a policy should be advanced through the General Assembly.
2. There is a monetary impact caused by this section which UAF could not meet. An estimate approximately $387.0. would be required for implementation.
3. Two course releases per year plus one month's salary is excessive for some + small departments.
4. Requirements for paying additional salary limits future flexibility for departmental configurations due to financial considerations.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to postpone the deadline for course and program changes affected by the written communication guidelines for "w" classification, oral communication guidelines for "o" classification, and revisions to the degree requirements affected by implementation of the new core curriculum. These course and program changes must be submitted to the Faculty Senate no later than 5:00 p.m., Friday, November 30, 1990.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: An extension in catalog deadlines has been granted to provide additional time for preparation and approval of core-related course and program changes.

10-16-90
President, UAF Faculty Senate Date

APPROVED: _____ DATE 10-22-90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the following guidelines for oral communication intensive courses:

1. GENERAL GUIDELINES:

   a A minimum of 15% of the final course grade should be based on effectiveness of oral communication. This minimum is proposed so that a student's failure to attend to the oral communication aspects of his or her work in an "O" designated course will have an important effect on his or her final grade for the course, while at the same time not overshadowing the importance of subject matter mastery.

   b. Attention to oral communication in "O" designated courses must be developmental, in that students need the opportunity (i) to receive intermediate instructor assistance in developing presentational competency, (ii) to utilize their communication competency across the span of the semester, not just in a final project, and (iii) to receive instructor feedback on the success of their efforts at each stage.

   c. Exceptions to these guidelines may be made by the ~~CLA~~ Curriculum ~~Council~~ because of unique circumstances in individual departments.

2. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING ORAL COMMUNICATION IN PUBLIC CONTEXTS:

   a. Each student must be involved in the individual preparation and delivery of at least 3 course related presentations of at least 5 minutes duration each, to an audience of at least 12 persons. **

   b. At least one presentation must involve questions from the audience and responses by the presenter.

   c. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

   d. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

e. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

3. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING ORAL COMMUNICATION IN GROUP CONTEXTS:

a. Each student must be involved in at least one ongoing group project or team of 5 to 8 members, with the group spanning 4 to 7 weeks duration. Group projects must be a coordinated, integrated effort by the group members, not simply 5 to 8 individual projects put together.

b. Each student must present both an intermediate and a final presentation on an aspect of the group's work during the span of the project or team.

c. Both presentations must be at least 5 minutes in length, must be given to an audience (e.g., the rest of the class), must be integrated with the presentation of the other group members, and must include additional time for a question and answer period.

d. Each presentation should receive evaluation by the instructor on oral communication competency, as well as on subject mastery. In addition, the instructor should evaluate the degree of coherence in the overall presentation of the entire group. Students should receive both an individual and group grade for the presentation.

e. Students must receive, as part of the course structure, information/instruction on how groups function most effectively, on organization of material for effective presentation, and on development and use of media and visual aids.

4. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING ORAL COMMUNICATION IN TECHNICAL PRESENTATION CONTEXTS:

a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations be to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involve the use of a public address system.

b. All presentations must involve question and answer interaction with at least one assigned respondent, with questions by other audience members encouraged.

c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such video taped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.

d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.

e. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.

f. At least one presentation must involve the development and use of appropriate visual aids, and it is desirable that all presentations do so.

g. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

h. Students must receive, as part of the course structure, information/instruction on effective speaking, effective responding, organization of material for effective presentation, and on development and use of media and visual aids. If thematic panels are used, students should also receive instruction on panel/symposium and moderator techniques.

** Research in Speech Communication, as well as in Social Psychology, shows that in interaction with groups smaller than 10-11 persons, communicators are able to keep track of others as individual persons and to adjust their communication efforts accordingly, much as they do when interacting with only one or two others. In groups of 10-11 or more individuals, this ability rapidly diminishes, so that 12 persons is a recognized minimum audience for developing the competencies needed in public communication contexts, as opposed to those required in small group communication contexts.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: This motion will place into policy the course guidelines necessary to meet the oral intensive requirements for the core.

10-16-90

President, UAF Faculty Senate Date

APPROVED _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J. Kreuk DATE 10/22/90
Chancellor's Office

Please note modifications to section 1C

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves to establish a core review subcommittee of Curricular Affairs which will review core courses after the courses have been reviewed by the appropriate curriculum councils. This subcommittee will replace the CLA and CNS curriculum councils in reviewing courses for oral, written, and natural science core classification.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Such a subcommittee can ensure the appropriate discipline expertise, and is considered a more appropriate review body.

John Dengler 10-16-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 10-22-90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the Master of Arts in Northern Studies degree program.

EFFECTIVE: Upon Board of Regents Approval

RATIONALE: See program proposal

[signature] 10-16-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 10/25/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

APR 30 1990

PROPOSAL FOR MASTER OF ARTS IN NORTHERN STUDIES

Final version

Dean's Office
College of Liberal Arts
University of Alaska Fairbanks

Submitted by Anne Shinkwin,
Dean, College of Liberal Arts

Fall 1989

TABLE OF CONTENTS

I. Cover Memorandum....4

A. Name of Person Preparing Request....4

B. Brief Statement of the Proposed Program and its Objectives....4

C. Approval Signatures....

II. Identification of the Program....6

A. Description of the Program....6

1. Admissions requirements....8

2. Course Descriptions....8

3. Requirements for the Degree with Sample Course of Study and 3-Year Cycle of Course Offerings....9

B. Program Goals....9

1. Evaluation of goals....12

2. Relationship of Program Objectives to "Purposes of the University"....13

III. Personnel Directly Involved with the Program....14

A. List of Faculty....14

B. Administrative and coordinating personnel....18

C. Classified Personnel....18

IV. Enrollment Information....18

V. Need for Program....18

A. Strong Student Interest....18

B. Required for Other UAF Graduate Programs....19

C. Employment Market Needs....22

D. Strong Private Sector and Public Agency Interest....23

VI. Other Justifying Information.....24

VII. Resource Impact.....26

A. Budget.....26

B. Facilities/space needs.....26

C. Credit Hour Production.....26

D. Faculty.....26

E. Library/Media materials.....26

VIII. Relation of Program to Other Programs within the System.....27

A. Lack of Duplication.....27

B. Relationship to Research and Service Activities.....27

IX. Implementation.....27

X. Regents Guideline.....29

XI. Appendices.....31

A. Interest in Northern Studies Program.....32

B. Letters of Support.....35

1. Cover Memorandum

A. NAME OF PERSON PREPARING REQUEST

Anne Shinkwin, Dean, College of Liberal Arts; Claus-M. Naske, Head, History Department; Judith Kleinfeld, Northern Studies Program

B. BRIEF STATEMENT OF THE PROPOSED PROGRAM AND ITS OBJECTIVES

The proposed Master of Arts in Northern Studies will provide graduate academic study of northern policy issues and the cultural, historical, economic, and political contexts of the circumpolar north. This graduate program will enable students who live and work in the North to benefit from the extensive northern expertise and research activities of UAF faculty in the social sciences and humanities; the rich Alaska and circumpolar collections of the UAF library and museum; and the ease of access to northern field sites created by the geographical location of the campus. The Northern Studies graduate program will stimulate scholarship and research in the underdeveloped field of Arctic social science and enable the University of Alaska Fairbanks to achieve the world class stature in the social sciences that it has already achieved in the natural sciences. The program will also provide public service to both agencies and businesses in the North through special workshops and seminars which offer both public and private sector personnel a greater understanding of the problems, policy issues, and opportunities of the Circumpolar North.

The Master of Arts in Northern Studies is a 30-credit interdisciplinary degree program which brings together the disciplines and fields of economics, history, anthropology, psychology, political science, justice, geography, and the humanities in the study of the Circumpolar North. Northern scholars in each of these areas will offer one or more graduate courses which have been developed especially for this graduate program. This interdisciplinary program will be focused and integrated through two required introductory seminars which offer 1) a broad survey of the Circumpolar North and major problem areas and policy issues 2) and introduction to social research methods and bibliographic sources important to the study of the North. Students will select four additional courses from the graduate level social sciences and humanities courses which will comprise the Northern Studies core. Students will also be able to select two or more additional courses from the Northern Studies core, northern languages, or other courses relevant to their professional specialties. A thesis or project will provide students with the opportunity either to do original research on a northern issue or to apply existing knowledge of the Circumpolar North to a problem in their professional fields.

Exploratory student surveys indicate strong demand for Northern Studies graduate courses and for a full Master's program. While many students in such fields as history, political science and geography want to pursue graduate studies focused on the Circumpolar North, the University of Alaska Fairbanks currently offers no graduate degrees in these disciplines.

The Northern Studies program will draw a diverse and distinctive group of graduate students who are committed to the North and who will shape its future. This Master's degree is a classic area studies program which offers a regional specialization to students who want to supplement a traditional disciplinary or professional degree with a deeper understanding of the northern context in which they will apply their specialized skills. In addition to traditional graduate students, the Northern Studies Master's program will attract mid-career professionals who are already engaged in work in a northern environment and who are seeking a broader perspective on immediate problem issues. The Northern Studies program will attract teachers who are teaching Alaska Studies or who want to make such subjects as history and geography more interesting and relevant to Alaska students. The program will attract the large and growing number of commissioned officers at Ft. Wainwright and Eielson Air Force Base who are seeking a Master's degree appropriate to their responsibilities to maintain military preparedness in the Circumpolar North. Specific course offerings, such as a proposed special topics course on the Soviet North, will be of great interest to private and public sector personnel in organizations increasing their relationships with the Soviet Union. The Northern Studies program will also draw graduate students in the social sciences and humanities from other universities in the Circumpolar Studies Network, such as McGill and the University of Copenhagen, who presently do not come to the University of Alaska Fairbanks due to the lack of an appropriate graduate program.

The Northern Studies graduate program will also provide important support to other graduate programs at the University of Alaska Fairbanks. Faculty in scientific and technical graduate programs emphasize that their students are well-prepared in their professional specialty but find themselves unprepared for the political and cultural problems they face when they begin work. The Northern Studies program will especially support the graduate program in Natural Resources Management where a recent curriculum review identified a major need for coursework on northern social and economic issues.

The University of Alaska Fairbanks has the opportunity to attain international stature in Northern Studies. No other Alaska institution offers a graduate program in Northern Studies. A few universities, such as the Scott Polar Research Institute in Cambridge, England and Carleton University in Canada, do offer interdisciplinary Northern Studies programs, but these programs are extremely small. The University of Alaska Fairbanks enjoys cooperative relationships with some of these programs and is establishing such relationships with others. With its large group of northern scholars from various disciplines, its potentially large group of graduate students, it geographic location in the North and its extensive library and museum resources, the University of Alaska Fairbanks has a rare opportunity to create a Northern Studies Program of great strength.

The College of Liberal Arts respectfully requests approval of the M.A. in Northern Studies outlined in the appended proposal.

11. IDENTIFICATION OF THE PROGRAM

A. DESCRIPTION OF THE PROGRAM

Program Title: Masters of Arts in Northern Studies

The proposed Master of Arts in Northern Studies is an interdisciplinary degree which brings to bear the disciplines and fields of economics, history, political science, anthropology, psychology, justice, geography, and the humanities on the study of the problems and policy issues of the Circumpolar North. It is a classic area studies degree analogous to such established area studies programs as Latin American Studies, Middle Eastern Studies, or Soviet Studies. Such programs typically bring together scholars from diverse disciplines who share an interest in a regional context. The programs generally share the goals of producing experts who have a broad knowledge of the region and a subtle and nuanced understanding of its problems and cultures. Area studies programs seek to create "problem-communities" of scholars who approach problems and policy issues either from an interdisciplinary perspective or--more commonly-- from their own disciplines but with the enriched perspective that comes from close contact with the intellectual paradigms and methods of scholars in other disciplines.

The proposed Northern Studies program focuses on the Circumpolar North. It is essential to point out, however, that "northern" studies is a conceptual construct which is intended to draw together related problems and issues; "northern" is not a limiting geographic boundary. The problems of northern regions may be illuminated, for example, by analytic comparisons with similar problems in other sparsely populated, remote, culturally diverse regions which are not in the North. As Klitgaard (1981:137) points out in an excellent review of area studies programs, scholars are increasingly emphasizing the need "to move beyond the interdisciplinary and regional hopes of the past, toward problem oriented and theoretical/comparative research that would involve other regions of the world."

In defining the geographic areas encompassed by the "North" for the purposes of defining the scope of the Northern Studies graduate program, we will follow the broad and inclusive definition of the "Arctic" proposed by the Committee on Arctic Social Sciences of the Polar Research Board (1989:8):

> ...the committee has deliberately transcended the geographic boundaries of the Arctic as defined in the U.S. Arctic Research and Policy Act of 1984. The committee has considered northern regions more generically since social systems are not delimited by permafrost, the tree-line, or any other specific environmental factor. Public policy research in the Arctic involves political divisions whose geographic areas extend south to include the subarctic and in some cases even more temperate zones. In general, the political units...are those that border on the Arctic Ocean, including the United States (Alaska), Canada (Yukon Territory, North-

west Territories, northern Quebec, Labrador) Greenland, Norway, Sweden, Finland, the Soviet North, and the Soviet Far East.

In short, the Northern Studies Master's program will take a broad perspective on the geographic scope of the North and will make whatever analytic comparisons with other regions are necessary to illuminate central northern problems and policy issues. Examples of such issues are the survival and well-being of indigenous peoples; resource development and environmental protection; successful and unsuccessful adaptations of northern immigrants; the economic dependency of northern communities and their narrow resource base; the psychological and social importance of the North to people outside the region; the geopolitics of the North and its strategic importance; to mention but a few.

The Northern Studies program is at the Master's level because of the policy emphasis of the program and the importance of bringing together graduate students from diverse professional backgrounds who have some professional experience with northern problems and a more mature understanding of the complexities of policy issues. The University of Alaska Fairbanks currently offers an undergraduate major in Northern Studies, which is often taken as a double major along with a disciplinary major. The undergraduate Northern Studies major, however, consists almost entirely of existing courses in such disciplines as anthropology, history, and geography and does not have the policy focus or the emphasis on research and the application of existing knowledge to policy problems central to the proposed graduate program.

We emphasize that the graduate program in Northern Studies is not an amalgamation of existing courses. The Northern Studies program consists primarily of new courses, which are integrated and complementary, and have been carefully and specifically designed by UAF faculty specifically for the Master of Arts in Northern Studies. These courses have been developed through a series of faculty discussions concerning the appropriate content and emphases for a Northern Studies graduate program, and these discussions will continue in order to maintain program focus and integration.

In designing the Northern Studies program we have been mindful of Bennet's (1951:8) caution in his critical analysis of area studies programs in American universities: "Effective area training must consist of more than a series of courses which happen to deal with a single region if the offerings are to constitute more than a paper program." The proposed Northern Studies graduate program will use several of the techniques Bennet recommends for achieving program depth and integration: a central introductory course in which many faculty and the whole student group participate, advanced seminars concentrating on research problems, a combination of the humanities and the social sciences in program design, and the inclusion of international students whose personal experiences greatly contribute to the understanding of the region.

Integration and relevance of the Northern Studies program will further be achieved by creating a council of faculty who participate in the Northern Studies program and meet regularly to review courses and discuss program directions.

1. ADMISSIONS REQUIREMENTS

The Northern Studies Master's program follows general university requirements for admission to graduate study--a Bachelor's degree from an accredited institution with at least a 3.0 (B) average in the major. A statement of goals and three letters of recommendation are also required.

International students will be actively recruited, especially students from other circumpolar nations. UAF requirements for admission of foreign students will be followed, including the requirement for a score of 550 or above on the TOEFL.

Our preliminary surveys indicate heavier student demand for the program than our faculty can accommodate. The Northern Studies program will establish a faculty council, comprised of all faculty teaching graduate courses in the program and other faculty with a strong interest in the program. The faculty council of the Northern Studies program will establish other selection standards, such as commitment to the North, capacity for original research, and ability to pursue research with faculty, among other criteria, and will establish priorities for student admission.

2. COURSE DESCRIPTIONS

The Northern Studies Master's Program will offer eleven new courses drawn from different departments in the College of Liberal Arts (CLA), from the economics department of the School of Management, and from the Psychology Department in the Rural College (proposals attached.) Students will also be able to select elective courses from existing university courses.

Students will be especially encouraged to study a northern language, taking advantage of the unique instruction offered by the University of Alaska Fairbanks in indigenous Native languages (Yup'ik, Inupiaq, Athabaskan) and in the languages spoken in other northern countries (Russian, Danish, and French). A northern language may be required as part of the Graduate Study Plan.

The courses accompanying this proposal represent the essential core of a Northern Studies Master's program in the social sciences and humanities. As the program develops, the College of Liberal Arts will supplement these courses with additional offerings which are not included in the present proposal. As an example, Professor Richard Pierce, an internationally known scholar specializing in the history of the Russian American period, has offered to teach advanced courses in Russian American as the number of graduate students in Northern Studies increases. Dr. Carol Gold has expressed interest in teaching courses related to her Scandinavian scholarship. Dr. Kolf Jayaweera, Dean of the College of Natural Sciences, has offered to support one or two scientific courses in Northern Studies designed to have broad appeal to students drawn from the social

Northern Studies Master's Program — Three Year Instruction Cycle

Course Number	Course Title	No. Cr. Hrs	Contract Hrs	GIVEN	Est. No. Stu.	1991-1992 Fall	1991-1992 Spring	1992-1993 Fall	1992-1993 Spring	1993-1994 Fall	1993-1994 Spring	Responsible Faculty
NS 600	Perspectives on the North	3			20-30	X		X		X		Cole/Cornwall
NS 601	Resource Methods and Sources in the North	3			20-30	X		X		X		Kleinfeld/Falk
NS 610	Northern Indigenous People and Contemp. Issues	3			20-30	X				X		Ellanna
NS 615	Human Adaptation to the Circumpolar North	3			20-30		X				X	Kleinfeld
NS 620	Images of the North	3			20-30	X				X		Ruppert
NS 630	Economic Issues of the Circumpolar North	3			15-20		X		(ADW) X		X	Read
NS 637	Geography of Northern Development	3			20-30			X				Pearson
NS 650	Comparative Government and Politics in the Cir. North	3			20-30				X			McBeath/Gladden
NS 651	Justice and Social Control in the Circumpolar North	3			20-30			X				Marenin
NS 652	International Relations of the North	3			20-30				X			Cottam
NS 690	Researching and Writing Public Northern History	3			10-15		X		X		X	Naske
NS 693	Special Topics: Soviet North Today	3				X						Fischer
NS 698/699	Project/Thesis	6-12				X	X	X	X	X	X	Northern Studies Program Coord.

sciences, humanities, and natural sciences.

The College of Liberal Arts will also offer special topics courses in areas of current interest or which take advantage of the expertise of visiting faculty from other northern regions. During the 1990-91 year, Professor Victor Fischer, the University of Alaska's Director of Soviet Relations, has offered to teach a special topics course on the Soviet North ("The Soviet North Today"--appended) which will feature experts from the Soviet Union who are visiting Alaska.

The College of Liberal Arts has also developed a cooperative relationship in Northern Studies with the Institute of Social and Economic Research (ISER) at the School of Public Affairs, University of Alaska Anchorage (see attached letter of support.) This agreement enables the College of Liberal Arts to draw upon ISER faculty with special expertise in issues of northern economics and public policy analysis for course offerings and for northern studies graduate students to use the resources of the Arctic Environmental Information and Data Center in Anchorage. The School of Public Affairs in Anchorage does not offer a northern studies program and the proposed UAF program, as we later discuss, does not in any way duplicate UAA's Master's in Public Administration.

From time to time, CLA will offer seminars or special lectures in northern problem and policy areas available both to traditional graduate students and to personnel in public agencies or in the private sector. As will be later discussed in this proposal, several agencies and major businesses in the North--such as the Department of Commerce and Economic Development, Alaska Airlines, Alyeska, and Alascom--have expressed considerable interest in seminars and other special programs on northern policy issues.

Northern Studies graduate students will be able to enroll in courses in other universities in the Circumpolar Studies Network, a consortium of UAF, McGIll University, the University of Copenhagen and other affiliated institutions in Denmark and Greenland. UAF is currently developing student exchange programs with universities in the Soviet Union and these exchange opportunities will also be available to Northern Studies graduate students. Considerable emphasis will also be placed on a) faculty exchanges with other northern universities, b) recruiting international students from other countries in the Circumpolar North and c) attracting northern indigenous people. for example, Dr. Michael Krauss, Director of the Alaska Native Language Center, is interested in the proposed Northern Studies program as a potential graduate program for Native students with expertise in indigenous languages who might work with the Alaska Native Language Center.

As we developed this proposal, the inclusion of a natural science emphasis became a recurrent concern. The first draft of the present proposal did not include this emphasis. When this first draft was sent to outside reviewers (please refer to attached letters), the issue was brought up. Northern Studies faculty met with the Program Review subcommittee of the Graduate Council on April 6, 1990 and reviewed this issue. We identified three options:

1) adding an additional science course to the Northern Studies requirements

2) requiring Northern Studies students to select a northern science course from existing UAF scientific offerings.

3) adding substantial scientific content to two courses: the required introductory course, Northern Studies 600, Perspectives on the North, and the core course Northern Studies 637, Geography of Northern Development.

After considerable discussion, members of the Program Review subcommittee and Northern Studies faculty reached the consensus that the third option was preferable. To add an additional science course to Northern Studies requirements (a "northern science course for non-scientists") was not viewed as an efficient use of UAF scientific resources. Further, its breadth would make it likely that the course would degenerate into a series of guest lectures. To require Northern Studies students to take an existing northern studies course was not seen as a practical alternative because many students would not have the scientific background required for graduate scientific study. Students who do have such background, however, will be urged to take advantage of UAF graduate level northern scientific offerings.

The third option, integrating scientific content into both the basic required course and a course within the Northern Studies core, has the advantage of creating a strong conceptual link between the natural and social science content and thus strengthening the interdisciplinary nature of the program. The present proposal, currently undergoing Graduate Council review, has been re-written in accordance with this approach and the course outlines of NS 600 and NS 637 have been substantially altered to include natural science content.

3. REQUIREMENTS FOR THE DEGREE

The Master of Arts in Northern Studies is a 30-credit degree program requiring a project or a thesis. At least 18 credits of coursework and 6 credits of project/thesis must be at the graduate level. Candidates must pass a comprehensive written examination which demonstrates broad knowledge of the northern context and the ability to analyze northern problems and policy issues with subtlety and depth.

Students must enroll in the required two introductory seminars:

Northern Studies 600	Perspectives on the North	3 credits
Northern Studies 601	Research Methods and Sources in the North	3 credits

Students must choose four courses from the following nine courses in the Northern Studies program core:

Northern Studies 610	Northern Indigenous People and Contemporary Issues.....3 credits
Northern Studies 615	Human Adaptation to the Circumpolar North.....3 credits
Northern Studies 620	Images of the North.....3 credits
Northern Studies 630	Economic Issues of the Circumpolar North.....3 credits
Northern Studies 637	Geography of Northern Development.....3 credits
Northern Studies 650	Comparative Government and Politics in the Circumpolar North.....3 credits
Northern Studies 651	Justice and Social Control in the Circumpolar North.....3 credits
Northern Studies 652	International Relations of the North..3 credits
Northern Studies 690	Researching and Writing Public Northern History.....3 credits

In addition to the four required courses from the Northern Studies core, students will choose two additional electives with the approval of the graduate advisory committee. Substantive courses on northern history (e.g. Twentieth Century Circumpolar History HIST 384; Polar Exploration and its Literature HIST 380) and in the Humanities (e.g. Literature Alaska and the Yukon Territory ENGL 350; Contemporary Native American Literature ENGL 340) are already available on the undergraduate level, and Master's students may incorporate up to six hours of undergraduate courses in their graduate programs. Students might also choose two additional electives from the Northern Studies core or from courses related to their professional specialties. Northern scientific courses, as previously explained, will be strongly recommended as electives.

Depending on the goals of the student, a specific foreign language and/or research tool may be required. If a person is doing research involving Scandinavian or Alaska Native cultures, then a language competency will be built in. If foreign language competency relevant to the student's topic is required, this requirement will become part of the Graduate Study Plan with competency determined by the Department of Foreign Languages and Literature. In order to conduct significant research, it may be necessary for the student to be familiar with one or more of the following languages: Russian, Danish, French, and Native languages such as Yup'ik and Inupiaq.

Each student's graduate advisory committee will be interdisciplinary and drawn from northern specialists at UAF who may or may not be teaching in the Northern Studies program. At least one member of the graduate advisory committee will represent the discipline most closely associated with the candidate's project

or thesis area.

Candidates for a Master's degree in Northern Studies must also complete a project or thesis:

Northern Studies 698 Project OR.....6 credits
Northern Studies 699 Thesis.....6-12 credits

A substantial project or thesis is expected. Such projects or thesis will draw from interdisciplinary sources. We expect that northern policy issues, analyzed from a variety of disciplinary perspectives, will be major subjects of Northern Studies masters projects.

Students will be required to make a public presentation of their thesis or project work in a special seminar. In addition, Northern Studies faculty will, if funds permit, publish students' master's thesis in a "Northern Policy Issues" paper series, sponsored by the Northern Studies program.

Occasionally, Special Topics courses will be offered. For example, in the 1991-92 year we will be offering:

Northern Studies 693 Soviet North Today.....3 credits

Sample MA Program in Northern Studies

A sample course of study for the Master of Arts in Northern Studies might consist of:

Northern Studies 600	Perspectives on the North	3 credits
Northern Studies 601	Research Methods and Sources in the North	3 credits
Northern Studies 610	Northern Indigenous Peoples and Contemporary Issues	3 credits
Northern Studies 615	Human Adaptation to the Circumpolar North	3 credits
Northern Studies 620	Images of the North	3 credits
Northern Studies 637	Geography of Northern Development	3 credits
Northern Studies 693	Soviet North Today	3 credits
Psychology 620	Treatment of Drug and Alcohol Dependency	3 credits
Northern Studies 699	Thesis Topic: A Comparison of Policies Toward Alcoholism Prevention and Treatment in Alaska and Novosibirsk, USSR	6 credits

Three Year Cycle of Course Offerings

The graduate program will be offered on a two-year cycle to use scarce resources most effectively. Thus, a minimum of seven graduate courses in Northern Studies would be offered each academic year. Courses will be offered more frequently if resources permit. This cycle of course offerings enables Northern Studies graduate students to maintain full time graduate student status (9 credits per semester) during the two years necessary to complete the Northern Studies degree. In exceptional cases, a student would be able to complete the Northern Studies degree in an academic year and a summer.

B. PROGRAM GOALS

The goals of the Northern Studies Program are:

Teaching

1. To develop knowledge of the physical features, populations, history, political and institutional structures, and social and cultural environments of circumpolar northern regions.

2. To develop the capacity to identify and analyze with subtlety and depth the central problems and policy issues confronting circumpolar northern regions and to place local problems and policy issues within a larger conceptual and analytic framework.

3. To develop the ability to identify alternative policy choices and different strategies relevant to recurring northern problems and to assess possible short and long term effects.

Research

4. To increase the amount and quality of research in the Arctic social sciences and humanities.

5. To create communities of scholars and graduate students interested in the central human problems of the Circumpolar North.

Public Service

6. To make a graduate program available to personnel in northern agencies and businesses and to interested citizens who live and work in the North; seminars, workshops, and short courses on northern issues of broad interest and policy significance will also be offered as part of the program.

7. To bring to the university community and to Alaska the experience and perspectives of scholars and students from other areas of the Circumpolar North.

We will evaluate the achievement of these goals through a) the number of students attracted to the Master's program and to its course offerings, b) the number of students retained in the program, c) the number and quality of research projects and publications linked to faculty work in the Northern Studies program, d) the availability of special workshops provided to the public and private sectors on northern issues, and d) the number of faculty and students from other northern countries brought to UAF through the Northern Studies program.

2. RELATIONSHIP OF PROGRAM OBJECTIVES TO "PURPOSES OF THE UNIVERSITY"

The proposed Master of Arts program in Northern Studies is highly relevant to the central purposes of the University of Alaska Fairbanks. As Luis Proenza, Vice Chancellor for Research and Dean of the Graduate School, points out in his introductory letter in the University of Alaska Fairbanks 1988-90 Graduate Catalog:

> We are an exceptional institution in areas related to our unique location. The expertise of our scientists and scholars is anchored along the northern edge of the Pacific Rim and extends around the Circumpolar North. We serve not only as the University for Alaska but also as the Arctic institution for the United States and as America's "University of the North."

The mission statement of the University of Alaska Fairbanks emphasizes the importance of programs centered on the study of the Circumpolar North: "The University seeks to use its particular location in the North as a natural laboratory for the study of questions and issues, whose solutions are not only applicable to Alaskan problems but to a broader understanding of our global community."

111. PERSONNEL DIRECTLY INVOLVED WITH THE PROGRAM

The Northern Studies program will be administratively housed in the CLA within either the justice/political science department or the history department, but its faculty governance committee will consist of all faculty teaching Northern Studies courses. The faculty governance committee will make the final decision about the program's departmental base.

The following faculty will teach Northern Studies courses. In addition, many other faculty in the College of Liberal Arts and in other colleges and schools at UAF will be involved in the Northern Studies program as members of graduate committees. The Northern Studies Program especially plans to draw upon Rasmuson Library faculty with special expertise in the Alaska and Polar Regions collections and in oral history in assisting with the supervision of Master's theses and research projects.

Faculty Teaching Northern Studies Courses

Anthropology:

Linda Ellanna----------Associate Professor of Anthropology, Ph.D. University of Connecticut

Economics:

Colin Read-----------Assistant Professor of Economics, Ph.D. Queen's University

Geography:

Roger Pearson---------Associate Professor of Geography, Ph.D. University of Illinois

History:

Terrence Cole---------Assistant Professor of History, Ph.D. University of Washington

Peter Cornwall--------Associate Professor of History, Ph.D. University of Michigan

Claus-M. Naske--------Professor of History, Ph.D. Washington State University

Humanities:

James Ruppert---------Assistant Professor of Alaska Native Studies and English, Ph.D. University of New Mexico

Library:

Marvin Falk-----------Associate Professor of Library Science, Ph.D. University of Iowa

Political Science:

Martha Cottam---------Associate Professor of Political Science, Ph.D. University of California Los Angeles

Jim Gladden-----------Assistant Professor of Political Science, Ph.D. Indiana University Bloomington

Otwin Marenin---------Associate Professor of Political Science, Ph.D. University of California Los Angeles

Gerald A. McBeath-----Professor of Political Science, Ph.D. University of California Berkeley

Psychology:

Judith Kleinfeld------Professor of Psychology, Ed.D. Harvard Graduate School of Education

In addition, the following CLA faculty have substantial northern expertise and may serve, as their time and interest permit, on graduate advisory committees or help supervise research and master's projects:

Alaska Native Language Program:

Steven Jacobson, Associate Professor of Yupik Eskimo, M.A. University of California Berkeley

Lawrence Kaplan, Associate Professor of Linguistics, Ph.D. University of California San Diego

Michael Krauss, Professor of Linguistics and Director of Alaska Native Language Center, Ph.D. Harvard University

Jeffrey Leer, Instructor of Alaska Native Languages, M.A. University of Chicago

Alaska Native Studies:

Michael F. Gaffney, Associate Professor of Alaska Native Studies, Ph.D. University of California Los Angeles

Ramona Soza, Assistant Professor of Alaska Native Studies, Ph.D. University of Washington and J.D. University of Washington

Anthropology:

Lydia Black, Professor of Anthropology, Ph.D. University of Massachusetts, Amherst

Richard Jordan, Professor of Anthropology, Ph.D. University of Minnesota

Roger Powers, Associate Professor of Anthropology, Ph.D. University of Wisconsin

G. Richard Scott, Professor of Anthropology, Ph.D. Arizona State University Tempe

Anne Shinkwin, Professor of Anthropology, Ph.D. University of Wisconsin

Art:

Glen Simpson, Professor of Art, M.F.A. Rochester Institute of Technology

Kesler Woodward, Associate Professor of Art, M.F.A. Idaho State University

Cross-Cultural Communications and Linguistics:

Charlotte Basham, Assistant Professor of Anthropology and Cross Cultural Communications, Ph.D. University of Michigan

Patricia Kwachka, Associate Professor of Anthropology, Ph.D. University of Florida, Gainesville

Phyllis Morrow, Assistant Professor of Anthropology and Cross-Cultural Communications, Ph.D. Cornell University

English:

Michael Schuldiner, Associate Professor of English, Ph.D. Kent State University

Cynthia Walker, Associate Professor of English, Ph.D. Purdue University

Foreign Languages and Literatures:

Wolf Hollerbach, Professor Emeritus of French and Spanish, Ph.D. University of Rennes

Serge Lecomte, Associate Professor of Russian, Ph.D. Vanderbilt University

Tamara Lincoln, Associate Professor of Library Science and Affiliate Associate Professor of Russian, M.L.S. Northern Illinois University

Vincent Pelletier, Assistant Professor of French and Spanish, Ph.D. University of Wisconsin-Madison

Anne-Grethe Lehmann-Routley, Visiting Assistant Professor of Danish, Cand. Mag. University of Copenhagen

History:

Carol Gold, Associate Professor of History, Ph.D. University of Wisconsin

Richard Pierce, Professor of History, Ph.D. University of California Berkeley

Journalism and Broadcasting:

Jerry Brigham, Associate Professor of Broadcasting, M.F.A. University of Oklahoma

Claudia Clark, Assistant Professor of Broadcasting, M.Ed. Montana State University

Lael Morgan, Assistant Professor of Broadcasting, M.A. Boston University College of Communications

Bruce Smith, Assistant Professor of Broadcasting, M.B.A. Murray State University

Alisa White, Assistant Professor of Broadcasting, M.S. University of Tennessee

Justice:

Gary Copus, Associate Professor of Criminal Justice, Ph.D. University of Missouri

KUAC-FM and TV:

Mark Badger, Director of Productions (currently studying for a M.Phil. in Polar Studies at the Scott Polar Research Institute)

Library Sciences:

Marvin Falk, Associate Professor of Library Science, Ph.D. University of Iowa

David Hales, Associate Professor of Library Science, M.A. University of Pennsylvania

William Schneider, Associate Professor of Library Science, Director of Oral History Program, Ph.D. Bryn Mawr College

Philosophy:

Rudolph Krejci, Professor of Philosophy, Ph.D. Leopold Franzen University

A. ADMINISTRATIVE AND COORDINATING PERSONNEL

The Northern Studies graduate program will be administered by Dr. Claus-M. Naske and Dr. Judith Kleinfeld, under the direction of Dean Anne Shinkwin, College of Liberal Arts.

B. CLASSIFIED PERSONNEL

Secretarial support for the Northern Studies program will be provided by Jo Ann Wyman, Personal Secretary, Dean's Office, College of Liberal Arts.

lV. ENROLLMENT INFORMATION

We expect to admit between 15 and 20 Master's degree students each academic year. Teaching assistantships will provide graduate students support and will provide graduate students with instructional opportunities to assist faculty with large undergraduate courses on the North.

In addition, we expect Northern Studies courses to draw a variety of non-degree seeking students, such as teachers seeking recency credits in disciplines relevant to Alaska Studies and graduate students from other programs. The importance of the Northern Studies graduate program as a support for other graduate programs at UAF is detailed below. We expect to close graduate classes

at 30 students in order to create the opportunities for student discussion and analysis important in graduate work. Advanced seminars with a research emphasis, such as NS 690, will be limited to 10-15 students.

V. NEED FOR PROGRAM

A. STRONG STUDENT INTEREST IN NORTHERN STUDIES

In order to explore potential student interest in a Northern Studies Master's program, a short survey was given to students currently (Fall 1989) enrolled in History 384, "Twentieth Century Circumpolar History." (Survey details may be found in appended material to this proposal.) Since this course focuses on northern history and is offered in the evening, the course might attract the kinds of students who would be interested in graduate work in Northern Studies. It should be emphasized, however, that no special efforts were made to recruit or even make post-baccalaureate students aware of this course, so the course size (30 students) does not give a reasonable index of the potential size of the market for Northern Studies.

Of the 27 students attending class on September 19, 1989, 85 percent (23 students) expressed interest in taking graduate level courses in Northern Studies and 67 percent (13 students) expressed interest in a full Master's program in Northern Studies. Many students emphasized their serious interest in the Circumpolar North:

> " I am very interested in comparisons and relations between Alaska and Siberia."
>
> "Defense interests in Alaska need qualified officers that understand arctic conditions and history. Many members of the defense community are ignorant of the uniqueness of the North."

In order to explore student interest further, this short survey was also given to students currently enrolled in Geography 402, "Culture and Environment," a course that also might be expected to draw students with northern interests. Of the 15 students present during the September 27, 1989 class meeting, 93 percent (14 students) expressed strong interest in taking graduate level courses in Northern Studies and 73 percent (11 students) expressed interest in a full Master's program in Northern Studies.

By far the largest number of students in both courses preferred coursework in the evening and daytime of the academic year rather than in the summer months.

We deliberately surveyed students in two courses which might be expected to draw students with an interest in Northern Studies since we were interested in the total number of students who might wish to take Northern Studies courses. These survey results suggest intense student interest in a graduate program in Northern Studies.

Consistent with these surveys results are inquiries students make about Northern Studies graduate work. Dr. Claus-M. Naske, Head of the History Department, states that he receives an average of three or four inquiries a year from students interested in coming to UAF for a Northern Studies graduate program.

B. REQUIRED FOR OTHER PROGRAMS

A Northern Studies Master's program will provide coursework important to the support of other UAF graduate programs, especially in land and resource management, the natural sciences, education, and engineering. When we inquired about the usefulness of northern studies courses in supporting other graduate programs, we received a similar message: Graduates in scientific and technical programs may be well prepared in their disciplinary programs. But when they begin professional work, they find that the vast majority of their time is spent dealing with political, legal, or cultural problems in which their professional specialty is embedded. Many graduates say that their professional training did not prepare them for the larger policy and agency context in which they are working. The graduate program faculty we have interviewed see Northern Studies coursework as offering their graduate students an understanding of the political, legal, economic, social, and cultural context of the North that would broaden students' frame of reference and make them more effective professionals in their specialties.

We summarize below interviews with faculty of other graduate programs at UAF and their projections as to the numbers of students who would be likely to take courses in a Northern Studies program.

We particularly draw attention to the importance of the Northern Studies graduate program for the M.S. degree in Natural Resource Management. The School of Agriculture and Land Resources Management has recently undergone a major curriculum review of its graduate program. A central recommendation emerging from this review is the importance of new graduate coursework in the social and economic contexts of the North. By offering just this type of coursework, the proposed program in Northern Studies will fill important curriculum needs for the School of Agriculture and Land Resources Management.

Anthropology--Interview with Richard Jordan, Department Head, October 1989

The Anthropology Department has approximately 25 graduate students each year. Coursework in Northern Studies would provide these students with courses in northern economics, geography, and the northern political environment important to their professional work.

English--Interview with Russ Tabbert, Associate Professor in English and Faculty Member in the Professional Writing Program

The Professional Writing Program is just starting and admits 5-6 students each year. Since these students are primarily local residents whose professional writing is likely to concern northern issues, they might well find graduate work in Northern Studies or professional importance.

Biology --Interview with Ron Smith, Professor of Biology; Fred Dean, Professor of Biology, October 1989

Biology students would benefit from general coursework in Northern Studies, especially courses in the area of political science. Professor Dean would see 2-3 students each year enrolling in such courses and additional students enrolling if the courses proved worthwhile.

Wildlife Management--Interview with David Klein, Unit Leader of the Alaska Cooperative Wildlife Research Unit, October 1989

The wildlife program has about 20 graduate students. About 3-4 each year might elect a graduate course in Northern Studies and more if the courses proved appropriate.

Education, Interviews with Bill Parrett, Coordinator of M.Ed. Degree with specialization in Curriculum and Instruction; Karen Noordhoff, Director, Teachers for Alaska Program, October, 1989

The M.Ed. graduate programs are swamped with applicants and the graduate committee has been turning students away. The Teachers for Alaska program is a graduate level teacher certification program which combines teacher preparation with graduate level study in order to prepare highly qualified teachers for Alaska schools. The program is experiencing difficulty getting its students admitted to the M.Ed. program, due to the pressure of numbers, and sees a Northern Studies graduate program as offering highly relevant preparation for teachers who are planning to work in the North. About 15-20 students are admitted to this program each year.

M.Ed. students in the Curriculum and Instruction specialty select at least five courses in their curriculum area and would find courses in Northern Studies of great relevance to teaching in Alaska schools. About 20 students are admitted each year to this area of specialization. Since few graduate level courses are offered by the Rural College during the academic year, the Northern Studies graduate program would be of great benefit to its graduate students.

Engineering, Interviews with Vincent S. Haneman, Dean, School of Engineering; John Zarling, Associate Dean, School of Engineering; Larry Bennett, Head, Department of Engineering and Science Management, October 1989

Engineering faculty expressed especially strong interest in Northern Studies courses for engineering graduate students and said that this need had been discussed for a long time. The engineering program enrolls between 50-60 graduate students and many have strong interests in the North as indicated by the large enrollment (45 students) in the course offered in arctic engineering. A Northern Studies program would also be important to engineering undergraduate students who might want to take a graduate course to fulfill a social sciences requirement.

Fisheries, Interviews with Bill Reeburgh, Program Head and Professor, Marine Sciences and Limnology; Jim Reynolds, Unit Leader, Alaska Cooperative Fishery Research Unit, October 1989

The School of Fisheries and Ocean Science enrolls 30-40 students each year. Students are becoming more expansive about course selections and there might well be interest in Northern Studies courses. About 3-4 students might enroll in such courses each year and more if student feedback was positive.

Economics, Interview with Michael Rice, Dean, School of Management, October 1989

Northern Studies courses would be a supportive elective for economics graduate students, who number about 10 students.

Natural Resources Management, Interviews with Jim Drew, Dean of School of Agriculture and Land Resources Management; Carol Lewis, Acting Dean; Tom Gallagher, Assistant Professor, Division of Resources Management and Head of Curriculum Review Committee, October 1989

A major curriculum review indicated the need for coursework which helps graduate students understand the political, cultural, and economic context of land management in the North. Their graduates don't understand problems like holding a public meeting and no one showing up. Most of their graduates work in public agencies where their work is closely connected to northern policy issues, not only technical questions of resource management.

The program enrolls 20-30 graduate students and efforts to recruit more students are proving successful. The Northern Studies graduate coursework would fulfill a central need that their Curriculum Review committee has identified.

C. EMPLOYMENT MARKET NEEDS

The Master's degree in Northern Studies will be attractive to northern agencies seeking personnel with broad graduate level preparation rather than a technical specialty. For example, the Division of Subsistence of the Alaska Department of Fish and Game has indicated that it employs people from a wide variety of fields--recreation, wildlife, planning--and a Northern Studies graduate degree would be highly relevant preparation, especially if the degree had a policy focus. In addition, the Northern Studies graduate program would appeal to mid-career professionals and agency personnel moving to positions which require a broader policy perspective rather than a technical orientation.

Area studies programs, such as Northern Studies, typically enroll students who pursue area studies in combination with a traditional professional or disciplinary specialization. The area studies concentration provides students with contextual knowledge of a region which makes them more attractive to agencies and industries which focus on this region. Some graduate students would enroll in a Northern Studies program at the Master's level as a supplement to a professional degree or a disciplinary specialization.

The Northern Studies graduate program will have special appeal to two occupational groups: Alaskan teachers and military officers at Ft. Wainwright and Eielson Air Force Base. For these students, the program will offer a stand-alone degree.

Teachers in the Fairbanks schools and teachers in other areas in Alaska have strong interest in making their teaching relevant to the northern context in which their students live. Many teachers are responsible for courses in Alaska Studies or Native Studies. Teachers of such subjects as history, geography, and literature are also aware of the importance of emphasizing northern and Native issues in their classrooms.

In order to maintain their teacher certification, Alaska teachers must obtain recency credits and Northern Studies courses would provide highly useful coursework. In addition, many teachers seek a Master's degree because of the greatly increased pay ceiling. In the Fairbanks schools, for example, a teacher with a Bachelor's degree has a maximum salary level of $36,312 a year while a teacher with a Master's degree has a minimum salary level of $46,519 with additional increases dependent on more graduate course work.

While some teachers prefer Master's degrees in education, others prefer a subject-oriented Master's degree. In addition, the graduate program in education at the Rural College is experiencing such strong demand that the program is increasingly forced to turn teachers away. The intrinsic interest of a Northern Studies program, economic and certification pressures, and the limited openings in graduate education programs in Fairbanks will create strong demand for a Northern Studies graduate degree among Alaskan teachers.

Our interviews with University of Alaska personnel who work with military programs (Lt. Col. John Hite, Military Science; Bud Rager, Coordinator, Ft. Wainwright, Eielson, Moose Creek Centers) indicate that the Northern Studies graduate program is likely to expect strong demand from commissioned officers at Ft. Wainwright and Eielson Air Force Base. The arrival of the Sixth Infantry Division (Light) in Fairbanks in the summer of 1990 will substantially increase this demand. Commissioned officers are the primary group arriving with the Sixth Infantry Division (Light), and officers are the major market for degrees. Promotion is highly dependent on obtaining such degrees. A Northern Studies program would be quite relevant to military needs because the Air Force and Army in their northern commands emphasize northern geopolitics and military preparedness in the North.

D. STRONG PRIVATE SECTOR AND PUBLIC AGENCY INTEREST

A Northern Studies program would be valuable for many employees in northern businesses and agencies. Such work would provide a broader perspective on the particular problems facing local and state organizations and would identify a greater range of options for dealing with these problems. The expansion of business and agency contracts in the Soviet North is one example of a development which has created great interest in a Northern Studies course on the Soviet North. Organizations which have employees in rural Alaska, such as Alascom, have

told us that they experience difficulties in cross-cultural communication and would welcome coursework which would help their employees become more aware of the bases of these communication difficulties and ways to alleviate them.

In the course of preparing this proposal, we have contacted a number of major businesses and public agencies to assess potential interest in a Northern Studies program. Most have expressed substantial interest and said that they had already discussed such needs. A few volunteered that they would favorably entertain a request for financial support. Typically, the business or agency has wanted to "get together your people and our people and sit down and talk about how to go about it." As these discussions develop, we expect that a number of workshops and seminars will develop, for example, seminars on the Soviet North and economic patterns throughout the Circumpolar North. Such short courses can simultaneously meet agency and business needs and offer one-credit courses for graduate students in Northern Studies. Joint workshops with practicing professionals in businesses and agencies would greatly enrich the issues and viewpoints that Northern Studies graduate students are exposed to.

We list below a few of the businesses and agencies that have expressed interest in pursuing education in Northern Studies:

Tom Jensen, ALASCOM

Elizabeth Andrews, Subsistence Division, Alaska Dept. of Fish and Game

Mack McCoy, ALYESKA

Jack Quillan, British Petroleum

Jane Angvik, Department of Commerce and Economic Development

Frank Turpin, Alaska Railroad

Diane Wada, Telephone Utilities of Alaska

Judy Sage, KIMO Television

The Northern Studies program offers the university an opportunity to increase its services to the private and public sectors and to shape the future development of Alaska.

VI. OTHER JUSTIFYING INFORMATION

The University of Alaska Fairbanks can achieve preeminence in northern social sciences and humanities, capturing the stature in these fields that it already has in the natural sciences. Of foremost importance is the increasing strength of the College of Liberal Arts in Northern Studies and its growing international reputation. In the last five years, this College has increased the number of faculty with expertise and interests in northern issues in order to position UAF as the lead institution in the world in Arctic Social Science and Humanities.

The History Department has added two political scientists developing northern specialties, and Justice faculty are increasing this program's emphasis on justice in the rural northern context. The English and Alaska Native Studies Departments have added two faculty with interests in Alaska Native literature, frontier literature, and law; while the Anthropology/CCC Departments have added one new faculty. The Anthropology Department established a doctoral program in 1989-90 which emphasizes contemporary Alaska Native studies and Alaska archaeology and ethnology.

The Alaska Native Language Center, under the leadership of Dr. Michael Krauss, is well-known as a center for research and documentation of indigenous Native languages. The research and archival collections contain about 7,000 items--almost everything written in or about Native languages. The Center has developed materials on Native languages both for scholarly and educational purposes, such as story collections, histories, geographies, dictionaries, and grammars. Most recently the Alaska Native Language Center produced a Siberian Yupik translation of an agreement between the United States and the Soviet Union. The Alaska Native Language Center also offers regular instruction in Yupik, Inupiaq, and Koyukon Athabaskan and occasional instruction in other languages, such as Siberian Yupik.

Rasmuson Library continues to increase its Alaska and Polar Regions collections which include the Alaska Collection, oral history materials, rare northern maps, books, and photographs of great scholarly interest. The library buys intensively in northern areas and currently estimates its collections include 50,000 volumes on northern subjects. About 4,000 additional volumes on the North are purchased each year. Rasmuson Library maintains a strong circumpolar focus as well as maintaining the central collection on the Alaskan North. Library collections include about 6,000 volumes on Northern Canada, 4,000-5,000 volumes on Siberia and the Soviet Union, 2,000 volumes on Greenland and about 1,500 volumes on the Scandinavian countries.

The College of Liberal Arts is sponsoring institutes, lecture series, and major international conferences on northern issues. During the summers of 1988 and 1989, an Institute of Circumpolar Studies was held on the Fairbanks campus which brought together students and scholars in Northern Studies from Alaska, Canada, and Finland. The College sponsors the Alaska Living History Series and other lectures on northern issues which bring to the Fairbanks campus important public figures, scholars, and policymakers from Alaska, Canada, and the Soviet Union. The Nordic House has become a center for visiting northern artists and scholars from different northern countries who offer special performances, lecturers, and seminars.

The College of Liberal Arts is sponsoring two major international conferences in 1990. One is the Sixth International Conference on Hunting and Gathering Societies (May 28 - June 1, 1990) which brings together anthropologists throughout the world. The other is the Seventh Inuit Studies Conference (August 19 - 23, 1990), which brings together social scientists and Inuit from countries throughout the Circumpolar North. Both events will greatly increase the centrality and prestige of UAF's College of Liberal Arts.

At the same time that the internal strength of the College of Liberal Arts in northern studies is rapidly growing, new external opportunities are also developing. An analysis of research needs in the Arctic social sciences (Arctic Social Science: An Agenda for Action) was published in 1989 by the Committee on Arctic Social Sciences, established by the Polar Research Board. This document describes the underdevelopment of Arctic social science research and identifies important research directions. A search is currently being conducted for a program director for Arctic social sciences at the National Science Foundation, Division of Polar Programs, who will help to stimulate, develop, and secure funding for research in northern social sciences.

The University of Alaska Fairbanks has the opportunity to attain world-class stature in Northern Studies. A few universities, such as the Scott Polar Research Institute in Cambridge and Carleton University in Canada, do offer interdisciplinary Northern Studies programs, but these are small. The Scott Polar Research Institute, for example, emphasizes Antarctica and typically attracts between two and twelve students a year. The program at Carleton University, according to director Kerry Abel, emphasizes Native Studies and attracts only one to two students each year who are interested in northern studies. A graduate Northern Studies program at Lakehead University in Thunder Bay, Ontario, has been proposed but this program is in the early stages of program formulation. Other Canadian universities, such as the University of Alberta at Edmonton, offer a northern studies emphasis in their graduate anthropology degrees but these northern studies programs are, of course, based in the discipline of anthropology and do not have an interdisciplinary policy focus. In the United States, the Center for Northern Studies in Wolcott, Vermont, offers a Master's program in cooperation with other universities, but the graduate program is quite small.

The University of Alaska Fairbanks already enjoys cooperative relationships with some of these programs, such as the anthropology graduate programs at McMasters, McGill, and the University of Alberta. Efforts are underway to establish cooperative relationships with other programs, particularly the Center for Northern Studies in Wolcott, Vermont and the Scott Polar Research Institute in Cambridge.

With its large number of northern scholars in various disciplines, its potentially large group of graduate students, its geographic location in the North, and its extensive library and museum resources, the University of Alaska Fairbanks has a rare opportunity to create a Northern Studies program of exceptional strength.

VII. RESOURCE IMPACT

The ability of the College of Liberal Arts to launch the Northern Studies graduate program depends on receiving the Northern Studies increment currently in the university budget or on other resources added to the College of Liberal Arts from other budgetary sources.

The Northern Studies program does not have special facilities and space needs. Library and media materials, according to Dennis Stephens, Library Collection Development Officer, with whom this matter has been discussed, are more than adequate.

Faculty with appropriate northern specialties are already available and can teach all the courses described in this proposal. Funds are needed for freeing existing faculty from heavy undergraduate teaching loads so that they can include a northern studies graduate course in their instructional workload. Monies are also needed to support graduate students in teaching assistantships. The large courses in the College of Liberal Arts, which will become even more substantial if the proposed core curriculum is implemented, require the addition of teaching assistants. Students enrolled in the Northern Studies Master's program can help meet this need. Indeed one institutional function of the Northern Studies program will be to provide graduate students who can assist in the teaching of large introductory courses in such areas as history and political science.

The FY91 budget request for the UAF Northern Studies program totals $200,000 (increments #9 and #10). These budget increments are currently within the regents' priorities.

VIII. RELATION OF PROGRAM TO OTHER PROGRAMS WITHIN THE SYSTEM

A. LACK OF DUPLICATION

The proposed Northern Studies program does not duplicate any other program in the statewide system. We have discussed this program extensively with Lee Gorsuch, Dean of the School of Public Affairs at UAA and Director of the Institute of Social and Economic Research (ISER), to explore possible overlap.

According to Lee Gorsuch, the public administration degree offered by UAA focuses on the tools of public policy analysis and deals with northern issues only as examples. The School of Public Administration does not offer courses in northern studies which focus on the Circumpolar North.

The proposed Northern Studies program, as previously discussed in this proposal, will have a cooperative relationship with the School of Public Administration at UAA and the Institute of Social and Economic Research. This cooperative relationship will increase faculty awareness of the strengths of each institution and expand opportunities for collaborative faculty research. The College of Liberal Arts will be able to draw upon ISER faculty with special strength in economics and the tools of public policy analysis.

B. RELATIONSHIP TO RESEARCH AND SERVICE ACTIVITIES

An important advantage of area studies programs is to bring together faculty with common interests in a region in order to develop interdisciplinary research and to stimulate scholars doing disciplinary research by bringing them in contact with ideas and methods from related disciplines. The proposed Northern Studies

program will increase communication among scholars in history, geography, literature, Native Studies, psychology, economics, anthropology, political science, and justice. Such contact may well result in interdisciplinary research proposals and in higher quality, more innovative research.

IX. IMPLEMENTATION

We expect the Northern Studies program to begin in the fall of 1991. Student recruitment will occur during the spring of 1991. We have already received a number of inquiries from students who participated in our surveys and are strongly interested in the program. A sample letter is attached to this proposal. We plan to recruit students through discussion of the program in university classes, discussions with graduate faculty in the programs which previously indicated interest in such courses for their students, announcements to teachers in the Fairbanks schools, work with the university coordinator of educational programs on the military bases, continued contact with the private and public agencies that have expressed interest in this program, and contacts with colleagues in Northern Studies in other universities in the United States, Canada, Denmark, and Greenland.

Bennett, Wendell C. 1951. Area Studies in American Universities. New York: Social Science Research Council.

Committee on Arctic Social Sciences. 1989. Arctic Social Science: An Agenda for Action. Washington, D.C.: National Academy Press.

Klitgaard, Robert E. 1981. On reviewing international studies. Journal of Higher Education, 52, 124-142.

X. REGENTS GUIDELINES

The proposed Master of Arts in Northern Studies will provide graduate academic study of northern policy issues and the cultural, historical, economic, and political contexts of the Circumpolar North. This graduate program will enable students who live and work in the North to benefit from the northern expertise and research activities of university faculty in the social sciences and humanities, the rich and diverse Alaska and circumpolar collections of the university library and museum, and the ease of access to northern fieldsites created by the geographic location of the University of Alaska Fairbanks. The Northern Studies graduate program will stimulate scholarship and research in the underdeveloped field of Arctic social science and enable the University of Alaska Fairbanks to achieve the world class stature in the social sciences that the university has already achieved in the natural sciences. The Northern Studies graduate program will also provide public service to both agencies and businesses in the North by offering special workshops and seminars which enable both public and private sector personnel to achieve a greater understanding of the problems, policy issues, and opportunities of the Circumpolar North.

The Master of Arts in Northern Studies is a 30-credit interdisciplinary degree program which brings together the disciplines and fields of economics, history, anthropology, psychology, political science, justice, geography, and the humanities in the study of the Circumpolar North. This interdisciplinary program will be focused and integrated through two required introductory seminars, carefully articulated course offerings, and project or thesis work on northern issues. Students will select four additional courses from the nine graduate level social sciences and humanities courses which have been especially developed for this program and which comprise the Northern Studies core. Students will also select two or more additional courses in such areas as northern sciences, northern languages or their professional specialty. A concluding thesis or project will provide students with the opportunity either to do original research on a northern issue or to apply existing knowledge of the Circumpolar North to a problem in their professional fields.

The Northern Studies program will draw a diverse and distinctive group of graduate students who are committed to the North and who will shape the future of the region. Exploratory surveys indicate strong student interest in Northern Studies graduate work. This Master's degree is a classic area studies program which offers a regional specialization to students who want to supplement a traditional disciplinary or professional degree with a deeper understanding of the northern context in which they will apply their specialized knowledge and skills. In addition to traditional graduate students, the Northern Studies program will attract mid-career professionals who are already engaged in work in a northern environment and who are seeking a broader perspective on immediate problem issues; teachers who are teaching Alaska Studies or who want to make such subjects as history and geography more interesting and relevant to their students; military officers from Ft. Wainwright and Eielson Air Force Base who want a graduate program relevant to their responsibilities to maintain military preparedness in the Circumpolar North; and International students from the North. Particular offerings, such as a proposed special topics course on the Soviet

North, will be of great interest to business people and agency personnel who are increasing their relationships with the Soviet Union.

The Northern Studies graduate program will also provide important support to other graduate programs at the University of Alaska Fairbanks. Faculty in such fields as engineering and fisheries emphasize that their students are well-prepared in a scientific or technical specialty but are unprepared to work in the political and cultural context of the North. The Northern Studies graduate program has particular importance to the Master's program in natural resources management where a recent curriculum review has emphasized the need for the type of social and economic coursework that the Northern Studies program will provide.

The University of Alaska Fairbanks has the opportunity to attain international stature in Northern Studies. No other institution in Alaska offers such a graduate program. Northern Studies programs at other universities tend to be small or have other emphases, such as Native Studies. The proposed Northern Studies graduate program at the University of Alaska Fairbanks will possess the critical mass of both faculty and students necessary to make a significant contribution to northern scholarship and policy debate.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to refer to the Faculty Affairs committee the proposed policy and regulation on intellectual properties. The committee will include in their deliberations the following concerns expressed by Graduate Council.

The UAF Faculty Senate moves to recommend approval of the proposed policy and regulation on intellectual properties with the following comments:

1. Section B.2. says the University President may appoint an Intellectual Property Officer, but Section B.3. says the Intellectual Property Committee will be composed of the Intellectual Property Officer and five faculty members. This inconsistency should be clarified.

2. Section C.l. says that exemptions to assign inventions and patents to the university may be authorized but it is not clear who will authorize the exemptions. This should be clarified.

3. In Section C.3., it is recommended that the chart showing the share distribution of net royalty proceeds be moved up in the paragraph, to just after the sentence which ends with ". . . as shown below."

4. Concern was expressed about the share of royalty income allocated to the inventor; an increase in the inventor's share would provide further incentive.

5. Concern was stated about the title "Intellectual Property Officer" being an odd expression.

6. The Graduate Council recommends that the policy be adopted, with the proviso that it be funded within current fiscal and administrative resources and personnel.

EFFECTIVE: Immediately

RATIONALE: This motion allows for the Senate to disseminate this proposal more widely throughout the faculty.

10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves to refer to Curricular Affairs for further review the Board of Regents' statement of intent regarding credit transfer.

EFFECTIVE: Immediately

RATIONALE: Curricular Affairs has been concentrating on policy items regarding implementation of the new UAF core curriculum which has prevented the committee from addressing other issues, such as the BOR statement of intent regarding credit transfer.

10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to confirm the incoming membership of the University-wide Promotion and Tenure Committee as follows:

Susan Henrichs (93)
Associate Professor, Marine Sciences
School of Fisheries and Ocean Sciences

Rainer Newberry (91)
Associate Professor, Geology
College of Natural Sciences

Ruiz Anne Rozell (93)
Associate Professor, Culinary Arts
School of Career and Continuing Education

Dennis Stephens (93)
Associate Professor, Library Science
College of Liberal Arts

EFFECTIVE: Immediately

RATIONALE: The University-wide Promotion and Tenure Committee is composed of nine members, serving staggered three-year terms. The Senate must confirm the three new members, who were elected by faculty in their respective school. Also, Claron Hoskins, CNS representative, resigned from the committee, and his replacement requires confirmation.

John Longyear 10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) E., PERMANENT, 7. of the Bylaws as follows:

(( )) = deletion
CAPS = addition

7. The Legislative AND FISCAL Affairs Committee will follow LEGISLATIVE AND FISCAL issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.

EFFECTIVE: Immediately

RATIONALE: The Senate needs to be kept informed of University budget matters. As the Legislative Affairs Committee is already tracking budget issues through its work with legislative items, adding budget responsibilities to this committee's charge is more efficient than establishing a new committee.

John Sampson 10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15,1990:

RESOLUTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the recommendations of the Ad Hoc Committee on Quality Review of Programs.

Committee Members:

F.M. Husby, SALRM, Chair
John Daly, SCCE
John Olson, CNS
John Whitehead, CLA
Nag Rao, CRA

This committee agrees with the concept of a formal external evaluation of program quality in the University of Alaska System but feels that the present form of the document needs some additional statements to broaden the scope of review and to address some concerns of the faculty.

As presented, the document needs both clarification and direction before implementation and action. Prior to further input by the faculty, the document should be written as a policy statement to represent the whole University of Alaska system. Minor details should be omitted from the policy statement (i.e., item D., sentence 2 "given a list of questions" approved by the Board of Regents) but implemented later by members of the specific campus or unit administration and faculty senate.

The policy statement should include:

1. The need for the initial evaluation to be of the statewide system (including statewide administrative structure) to review structure, program duplication and the need for program development.

2. A review that covers the three campuses as one system and then each campus and its individual program structure.

3. Retain options for individual campuses, units and faculty senate to be actively involved in selecting the review boards or accrediting bodies.

4. Specify the groups or individuals that will be responsible for the final decision to accept or reject the evaluation.

In addition to the above, concern was expressed as to the frequency and cost of reviews. The university budget should include an increment for the cost of bringing

in outside accrediting boards from other than the unit under evaluation. The frequency of reviews would also increase the cost to the university system. The Board of Regents and administration should be aware of all potential long term costs to the system prior to accepting or rejecting an evaluation that would create major budget demands.

10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (with 11 nays)
==========

The UAF Faculty Senate moves to postpone action on the motion to establish a 14-week semester for the Fairbanks campus with provision for a separate examination period. The Senate will reconsider the motion at the October meeting.

EFFECTIVE: Immediately

John L. Tripp 9-25-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves to reconstitute the Task Force on Administrator Evaluation for the purpose of reconsidering the administrator evaluation proposal dated May, 1990. The committee is directed to take under advisement Chancellor O'Rourke's comments in his veto of the proposal and to solicit and consider additional faculty input.

The committee will report their recommendations to Faculty Affairs by October 26, 1990.

EFFECTIVE: Immediately

RATIONALE: The Chancellor's comments address specific issues that suggest a substantive review of the Senate motion, which the original committee is better able to provide. Furthermore, in the interests of expediency as well as to ensure their cognizance, the full faculty should be apprised of the review and afforded the opportunity to provide direct input.

John S Leipzig 9-25-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to refer the term appointment motions vetoed by Chancellor O'Rourke to the reconstituted Task Force on Administrator Evaluation. The committee will report their recommendations to Faculty Affairs by October 26, 1990.

EFFECTIVE: Immediately

RATIONALE: Term appointments for academic administrators is closely tied to the evaluation of administrators issue and therefore was referred back to the task force.

John Longing 9-25-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to require a minimum of one day between the end of classes and the beginning of the final examination period.

EFFECTIVE: Fall 1991

RATIONALE: This will provide more flexible scheduling to the Office of the Registrar than does the current requirement for two days.

[signature] Oct 1, 1990
President, UAF Faculty Senate Date

APPROVED Patrick J. O'Rourke DATE 10/5/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to establish an Ad Hoc Committee on Quality Review of Programs, with the membership and charge indicated below:

MEMBERSHIP
==========

Fred Husby
Associate Professor
Division of Plants and Animal Sciences
Member, Faculty Affairs

M.S. Nagabhushana Rao
Professor
Behavioral Sciences and Human Services
Member, Curricular Affairs

John Whitehead
Professor
History

Henry Wichmann
Professor
Accounting
Member, Faculty Dev., Assess. & Improvement

CHARGE
========

The Ad Hoc Committee on Quality Review of Programs is charged with reviewing the document "Evaluating Program Quality" (dated April 2, 1990), prepared by Vice President for Academic Affairs George Christensen. The committee will recommend to the Senate acceptance, rejection, or modification on the proposal for action at the October meeting.

EFFECTIVE: Immediately

John Seppig 9-25-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to recommend approval of the attached proposed policy on nondiscrimination in textbooks and educational materials.

EFFECTIVE: Immediately

John L. Sturgis 9-25-90
President, UAF Faculty Senate Date

****

PROPOSED POLICY
==========

Nondiscrimination in Textbooks and Educational Materials 10.10.01

In recognition of the University of Alaska's commitment to providing equal educational opportunity, all members of the university community responsible for the selection of textbooks and educational materials are expected, in the absence of an explicit educational objective to the contrary, to avoid the use of textbooks and educational materials which reflect bias toward or against any person or group of persons based on their sex or minority status.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to postpone action on the motion to recommend approval of the proposed regulation on nondiscrimination in textbooks and educational materials. The Senate will reconsider the motion at the October meeting.

EFFECTIVE: Immediately

John L. Sampson 9-25-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #~~17~~ 20 on September 17, 1990.

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to change the meeting date for Faculty Senate Meeting #25 from Monday, March 11, 1991 to Monday, March 18, 1991.

EFFECTIVE: Immediately

RATIONALE: The previously scheduled meeting date falls on the first day of Spring Break which would result in poor attendance due to schedule conflicts.

John L. Jessup 9-25-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #~~17~~ 20 on September 17, 1990.

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to approve the following amendment to Article VIII, Section 2 of the General Assembly constitution, Regents' Policy 03.01.01.

(( )) = deletions
CAPS = additions

To change Article VII, Section 2 of the General Assembly constitution, Regents' Policy 03.01.01 to read as follows:

"Amendments to the constitution shall be approved by a majority ((vote of each)) of the local constituent bodies, EXCEPT THAT ANY AMENDMENT CHANGING THE MEMBERSHIP RIGHTS OF ANY MAU SHALL REQUIRE A MAJORITY VOTE OF EACH OF THE LOCAL CONSTITUENT BODIES."

RATIONALE: The amendment, if approved, would remove the veto power of a single MAU regarding amendments to the constitution of the statewide governance organization, the General Assembly. The only exception is that three MAU's could not force out the fourth MAU in terms of membership. This amendment would also provide for the three academic MAU's to join together and forward actions to the Regents without having the non-academic MAU block the actions.

John L. Sexton 9-25-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (unanimous approval)
==========

ORIGINAL

The UAF Faculty Senate moves to nominate the following individuals as faculty representatives on the UAF Chancellor Search Committee and to forward the list of nominees to President Komisar.

MEMBERS		ALTERNATES
Peter Cornwall Associate Professor History College of Liberal Arts	1st	J. Patrick O'Brien Associate Professor Economics School of Management
Jack Distad Professor Mathematical Sciences College of Liberal Arts	2nd	David Smith Professor Education College of Rural Alaska
Jeanette Morton Instructor Vocational Education Northwest Campus College of Rural Alaska	3rd	Michael Gaffney Associate Professor Alaska Native Studies College of Liberal Arts
William Reeburgh Professor Institute of Marine Science School of Fisheries and Ocean Sciences		
Gerald Shields Professor Biology and Wildlife College of Natural Sciences		
Wayne Vandre Associate Professor Cooperative Extension Service - Anchorage		
Sharon West Associate Professor Library Sciences College of Liberal Arts		

EFFECTIVE: Immediately

RATIONALE: President Komisar has requested that the UAF Faculty Senate provide a slate of seven faculty members plus a chairperson to serve on the search committee for a new UAF Chancellor. The above list of nominees will provide broad and capable faculty representation and leadership on the search committee.

9-18-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to nominate Tim Tilsworth, Professor, Environmental Quality and Engineering Science, School of Engineering, as chairperson of the UAF Chancellor Search Committee and to forward the nomination to President Komisar.

EFFECTIVE: Immediately

RATIONALE: Dr. Tilsworth has consented to be nominated as Chair of the UAF Chancellor Search Committee. Dr. Tilsworth is a tenured professor with twenty years of UAF experience. He has been active in faculty governance at UAF and at the statewide level. Dr. Tilsworth has had many leadership positions at the University and in faculty governance. His concern for broad faculty issues is well established. Dr. Tilsworth's demonstrated leadership and commitment to University service give confidence that he would be an able and dedicated chair of the search committee.

9-18-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #20 on September 17, 1990:

RESOLUTION (unanimous approval)
==========

BE IT RESOLVED, That the UAF Faculty Senate strongly recommends that search committees for deans and directors be composed in majority of faculty elected from and by the faculty from units for which the dean or director is to be selected, and that each committee elect their own Chair.

9-21-90

President, UAF Faculty Senate Date

The Administrative Committee on behalf of the UAF Faculty Senate passed the following motion at a meeting on June 4, 1991.

MOTION
=======

The UAF Faculty Senate moves to reiterate our previous decision that any FY92 salary increase be distributed as an across the board percentage increase to the base.

EFFECTIVE: Immediately

RATIONALE: See attached memorandum

Raymond C. Highsmith 6/6/91
President, UAF Faculty Senate Date

The Administrative Committee on behalf of the UAF Faculty Senate passed the following motion at a meeting on June 4, 1991.

MOTION
=======

The UAF Faculty Senate moves to support the concept of a policy encompassing resource recovery and conservation where feasible and economically justifiable. Procedures should be developed by the chancellor of each campus.

The UAF Faculty Senate further moves to recommend approval of the proposed policy on Resource Recovery and Conservation with the following changes:

[ ] = Delete
CAPS = Add

D R A F T REGENTS' POLICY 05.13.01

PART V

FINANCE AND BUSINESS MANAGEMENT

CHAPTER XIII

RESOURCE RECOVERY AND CONSERVATION

Each university department shall take an active role in resource recovery and conservation by recycling, minimizing resource use and waste, increasing electronic data exchange, purchasing recycled, reusable, and recyclable products, purchasing equipment that is compatible with these products, and when feasible printing copies on both sides of paper.

The [chief procurement officer] CHANCELLOR OF EACH CAMPUS shall develop procurement policies and procedures to facilitate the purchase and use of recycled products. The procurement specification process should include consideration for compatibility of recycled products and recycling efforts,where feasible AND ECONOMICALLY JUSTIFIABLE.

The [chief procurement officer] CHANCELLOR OF EACH CAMPUS shall develop and implement an education and awareness program among students, faculty, staff, and vendors of the university to promote resource recovery and conservation. The [chief procurement officer] CHANCELLOR OF EACH CAMPUS is encouraged to [enter into] PROMOTE cooperative arrangements with other governmental entities to enhance the opportunities for resource recovery and conservation.

EFFECTIVE: Immediately

Raymond C. Highsmith 6/6/91

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (unanimous approval)
==========

In the event that $1.9 million becomes available to supplement FY90 compensation, the UAF Faculty Senate moves to recommend that the faculty portion of these funds be distributed on an equal dollar basis to all permanent faculty and that the increases be built into the base salary.

EFFECTIVE: Immediately

RATIONALE: If compensation funds become available late in the legislative session, this will give administration a clear signal as to the faculty wishes for distribution.

John L Davis 5-11-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to receive the University of Alaska Fairbanks Self-Study - 1989-90 and to authorize the Administrative Committee to add additional comments based upon the recently received faculty opinion surveys.

EFFECTIVE: Immediately

RATIONALE: This action is necessary for the accreditation process.

5-11-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to charge the Administrative Committee to create a survey for faculty distribution based on results of the self-study questionnaires. The survey will be distributed in Fall 1990.

EFFECTIVE: Immediately

RATIONALE: It would be helpful if more significant data was available on the issues addressed in the faculty self-study questionnaire. The return from the original survey was statistically small and was perhaps affected by it being done as part of the self study.

5-11-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the 1990-91 committee membership as indicated below:

STANDING COMMITTEES
==========

Curricular Affairs
Roy Bird, CLA (91)
Claudette Bradley, CRA (91)
Lawrence Duffy, CNS (92)
Fred Dyen, SCCE (92)
Mike Gaffney, CLA (91)
Ron Gatterdam, CLA (92)
DeAnne Hallsten, SCCE (91)
John Lehman, SOM (91)
Nag Rao, CRA (91)
Douglas Schamel, CNS (91)
David Spell, SOE (91)
Julia Triplehorn, CLA (91)
Ex-Officio: 1 Dean - TBD
Representative from Registrar's Office
1 Undergraduate student - TBD

Faculty Affairs
Sukumar Bandopadhyay, SME (92)
Gary Copus, CLA (92)
John French, SFOS (91)
Fred Husby, SALRM (91)
Mary Lindahl, SOM (92)
Nag Rao, CRA (91)
Julie Riley, CES (92)
Ruiz Anne Rozell, SCCE (92)
David Spell, SOE (91)
Bob White, CNS (91)

Scholarly Activities
no members

PERMANENT COMMITTEES
==========

Committee to Nominate Commencement Speaker and Honorary Degree Recipients
Jill Baker, CRA (91)
Cathy Goodwin, SOM (92)
David Hales, CLA (92)
Koji Kawasaki, CNS (91)
James Ruppert, CLA (92)
Ex-Officio: Karen Cedzo, Director
University Relations

Developmental Studies Committee
- Roy Bird, English, CLA (91)
- Claudette Bradley, Interior Campus, (91)
- Richard Clausen, Math, CLA (92)
- John Creed, Chukchi (91)
- Kathy Harrell, CCC, CLA (91)
- Ron Illingworth, SCCE (91)
- Clara Johnson, RSS, (91)
- Wanda Martin , Advising Center (91)
- Joli Morgan, General & Devel. Studies (91)
- Maynard Perkins, Northwest (92)
- Marcele Skelton, SCCE (91)
- Peggy Wood, Bristol Bay (91)
- VACANT: CNS representative
- VACANT: Kuskokwim Representative

Faculty Development, Assessment & Improvement Committee
- Taylor Brelsford, CRA (91)
- Ed Cridge, CLA (92)
- Joseph Dupras, CLA (92)
- John Gimbel, CLA (92)
- Lucy Jones-Sparck, CRA (91)
- Bob Piacenza, CLA (91)
- Channon Price, CNS (91)
- Henry Wichmann, SOM (92)
- Ex-Officio: Gerald McBeath, Interim Director
  Office of Faculty Development

Graduate Council (five senators)
- Robert T. Cooney, SFOS (92)
- Jack Distad, CLA (91)
- Gerry Shields, CNS (91)
- Peggy Shumaker, CLA (91)
- Tim Tilsworth, SOE (92)

Legislative Affairs
- Larry Duffy, CNS (92)
- DeAnne Hallsten, SCCE (91)
- Paul Metz, SME (91)
- Marnie Sweet, CRA (92)
- Don Triplehorn, CNS (92)

Service Committee

Doug Coghenower, SFOS (92)
Roland Gangloff, CNS (91)
Ken Krieg, SALRM (91)
Don Quarberg, CES (92)
Ruiz Anne Rozell, SCCE (92)
Non-University: Linda Green, FNSB (91)
Non-University: To be determined

NOTE: 2 CRA SENATORS WILL BE PLACED ON COMMITTEES AT A LATER DATE

EFFECTIVE: Immediately

RATIONALE: The faculty members' preferences were reviewed and weighted against membership distribution from schools and colleges. In all cases, the senators' first or second choice of committee was honored.

5-11-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED
==========

The UAF Faculty Senate moves to adopt the following calendar of meetings for the 1990-91 academic year

*Mtg. #20	Monday, September 17, 1990
Mtg. #21	Monday, October 15, 1990
*Mtg. #22	Monday, November 12, 1990
Mtg. #23	Monday, December 17, 1990
*Mtg. #24	Monday, February 11, 1991
Mtg. #25	Monday, March 11, 1991
*Mtg. #26	Monday, April 15, 1991
Mtg. #27	May, 1991 - TBD

*indicates audioconferenced meeting

EFFECTIVE: Immediately

5-11-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to require new course proposals to contain a copy of the course syllabus.

EFFECTIVE: Fall 1990

RATIONALE: As a new course proposal makes its way through the approval process, it is essential to have information available to faculty outside the originating discipline. Several colleges already require course syllabi to be submitted with new course proposals. This motion strengthens and standardizes current procedure

John Seppig 5-11-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE: 5/15/90
Chancellor's Office

DISAPPROVED: _____ DATE: _____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED: _____ DATE: _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the following recommendations of the UAF Assembly Computer Users Committee included in its report dated April 16, 1990.

Recommendations
==========

A director of academic computing should be appointed as soon as possible. Given that funding for such a position was available last year when Tom Hassler held the position, the appointment of this director should not be contingent on increased state funding for the proposed academic computing increment. The new director of academic computing should act as expeditiously as possible to carry out the following tasks:

- Coordinate with UAA to allow UAF users to make use of ACAD2 in Anchorage, which is operating at less than 20% of capacity.

- Institute procedures to route all CPU-intensive batch jobs to ACAD2 in order to relieve the load on ACAD3.

- Communicate with research faculty regarding the availability of supercomputer grants. The committee feels that it would be appropriate to ban all jobs requiring more than a certain amount of CPU time from the VAX given the availability of such supercomputer grants.

- Communicate with all faculty regarding the availability of off-campus computer resources via the Internet.

- Coordinate with UACN to arrange automatic distribution of computer mail among various campus hosts using the University's new class-B Internet license in order to decrease the load on the VAX from electronic mail.

- Update the census of public computing facilities and prepare a budget for repair and replacement. Our informal estimate is that necessary repairs and replacements would cost around $50,000 at this time.

- Prepare a census of rural campus computing facilities and curriculum-related computer and telecommunication needs and prepare a budget for repair, expansion, and replacement.

Because of the perception among faculty that funds for academic computing have historically been (and continue to be) diverted to administrative use, we strongly recommend that the new director of academic computing should report directly to the Vice Chancellor of Academic Affairs rather than to the Director of Planning and Information Systems. This recommendation is not intended as criticism of existing individuals, but rather as a way to deal with widespread faculty perceptions by removing any appearance of conflict of interest.

EFFECTIVE: Immediately

RATIONALE: The Academic Computer Users Committee has spent the past three months studying the current state of campus-wide academic computing at UAF, during which we have received input from students, faculty, UAF staff, and statewide staff. This document summarizes our findings, concerns, and recommendations.

This motion deals only with issues regarding campus-wide academic computing.

Findings
======

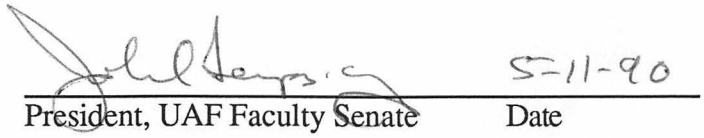
ACAD3 has been at near 100% of both processor and port capacity since January. Many users are unable even to sign on, since the maximum number of allowed users is often exceeded. For those who are able to sign on, response time is often very slow.

Between 30% and 40% of processor use of the VAX is by numerically-intensive jobs submitted by faculty and graduate students. It appears that much of this is from users in research institutes who use free time on ACAD3 instead of paid time on institute machines, or supercomputer access which requires advance permission.

A significant portion of VAX port use is by statewide administrative users (SX accounts) who remain logged on all day to use the electronic mail system (all users other than statewide administrative users are automatically logged off after a reasonable period of inactivity). This contributes substantially to the problem with exceeding the maximum number of allowed users .

Public-access student labs suffer from old, poorly-maintained equipment.

There is a perception among faculty that funds for academic computing have historically been diverted to administrative use. Both UAF and Statewide personnel have confirmed that this was standard operating practice during the period when Statewide was responsible for all computer administration. There is a strong suspicion among faculty in many units that this practice has continued since academic computing was turned over to the units (with a tiny fraction of its original nominal budget).



President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to empower the Administrative Committee to act on behalf of the Senate during the summer months of 1990 on all matters within its purview which may arise. Members will be kept informed of the Administrative Committee's actions.

EFFECTIVE: May 7, 1990

RATIONALE: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished.

5-11-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED (with 19 ayes, 10 nays)
==========

The UAF Faculty Senate moves to commit to the Faculty Affairs Committee the motion to recommend that issues of equity for faculty be a major priority if funds become available to supplement FY91 compensation.

5-11-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (21 ayes, 8 nays)
==========

The UAF Faculty Senate moves that deans, research directors, rural campus directors, library director, museum director and CES director will have five year term appointments, renewable for one additional five-year term upon completion of a successful faculty and administrative review.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Since the early formation of the senate and the leadership retreat last year, the issue of term appointments for administrators has been an issue of much discussion and concern. This statement indicates the definitive senate position on this issue.

5-11-90

President, UAF Faculty Senate Date

APPROVED: _____ DATE: _____
Chancellor's Office

DISAPPROVED: Patrick J. O'Rourke DATE: 5-1-90
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED: _____ DATE: _____
Chancellor's Office

See memorandum for explanation

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: John Leipzig, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: June 12, 1990

RE: TERM APPOINTMENTS FOR ACADEMIC ADMINISTRATORS

As you can see from the attached motion, I have found it necessary to disapprove this motion calling for five-year term appointments for deans, research directors, rural campus directors, the library director, the museum director, and the CES director. I have done so because such a practice would not be in the best interests of the institution.

This practice would discourage many qualified individuals as applicants for our positions. We would be asking individuals, particularly those who might come to these positions from other parts of the country, to give up other notable careers at their current institutions to accept a position at the University of Alaska Fairbanks which may not have a life beyond five years. This would be detrimental to our recruitment process. Regarding positions for which we advertise nationally, including academic administrators, we must try to build an incentive package to attract the individuals we wish to have take on these positions. Moving to Alaska from the Lower 48 is not quite the same as moving from Ohio to Illinois.

I do not believe that the motion is conducive to the exercising of strong, frank leadership within a respective institute or college. Rather, it favors a *don't rock the boat* attitude which will not necessarily advance the institute, college, or the University.

The motion would also automatically limit the maximum term of appointment as a dean or director to ten years. I do not find any particular merit in such a blind limitation. There are many individuals who might continue to serve their respective faculties and the institution quite well beyond such a time period, and I hope it would be the institution's desire in such cases to have them stay in their posts.

Term limitations for such positions are not the norm in public institutions in the United States. Thus, that would put us at a further disadvantage in our recruitment efforts.

While deans and directors have leadership roles within the institution, it also strikes me that senior faculty have leadership roles as well. The roles are different but, nevertheless, deans, directors, and the senior faculty do represent the leadership of an institute, school, or college. I might be willing to reconsider this notion of term appointments if we followed similar suit with senior faculty whereby there were term appointments to rank and tenure.

PJO'R/clb
cc: Executive Council

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to establish the following transition guidelines for implementation of the term appointment policy for deans and directors:

1. Deans and directors who have served in their position for four years will be reviewed during the first year that the administrator evaluation policy and procedures become effective;

2. Dean and directors who have served in their position less than four years will be reviewed after completion of their fourth year of service.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: A transition policy is needed to provide for an orderly review of current deans and directors.

John Davis 5-11-90
President, UAF Faculty Senate Date

APPROVED: _____ DATE: _____
Chancellor's Office

DISAPPROVED: Patrick J. O'Rourke DATE: 6-1-90
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED: _____ DATE: _____
Chancellor's Office

Follows as a result of previous action

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #19 on May 7, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to establish the following policy on evaluation of administrators:

POLICY

FACULTY ROLE IN ADMINISTRATOR EVALUATION

Coverage: The evaluation system would involve the evaluation of "Academic Administrators" which would include Academic Deans, Directors of Institutes, Director of Libraries, Rural Campus Directors, Vice Chancellor for Academic Affairs, and the Vice Chancellor for Research and Dean of the Graduate School and the Chancellor. Academic Administrators are defined as those administrators holding academic rank whose positions directly impact the academic program and whose performance directly effects the ability of faculty to carry out their academic duties.

Purpose: The purpose of the evaluation is for the faculty to provide appraisal of administrator's performance. The year in which the faculty evaluate administrators, the faculty evaluation will be a part of a regularly scheduled evaluation process carried out by the appropriate Vice Chancellor for those who report to the Vice Chancellor or by the Chancellor for the evaluation of the Vice Chancellors.

Frequency: The faculty contribution to the evaluation process will occur every four years, with each administrator conducting an interim evaluation for their own benefit every two years. It is expected that while administrators will continue to be evaluated on an annual basis by the appropriate individual, the fourth year evaluation will be more extensive and structured and will involve substantial input from all faculty in the appropriate college, institute or unit.

Composition of the Evaluating Committee:

The faculty of each unit shall elect five to seven members of the senior faculty (tenured) of that unit to comprise a committee which will gather, evaluate, analyze the faculty opinion of the performance of the administrator heading that unit. The committee will prepare a detailed report on the administrators performance as seen from a faculty perspective which will be submitted both to the appropriate Vice Chancellor, or in the case of Vice Chancellor's, to the Chancellor and to the administrator being evaluated.

The faculty committee will use a uniform survey instrument in soliciting faculty opinion so as to provide fair and comparable data. This instrument will address both administrative and academic contributions. The review process is expected to occur in the spring semester of the fourth year projected to take no longer than three weeks from the time questionnaires are sent to the faculty, to the time a formal performance report is submitted to both the administrator involved and the representative of the administration.

The report submitted shall be treated, in terms of confidentiality, the same as performance evaluations of senior faculty.

Election of the Evaluating Committee:

The Senate shall conduct the election of members of the Evaluating Committee for each academic unit.

Responsibility and prerogatives of the administrator being reviewed:

ORIGINAL

The administrator being reviewed shall be provided with a copy of the survey instruments to prepare a evaluation addressing significant performance areas for the period under review (4 prior years).

This evaluation shall be distributed to all faculty along with the survey instrument.

The administrator being reviewed will have the opportunity to respond to and address any points developed in the evaluation and submit comments. The report and the comments submitted by the administrator being reviewed shall be considered together by the administrator to whom the administrator being reviewed reports.

Role of the Chancellor or Vice Chancellor:

The Chancellor or appropriate Vice Chancellor may, at his or her discretion, discuss material parts of the report or response with either the committee of senior faculty or the administrator involved prior to finalizing the evaluation of performance of the administrator being reviewed.

The cognizant administrator will review the evaluation with the Committee.

Evaluation of the Process:

Annually, the Senate or appropriate committee shall review the effectiveness of the process and any instrument used with the representatives of the review committees from the various academic units. This review process will focus on improving the effectiveness of the process and will not involve the disclosure of elements of the evaluation report.

****

FACULTY EVALUATION OF DEAN OR DIRECTOR
UNIVERSITY OF ALASKA FAIRBANKS

Evaluation of: _____ For Calendar Year:_____
Dean/Director Unit: _____ Evaluator's Total Length of
Appointment: F.T. _____ P.T. ____ Service at UAF _____ (Years)
Regular: Tenure Track _____ Non Tenure Track_____
J.T. Appointment? Yes ___ No_____ Y/N ___ If Yes With: _____
Rank:_____ Tenured Y/N_____

In response to each of the statements below, please circle the response which best represents your opinion about the performance of the dean/director being evaluated. Additional comments may be added on Page 4.

Response Key: 1 = Poor 5 = Outstanding NR = No Response

I. ADMINISTRATIVE TASKS:

ORIGINAL

A. Building and Maintaining Excellence:

1.	Encourages and facilitates the professional growth and scholarship of faculty-----	1 2 3 4 5 NR
2.	Handles personnel matters such as promotion and tenure fairly----------	1 2 3 4 5 NR
3.	Establishes educationally significant goals for school/unit----------	1 2 3 4 5 NR
4.	Involves faculty participation in planning and program development-----	1 2 3 4 5 NR

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

B. Resource Allocation:

1.	Effectively communicates needs and priorities of the unit to a variety of constituents----------	1 2 3 4 5 NR
2.	Demonstrates sound judgement and high academic standards in matters of faculty hiring----------	1 2 3 4 5 NR
3.	Uses good judgement in controlling expenditures----------	1 2 3 4 5 NR
4.	Involves department heads in setting priorities for budget preparation and allocation----------	1 2 3 4 5 NR
5.	Provides adequate support services and staff for teaching and research--	1 2 3 4 5 NR

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

II. LEADERSHIP CATEGORIES:

A. Maintenance of Strong Faculty Morale:

1.	Recognizes and acknowledges staff and faculty accomplishments----------	1 2 3 4 5 NR
2.	Inspires excellence in faculty and staff----------	1 2 3 4 5 NR
3.	Projects/Builds morale of school---	1 2 3 4 5 NR
4.	Effectively manages conflicts------	1 2 3 4 5 NR
5.	Encourages divergent viewpoints----	1 2 3 4 5 NR
6.	Evaluates faculty fairly and constructively using high academic standards----------	1 2 3 4 5 NR

ORIGINAL

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

B. Mediator between Faculty and Administration:

1.	Communicates and consults with faculty on policy issues----------	1 2 3 4 5 NR
2.	Provides appropriate guidance to faculty regarding promotion/tenure-	1 2 3 4 5 NR
3.	Serves as an effective liaison between faculty and administration-	1 2 3 4 5 NR
4.	Openly communicates schools need to upper administration----------	1 2 3 4 5 NR
5.	Responds appropriately to student's concerns----------	1 2 3 4 5 NR

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

C. General Leadership Abilities:

1.	Projects vision that is appropriate and understandable-----	1 2 3 4 5 NR
2.	Generates outside support for faculty research, teaching and service activities----------	1 2 3 4 5 NR
3.	Creates opportunities for faculty to share expertise on public and private forums----------	1 2 3 4 5 NR
4.	Exercises good judgement----------	1 2 3 4 5 NR
5.	Discharges responsibility in a timely manner----------	1 2 3 4 5 NR

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

III. ACADEMIC CONTRIBUTIONS:

1.	Maintains professional expertise and activity in academic field appropriate to school----------	1 2 3 4 5 NR
2.	Represents the unit effectively to external constituencies---------	1 2 3 4 5 NR
3.	Contributes at appropriate national/regional professional associations through presentations of papers, chairing committees, etc.----------	1 2 3 4 5 NR
4.	Contributes to teaching program functions through classroom teaching, seminars, workshops,	

ORIGINAL

	graduate student supervision.------	1 2 3 4 5 NR
5.	Publishes in appropriate academic field----------	1 2 3 4 5 NR
6.	Participates/contributes to faculty seminars, research, etc.----------	1 2 3 4 5 NR

PLEASE RANK IMPORTANCE OF THIS SECTION: LOW, MODERATE, HIGH

COMMENTS

I. ADMINISTRATIVE TASKS:

A. Building and Maintaining Excellence:

B. Resource Allocation:

II. LEADERSHIP CATEGORIES:

A. Maintenance of Strong Faculty Morale:

B. Mediator between Faculty and Administration:

C. General Leadership Abilities:

III. ACADEMIC CONTRIBUTIONS:

IV. GENERAL COMMENTS:

John L. Deppa 5-11-90
President, UAF Faculty Senate Date

APPROVED: _____ DATE : _____
Chancellor's Office

DISAPPROVED: Patrick J. O'Rourke DATE: 6/1/90
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED: _____ DATE: _____
Chancellor's Office
See memorandum for explanation

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: John Leipzig, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: June 7, 1990

RE: FACULTY ROLE IN ADMINISTRATOR EVALUATION

As you can see from my signature on the attached motion, I am not able to approve the proposed senate policy on the faculty's role in administrator evaluations. While the input of faculty, as well as other constituent groups, is a vital and necessary part of the evaluation process, I do not believe this motion is the best way to achieve this. I have many concerns, some of which pertain to the specifics of the motion and others which pertain to the respective responsibilities of the administration and the senate. Let me address the specifics of the motion.

1. Evaluation processes should be handled in a delicate fashion with as much confidentiality as can be brought to bear upon the process. I note the senate indicates that the report should be handled confidentially--*the same as performance evaluations for senior faculty*. The proposed process is very different and does not lend itself to the confidentiality expressed in the motion by the senate. The evaluation of senior faculty is essentially a matter between the individual faculty member, the department head, and the dean. In this proposal, there are five to seven members of the senior faculty, all other members of the faculty, and, perhaps, senate members who would be involved as well as the Vice Chancellor or Chancellor as appropriate.

2. The motion implies that the faculty is the only constituent group who should be consulted in the process. I do not believe this is the intent of the senate, but the nature of the action, if adopted, would imply such. Yet, there are many constituency groups who have a valid perspective to bring to bear on the evaluation of a dean, director, or vice chancellor. Thus, it is my responsibility to develop a process where such constituent input, including faculty, would be involved in the evaluation process. To adopt this motion would be an incomplete evaluation process.

3. The senate unduly interposes itself in the process of evaluation by indicating that it shall be the body to conduct the elections of the evaluation committee. This abridges the responsibilities of the administration which is charged with carrying out these functions. Additionally, it sets up a body between the individual charged with conducting the evaluation (Vice Chancellor or Chancellor as appropriate) and the individual being evaluated. I do not believe this is in the best interest of

the evaluation process. The cognizant officer carrying out the evaluation must be able to talk directly with the individual being evaluated regarding the input he/she has received. If this input is filtered through another body, less frankness could prevail in the evaluation process.

4. I cannot tell from the motion whether or not the survey instrument, included as part of the motion, is meant to be the survey utilized in all cases. By adopting the motion, it may give the impression that this is indeed the case. Additionally, I am not sure that a survey instrument is the best way to elicit information on the performance of an academic administrator. An interview process conducted by the Chancellor or Vice Chancellor (as appropriate) might lead to a more meaningful evaluation and useful information. Thus, I wish to retain the flexibility to utilize either survey or interview.

5. The motion calls for the cognizant administrator to review with the committee the evaluation of the individual. Such a provision further abridges the confidentiality of the process.

6. The motion states that its purpose is *for the faculty to provide formative appraisal of administrator's performance.* Faculty input into the evaluation is an important element of the process, but it is the cognizant officer's responsibility to conduct the evaluation, and this abridges that responsibility.

There are other concerns of a broader nature that I have with this motion.

1. This is a process motion which, in my opinion, is not appropriate to a legislative body. I have no difficulty with a broad policy motion which states that the administration will involve faculty in the evaluations of academic administrators, but it is not in the best interests of the institution for those processes to be developed by the senate. Rather, this is a responsibility of the cognizant officers of the institution.

2. The motion abridges the respective responsibilities of the senate and the administration. The senate does have primary responsibility in legislating academic policy, and although I seek its guidance and advice on many other matters, this motion goes beyond the constitution of the senate. Thus, it is inappropriate for me to set a precedent by adopting it. I realize that the senate reserves for itself under Section 2.K. of the constitution *Other responsibilities as may be defined by the faculty under the constitution and by-laws.* However, the formulation of policies for how academic administrators should be evaluated does not fall within the faculty rights section of the constitution. It is an area where I desire consultation, and I have sought this. However, it is now my responsibility to formulate the process.

For all of the foregoing reasons, I have found it necessary to disapprove the action of the senate.

However, as I stated above, the practice of involving faculty in the evaluation of academic administrators is a valid and good one, and a plan to implement such a process will be developed. To this end, I shall draw upon many items contained within this motion as well as items contained in the report of the Joint Administration/Faculty Committee on Evaluation of Academic Administrators. Accordingly, I shall plan to implement a process in this next evaluation cycle which will involve faculty in the process.

PJO'R/clb
Attachment

cc: Executive Council

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #18 on April 13, 1990:

RECEIVED
APR 25 1990
CHANCELLORS OFFICE

MOTION PASSED (25 ayes, 5 nays)
==========

The UAF Faculty Senate moves to approve the following course requirements which will form the common core requirements for all baccalaureate degrees offered by the University of Alaska Fairbanks. This common core will be required of all entering freshmen beginning Fall 1991.

Mathematics Literacy
==========

At least 6 credit hours: Three credits minimum to be specified by the degree program (BA, BS, BFA, etc.), and three credits minimum to be completed within the first two years of study according to the following general baccalaureate requirement:

Math 131, Concepts of Mathematics

OR (for all BS students and others who desire a technical background)

A course in calculus (Math 162, 200, 201, 202, or 272 or any math course having one of these as prerequisites).

Communication Literacy
==========

1. English 111, Methods of Written Communication. 3 credits

2. English 211, Intermediate Exposition with Modes of Literature OR
   English 213, Intermediate Exposition 3 credits

3. Speech Communication 131, Methods of Oral Communication: Group Context
   OR
   Speech Communication 141, Methods of Oral Communication: Public Context 3 credits

4. 2 Designated Writing-Intensive courses and 1 Designated Oral Communication-Intensive course in students' major or elective fields. These should be upper-division classes chosen from courses required for degree or major programs 0 adt'l credits beyond degree requirements

ORIGINAL

Library and Information Literacy

Students must demonstrate library and/or information competency by passing a library competency test developed, administered and monitored by the Department of Library Science. This testing will be required of all entering undergraduate students and competency must be demonstrated before passing on to junior status. This test shall be administered once each semester.

Students who fail the competency test may take it the following semester. As an alternative to passing the competency test, students may take and pass either of two courses in the Department of Library Science: L.S. 100, Information and Library Strategies (1 credit), or L.S. 101, Library Skills (1 credit). L.S. 100 is a new course developed for rural campuses.

Computer Literacy

Disciplines should be encouraged to include computer related courses within major requirements. The committee, however, is not recommending any university-wide requirement as part of the core.

Natural Sciences

The Natural Science requirement in the Core Curriculum shall be two 4-credit hour courses, each with a laboratory (8 credit hours total). Both courses must be selected from those available in one of the two options defined below.

> Depth Emphasis: The two courses must be sequential courses (or a two-semester survey) which provide introduction to one of the basic natural sciences (biology, chemistry, earth science, physics).
>
> Breadth Emphasis: The two courses must be in different natural sciences or must be interdisciplinary in nature. Rather than provide in-depth introductions to individual branches of natural science, courses in this emphasis will stress interrelationships between the natural sciences as well as the relationship between science and society.

List of courses which can be used to satisfy this requirement shall be developed by the Curriculum Council of the College of Natural Science. The Curriculum Council shall develop its own certification procedures; however, it must follow the guidelines for course certification as follows:

1) a laboratory/field component which emphasizes data collection and analysis, hypothesis building, and experimentation;
2) substantial content dealing with "major concepts;"

3) science-related issues in society and public policy ORIGINAL

Distinctions between courses in the "Depth" and "Breadth" emphases will be concentrated in items 2 and 3. The "Depth" courses will necessarily concentrate on material within a single discipline related to 2 while the "Breadth" courses will have less emphasis on major concepts of a single discipline, substituting either material dealing with concepts from other disciplines or material related to item 3. While "Depth" courses must treat science-related issues as appropriate, "Breadth" courses may include such material as a focal point of the course.

Perspectives on the Human Condition
==========

1.	The Individual and Society--100-level	3 credits
2.	Political Economy--100-level	3 credits
3.	Modern World History--100-level	3 credits
4.	World Literatures: Art and Culture--200-level	3 credits
5.	Aesthetic Appreciation--200-level	3 credits
6.	Values and Choice--300-level	3 credits

Two of the six course areas may be waived for two, semester-length courses in a single non-English language taken at the university-level.

EFFECTIVE: ~~Upon Chancellor's Approval~~ FALL 91 PJOR

RATIONALE: Based upon significant faculty input at committee, college and university levels, and following the results of an advisory ballot in which 64% of the responding faculty recommended acceptance of this core over the current requirements, Senate endorsement of the core is warranted.

Dail M. Sutton 4-25-90
President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 5/7/90
Chancellor's Office

DISAPPROVED:_____ DATE_____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED: _____ DATE_____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting on April 13, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to charge the Curricular Affairs Committee to identify and develop policy on implementation of the new core.

EFFECTIVE: Upon Chancellor's Approval of the Core Curriculum Proposal

RATIONALE: Issues involving course coordination, development, and piloting, in addition to other faculty involvement issues with the core, need faculty input and recommendations.

David M Smith 4-25-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #18, April 13, 1990:

MOTION PASSED (with 3 nays, 1 abstention)
==========

The UAF Faculty Senate moves to abolish the current registration practice of centrally controlling waitlists for closed courses. Henceforth, once a class is declared closed by Admissions and Records, waitlisting for that section shall be controlled at the departmental or program level. As students drop from sections of closed courses, those sections will reopen until the present enrollment level is reached.

EFFECTIVE: Fall 1990

RATIONALE: The current system is inefficient and cumbersome, resulting in closed classes which actually have space in them for more students. The proposed procedure would give individual departments and programs control over waitlisting, would ensure fuller enrollment of courses in high demand, and would enable more students to complete enrollment before courses actually begin.

David R. Smith 4-25-90

President, UAF Faculty Senate Date

APPROVED: Patrick J. O'Rourke DATE 5/15/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #18 on April 13, 1990:

MOTION (with 7 nays, 3 abstentions)

The UAF Faculty Senate moves to establish a 14-week semester for the Fairbanks campus, ~~without provision for a separate final examination period.~~

EFFECTIVE: Fall 1991

RATIONALE: Revising the current academic calendar in this manner would give instructors the opportunity to use the fourteenth week of the semester either for instruction, for testing, or for some combination of the two activities. A 14-week calendar would also give lab courses an extra week for lab sessions.

4-16-90

President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED Pat O'Rourke DATE 5/7/90
Chancellor's Office

I have approved what I believe is the principle of this motion a 14 week semester. Due to student concerns voiced to me I want A+R to look at various options for the examination period. See attached correspondence.

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Ann Tremarello, Director
Admissions and Records

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: May 7, 1990

RE: PROPOSED SEMESTER MODIFICATION

Attached you will find a motion from the UAF Faculty Senate, which you have previously provided me some guidance on and which I have signed with a modification. I have received student concerns regarding the shortening of the exam schedule, and I would like you to explore options that would assure the 14-week semester as well as handle the examination period. One option might be the administering of examinations on the final class days of the semester. However, would it be possible to look at an exam schedule that would begin on the last two days of the semester and continue for the first two days of the week following the semester? If the examination schedule is set for the final class days, this would provide the time that people need for class study, and it could still provide us with a two-hour time block for examinations. Perhaps an alternative would be to schedule the first two days of the following week for examinations for those classes where the faculty members feel there is a need for a longer exam than a one-hour time block would provide. If we had a 14-week schedule with an examination week following it, what would this do to the semester length?

I would appreciate your providing me, before the start of the Fall semester, with three or four options which could implement the spirit of this motion. Thank you.

PJO'R/clb

cc: David Smith, President
Faculty Senate

Janice Reynolds
Vice Chancellor for Academic Affairs

Harris Shelton
Vice Chancellor for Student Affairs

The UAF Faculty Senate passed the following at its Meeting #18, April 13, 1990:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to establish a Task Force on Department Chairpersons, with the membership and charge indicated below.

MEMBERSHIP
==========

Ray Barnhardt
Professor
College of Rural Alaska

Arthur W. Brody
Professor
College of Liberal Arts

Gary Copus
Associate Professor
College of Liberal Arts

Larry Duffy
Associate Professor
College of Natural Sciences

John Goering
Professor
School of Fisheries and Ocean Sciences

Nils Johansen
Associate Professor
School of Mineral Engineering

Ron Johnson
Professor
School of Engineering

John Morack
Professor
College of Natural Sciences

Pat O'Brien
Associate Professor
School of Management

Mark Oswood
Associate Professor
College of Natural Sciences

Ruiz Anne Rozell
Associate Professor
School of Career and Continuing Education

Steve Sparrow
Associate Professor
School of Agriculture and Land Resources Management

CHARGE
=======

The Task Force on Department Chairpersons is charged with addressing at least the following:

1. making the Senate approved department chair election policy workable by developing subsequent policies that will define the role and tasks of department chairs with respect to deans and to department faculty.

2. developing procedures for selection and removal of department chairs.

3. suggesting methods by which department chairs may be compensated for their service.

4. making suggestions as to the relevance of department size in the selection, removal, and compensation of department chairs.

Dave M. Smith 4-25-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #18, April 13, 1990:

MOTION PASSED (unanimous approval)
==========

Pending completion of all University requirements, the Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees.

Effective: Immediately

Rationale: These degrees are granted upon recommendation of the faculty. As the representative body of the faculty, we are making that recommendation.

David M. Smith 4-25-90

President, UAF Faculty Senate Date

ORIGIN

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (with 2 nays, 2 abstentions)
==========

The UAF Faculty Senate moves to replace the existing policy on selection of academic unit heads to the proposed policy on election of department chairs as follows:

1. Election of department chairs shall be by a simple majority vote of the vote of all tenure-track faculty and permanent instructors of the respective department.

2. Department chairs shall be elected as representatives of their faculty.

3. Among other agreed upon duties, department chairs will have access to the college-wide budget requests and allocations and will operate as a college-wide budget committee.

****

Follow-up: The Faculty Senate is further charged with forming a committee to determine the role, duties, functions, and compensation of department chairs.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: This new policy will enable representative department chairs to assist their departments in meeting the goals that the faculty have determined to be important and will empower department chairs to act on behalf of their faculty.

Dan R. Smith 3/19/90

President, UAF Faculty Senate Date

ORIGINAL

Motion on election of department chairs
Faculty Senate Meeting #17
March 19, 1990

APPROVED _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED _____ DATE _____
Chancellor's Office

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Smith, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: April 3, 1990

RE: DEPARTMENT HEADS MOTION--REQUEST FOR EXTENSION

I would like to request an indefinite extension in my taking action on the department head motion which I received in my office on March 20, 1990. According to Article XI, Section 1 of the Faculty Senate constitution, such an extension may be granted upon request by the chancellor and approval by the Administrative Committee of the Faculty Senate.

My reason in doing so is to engage in further exploration and discussion of the issues surrounding department heads/chairs. I found the discussion at the Executive Council of March 28, 1990 to be revealing and useful in my consideration of the action. However, I am also of the belief that, in its current form, I would be doing the University a disservice by taking final action either way. One of the most telling observations that came out of the Executive Council meeting was the fact that we have the *cart before the horse.* This was voiced by a number of people, and it seems clear that we need to scope out the role, duties, and functions of the department heads/chairs and, from that, should follow the means of election/selection.

I would also like to suggest that the senate committee working on this further elaboration work with a few of the deans and current department heads so that a fuller exploration of the issues, desires, and problems might be brought about.

If the Administrative Committee of the Faculty Senate is willing to grant such an extension, I would appreciate knowing of your decision before the April 13, 1990 Faculty Senate meeting. Thank you.

PJO'R/clb

cc: Janice M. Reynolds
Vice Chancellor for Academic Affairs

UNIVERSITY OF ALASKA FAIRBANKS

Governance Office
Fairbanks, Alaska 99775-0680

MEMORANDUM

TO: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

FROM: David Smith, President
Faculty Senate

DATE: April 9, 1990

SUBJECT: Department Heads Motion -- Request for Extension

On behalf of the Faculty Senate, the Administrative Committee has agreed to grant you an extension to act on the department head motion passed by the Senate on March 9, 1990, until such time that the Senate receives and acts on recommendations from the Task Force on Department Chairs.

cab

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (17 ayes, 9 nays)
==========

The UAF Faculty Senate moves to establish the following ~~policy~~ procedure PBOR 4/19/90 to consider requests to censure administrators:

A. An investigation for possible censure of an administrator must be initiated by a petition signed by 25 individuals with faculty rank. – see attached PBOR 4/19/90

B. There shall be an independent investigation by faculty of the case against the person being considered for faculty censure, including votes of no confidence. Once a motion to consider censure has been raised in the Senate, the Senate President, in consultation with the Administrative Committee, shall appoint an ad hoc committee of at least three members of the faculty (members may or may not be senators).

C. This committee shall be charged to thoroughly investigate any and all reasons for considering the action, and shall report within (30) days its findings and recommended action. The recommended action can include remediation.

D. Upon acceptance of the ad hoc committee's report, the Faculty Senate will act upon the committee's recommendation.

E. Any motion and consequent vote shall be by secret ballot. The vote of no confidence shall be by simple majority. The vote will be followed by a communication of the action to the Chancellor's Office, or in the case where the Chancellor is involved, to the University of Alaska President, for consideration and response. The appropriate administrator(s) ~~shall~~ MAY communicate their response to the Senate within 30 days. PBOR 4/19/90

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: On occasion, the Faculty Senate needs to address the issue of administrators who have lost the confidence of faculty. However, the Senate has no policy which can provide a fair, deliberate, and responsible procedure for considering these cases. This motion proposes such a procedure.

David R. Smith, Mar 22, 1990
President, UAF Faculty Senate Date

APPROVED: _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED Patrick J. O'Rourke DATE 4/19/90
Chancellor's Office

approved as a procedure and in the spirit of the attached memorandum to Prof. Smith dated 4/19/90
PJOR

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Smith, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: April 20, 1990

RE: CENSURE PROCEDURE

I have approved, with the modifications contained in the motion and in this memorandum, the action of the senate regarding a procedure for censure. However, I did find the motion troubling. Let me explain.

The senate has the right to take action at any time regarding any individual within the University including members of the administration. Attempting to regulate how and when such an action might occur is something that I believe is not in the best interests of the University or the senate. Many different issues can be involved including the severity of an action or the chronic nature of such actions. The senate action came to me as a policy item, yet it seems inappropriate as a policy. It also seems inappropriate as part of the senate's constitution and by-laws. Thus, I have modified the action to reflect that it is a senate procedure for it is a means by which the senate will conduct its business.

I am further concerned that the action is out of context. An investigation for possible censure is a very serious action and is one that should be utilized only as a last resort. Yet, I find nothing in the senate action to indicate that other means of problem resolution have been explored. There are other ways of correcting inappropriate actions within the institution, and I would hope that all who are part of the academy would utilize these means.

Let me address the specific items contained within the action. With regard to Section A, there is nothing in the senate action which indicates the substance of charges for which a petition may be initiated. Because 25 faculty members might disagree with a particular action, is this sufficient enough cause to initiate such a petitioning? If such is the case, chaos will reign because many actions taken throughout the institution will be controversial in nature. A petition and investigation can be as damaging to an individual as a censure vote.

Regarding Section B, this mandates an independent investigation once the signature petition is received. Neither the senate president nor the administrative committee appear to be given any latitude, rather, they "shall appoint" an investigating committee. The institution would be better served if the senate president and the administrative committee had the latitude to determine whether or not the charges being alleged (if any) are serious enough to warrant further investigation.

Under Section D, the senate is mandated to act on the committee's report, yet the committee might be of such a nature that no further action is required. Additionally, the procedure does not mandate that the individual being charged has a right to appear either before the committee or the senate to answer the charges. Additionally, there is no requirement that the investigations and deliberations shall be kept confidential. The senate may be bordering on legal liabilities depending on how they carry out their actions.

Under Section E, it assumes that the only form of censure is by a vote of no confidence. Censure could and should take other forms than just a "no confidence vote." Yet, the implication is otherwise. Again in this section is the same issue whereby the administrator is asked to communicate after the action rather than before it. Further, if the action of the senate is against censure, why then should there be any further communication of this throughout the institution?

Given the reservations I have expressed, you might ask why I signed the senate action. Despite the fact that I believe it is a flawed procedure, it is the right of the senate to establish any procedure it wishes in order to bring action against an individual in the institution that it feels it has cause to take such action against. My personal belief is that you do not have a carefully thought-out, working procedure in this action and that the senate would be better served by rescinding its action and giving far more careful thought and consideration to the entire issue. However, that is my opinion, and I endorse the senate's right to conduct its business as it sees fit.

PJO'R/clb
Attachment

cc: Executive Council

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to conduct a faculty referendum to provide an advisory vote on the Core Curriculum Proposal. On March 22, 1990, the UAF Faculty Senate will distribute to permanent UAF faculty the Core Curriculum Proposal, along with the following advisory ballot. Completed ballots must be returned to the UAF Faculty Senate office by 5:00 p.m., Friday, March 30, 1990. Ballots may be returned by mail, FAX, or VAX. The Faculty Senate will vote on the Core Curriculum Proposal in its April 13, 1990, meeting. (see attached for copy of ballot)

EFFECTIVE: Immediately

RATIONALE: While current Senate procedure does not call for an advisory vote of the entire faculty on the Core Curriculum Proposal, response to the proposal at the level of schools and colleges and in the senate-sponsored convocation makes it obvious that there is strong faculty sentiment in favor of an advisory vote.

[signature] 3/22/90

President, UAF Faculty Senate Date

ADVISORY BALLOT ON CORE CURRICULUM PROPOSAL

Please answer each of the following seven questions:

1. Do you favor implementation of the Mathematics Literacy section of the Core Curriculum Proposal?
   ===== yes =====no

2. Do you favor implementation of the Communication Literacy section of the Core Curriculum Proposal?
   ===== yes ===== no

3. Do you favor implementation of the Library and Information Literacy section of the Core Curriculum Proposal?
   ===== yes ===== no

4. Do you favor implementation of the Computer Literacy section of the Core Curriculum Proposal? ===== yes ===== no

5. Do you favor implementation of the Natural Sciences section of the Core Curriculum Proposal? ===== yes ===== no

6. Do you favor implementation of the Perspectives on the Human Condition section of the Core Curriculum Proposal?
   ===== yes ===== no

7. Overall, do you favor the Core Curriculum Proposal over the current general degree requirements? ===== yes ===== no

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the following motion presented by the participants of the General Assembly Governance Retreat, February 14, 1990:

> "We adopt, in principle, the concept of a council of presidents and suggest that it replace the General Assembly as it exists today. The council of presidents would improve the representation of the different constituent groups, while resulting in a more efficient form of governance. This structure will allow direct access for student, staff and faculty to the President and the Board of Regents on concerns that are unique to those groups, and will provide an avenue for joint consideration of issues that affect all constituent groups. This statewide organization would in no way dictate how governance is organized at the local campuses."

EFFECTIVE: Immediately

RATIONALE: As an outcome of the systemwide governance retreat, the faculty, staff, and student presidents have requested that each local constituent body at the three universities consider this motion which would begin a process to change the statewide governance structure.

David M. Smith 3-22-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (unanimous approval)
==========

A UAF undergraduate minor shall consist of at least 15 hours of coursework to be designated by each discipline or department offering a minor. Such designation shall specify whether courses used to fulfill minor degree requirements may be used at the same time to fill major or general distribution requirements.

EFFECTIVE: September 1991; earlier, by petition

RATIONALE: Since UAF began offering bachelor of science majors the option of obtaining a minor, there has been some confusion as to the content and requirements of minors among different academic disciplines. Implementation of this motion would eliminate confusion and give academic disciplines the freedom as well as the obligation to determine minor degree requirements.

Dave M Smith 3-12-90
President, UAF Faculty Senate Date

APPROVED: Pat O'Rourke DATE 4/19/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED _____ DATE _____
Chancellor's Office

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS
Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Janice Reynolds
Vice Chancellor for Academic Affairs

Academic Deans

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: April 20, 1990

RE: UNDERGRADUATE MINORS

Attached you will find a copy of an action passed by the Faculty Senate, and signed by me on April 19, 1990, which establishes that undergraduate minors shall consist of at least 15 hours of coursework to be designated by each discipline or department offering such a minor. It is possible that some of your minor fields of study may not comply with this action. Please review the requirements for each of your minor fields and indicate to Vice Chancellor Reynolds, by May 20, 1990, which minor fields of study are not in compliance. Over the course of the next academic year, you will need to take appropriate action in order for these minors to come into compliance with the new policy.

PJO'R/clb
Attachment

cc: David Smith, President
Faculty Senate

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to establish a Task Force on Lecturers and Research Associates/Assistants, with the membership and charge indicated below.

MEMBERSHIP
==========

Jean Anderson
Lecturer - Assistant Professor
College of Liberal Arts

Wendy Esmailka
Director, Interior Campus
College of Rural Alaska

DeAnne Hallsten
Associate Professor
School of Career and Continuing Education

Stephen Jewett
Research Associate
School of Fisheries and Ocean Sciences

Lola Oliver
Laboratory Supervisor
School of Agriculture and Land Resources Management

Nag Rao
Professor
College of Rural Alaska

David Spell
Assistant Professor
School of Engineering

CHARGE
=======

The Task Force on Lecturers and Research Associates/Assistants is charged with addressing the following issues and forwarding recommendations to the Senate at its April 1990 meeting:

1. How much teaching is being undertaken by temporary part-time faculty? How high a percentage is it in certain colleges and disciplines?

2. How much research is being undertaken by research associates and assistants? How high a percentage is it in certain colleges and disciplines?

3. How are these persons selected and how are they integrated (if at all) into the department structure?

4. How are these persons remunerated and what other benefits (if any) do they derive from University affiliation?

5. How much turnover do we have in these positions and what implications does this have for academic integrity at UAF?

6. How can the Faculty Senate and/or Staff Council better represent the temporary part-time faculty and the research associates/assistants?

7. What policies involving the part-time faculty and staff in research and teaching positions at the University should be considered by the Faculty Senate?

EFFECTIVE: Immediately

David McSmith 3-22-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves to refer to the Faculty Affairs Committee the motion regarding separating the EEO function from the hiring authority and instructs the committee to address the spirit of the original motion and recommend action at a future Senate meeting.

Dian M. Smith 3-11-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED
==========

The UAF Faculty Senate moves to refer to the Task Force on Lecturers and Research Associates/Assistants for further consideration the motion to amend bylaws regarding Senate representation of research associate/ assistants. The task force will present its recommendation on the motion at the next Senate meeting.

Dave M. Smith 3-22-90

President, UAF Faculty Senate Date

The UAF Faculty Senate passed the following at its Meeting #17 on March 9, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to reaffirm its position that if the statewide governance structure is not changed, the Senate will disassociate itself from the General Assembly.

Dave M. Smith 3-22-90

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #16 on February 12, 1990:

MOTION PASSED AS AMENDED (with 7 nays)
==========

The UAF Faculty Senate instructs the Curricular Affairs Committee to make a careful study of the UAF academic calendar with a view toward extending the length of the semester to 840 minutes of instruction per credit hour, exclusive of the final exam period. The committee should attempt to complete its deliberations in time to submit a motion to the full Senate for action in its April 1990 meeting. In any case, the motion must be acted upon by October 1990 in order to be implemented in the 1991-92 academic year.

Effective: Immediately

Rationale: While there is considerable faculty discontent with the current UAF academic calendar, the 1990-91 calendar has already been published and advertised. If changes are to be made in the academic calendar, it is only reasonable to contemplate such changes with deliberation.

David R. Smith 2-27-90

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #16 on February 12, 1990:

RESOLUTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to adopt the following resolution relating to the policy on sabbatical leaves for faculty and to the manner by which they are funded.

WHEREAS, Faculty are to be responsible for the understanding of the most current information germane to their specific areas of research and teaching; and

WHEREAS, The concept of faculty sabbatical leave is recognized by this university and others worldwide as a means by which faculty can remain current in their specific areas of responsibility; and

WHEREAS, Faculty of the University of Alaska, because of our geographic remoteness, are at a relative disadvantage to interact with colleagues at other universities and research centers; and

WHEREAS, Sabbatical leave is no longer funded directly by University-wide funds, but rather is now the financial responsibility of the faculty members' administrative unit; and

WHEREAS, Statewide policy on time in residence for faculty applying for a second or subsequent sabbatical has recently been changed from five to six years; and

WHEREAS, The president of the University supports the concept of sabbatical leaves and recognizes that policies on funding and residence time should not have been changed; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate recommends that University of Alaska reestablish University-wide funds for sabbaticals and that the residence requirement for second, and subsequent, sabbaticals revert back to the previous period of five years.

BE IT FURTHER RESOLVED, That the Faculty Senate requests the Chancellor to make the reinstitution of sabbatical leave funds a top priority in the next incremental budget request.

David M. Smith 2-27-90

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #16 on February 12, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the proposed amendments to the Regents' Policy, Part V, Finance and Business Management, Chapter X, Student Fees and Tuition as presented with Vice President Rogers' memo of January 23, 1990.

David M. Smith 2-27-90

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #16 on February 12, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to direct the Administrative Committee to solicit nominations for the next Faculty Senate President Elect and to submit a slate of nominations for consideration by the Senate at its Meeting #17 on March 9, 1990.

Effective: Immediately

Rationale: This motion provides a procedure by which the Senate will be assured of having a strong field of candidates from which to select its next President-Elect.

Dan R. Smith 2-27-90

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #16 on February 12, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to support in principle the following recommendations of the Ad Hoc Committee on Governance Structure included in the committee's February 1990 report:

1. The Faculty Senate amend its constitution

   a. to include a forceful, coherent statement of purpose
   b. to focus on legitimate faculty concerns (teaching, research, creative activity, service)
   c. to have the major voice in shaping academic policy
   d. to address budgetary issues while items are being discussed and ranked, so that the opinions of faculty will be considered along with those of the Executive Council.

2. The Faculty Senate withdraw from and recommend the dissolution of the UAF Assembly.

3. The Faculty Senate withdraw from and recommend the dissolution of the Statewide General Assembly.

4. The Faculty Senate seek direct access to the President and the Board of Regents via a Presidents' Council made up of the presidents and presidents-elect of the faculty groups at UAF, UAA, and UAS.

David M. Smith 2-27-90.

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #16 on February 12, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to refer back to the Graduate Council the motion amending the policy on composition for graduate advisory committees and asks for assurances that the interdisciplinary degree program is not adversely affected by such a motion. Further, the Senate empowers the Graduate Council to act on this motion on behalf of the Senate after making these assurances.

[Motion distributed at Senate meeting:

The UAF Faculty Senate moves to amend the policy on committee composition for graduate advisory committees to require that faculty serving on these committees be primarily employed with the University of Alaska Fairbanks.

Effective: Fall 1990

Rationale: The graduate catalog presently states that the primary employment of faculty members on the graduate advisory committees will be with the University of Alaska. The current composition of graduate advisory committees generally is in accord with the proposed amendment. In addition, the University of Alaska Fairbanks, not the University of Alaska, is the degree granting institution.]

Dan M. Smith 2-27-90

President, UAF Faculty Senate Date

For audioconferencing: members, call bridge number: 1-800-478-9770

FOR MORE INFORMATION, CONTACT:
Cindy Bee
312 Signers' Hall
474-7964 FYSENAT

AGENDA

UAF FACULTY SENATE MEETING #15A
Wednesday, January 17, 1990
1:00 p.m. - 5:00 p.m.
Wood Center Ballroom

1:00 I Call to Order - David Smith — 5 Min.
- A. Roll Call
- B. Adoption of Agenda
- C. Introduction

This special session of the Senate has been called to provide our members with the opportunity to begin the new decade with a clearly defined focus. The session has two goals:

1) A discussion and prioritization of the major policy issues that we the faculty at UAF need to consider.
2) A discussion of the role of the faculty and the Faculty Senate at UAF.

1:05 II Overview and reactions to David Smith's issues paper. — 45 Min.

We invite any member to create their own issues paper to share with the Senate (please bring 40 copies for the members).

1:50 III Break into small groups (7-9 members each) to accomplish the following: — 60 Min.
- A. Develop and prioritize list of policy issues that need faculty attention.
- B. Suggest methods, time tables and responsibilities for addressing each issue.

2:50 IV Each group leader presents issues list to the full Senate which will consolidate group lists into a master list. — 40 Min.

3:30 V Discuss and prioritize issues from master list and determine methods, time table, and responsibilities for addressing each issue. — 60 Min.

4:30 VI Develop a statement (synthesis) as to the future role of the faculty and the Senate at UAF. — 30 Min.

5:00 VII Adjournment

MEMORANDUM

TO: UAF Faculty Senate
FROM: David M. Smith, President
UAF Faculty Senate
DATE: January 12, 1990
SUBJECT: Background to issues to be considered at the January 17 Senate meeting

This is the paper I promised at the December meeting of the Senate. I apologize for being so late but have been under the weather much of the break. I have tried to keep this brief and raise only what I see to be some basic issues. It may stimulate other issues you would like to have discussed. In order to illustrate my expectations of the role of university faculty, I have started with some personal notes. Please understand I am not suggesting we recreate one of these institutions in Alaska. I do believe that we would be well served to acquaint ourselves with the academy's traditional view of faculty.

INTRODUCTION. I came to UAF about five years ago after 20 years teaching in universities. My experience includes a State Land Grant Institution (Michigan State), a Jesuit University (Georgetown), a state affiliated private university (Temple) and an Ivy League school (The University of Pennsylvania). My appointments have ranged from pretty traditional teaching to research and administration - serving for six years as the director of a major research center at Penn.

During that time I was never asked to sign a time sheet, I was never subject to formal evaluation by a dean or department head, I don't remember ever hearing my department head or dean referred to as my "supervisor", I never signed a contract and was never hired for less than a three year term while on a tenure track. Furthermore, faculty in all four institutions were expected to take, and took seriously, managerial roles in the hiring and evaluation of other faculty, in the development and oversight of academic programs, and in taking responsibility for their own professional lives and development (i.e., getting research support, deciding how to spend their time, what professional meetings to attend, etc.) With the exception of Georgetown, which with its Jesuit tradition was more autocratic than the other institutions, deans and department heads clearly served at the pleasure of the faculty rather than of the hierarchy.

In none of these institutions was faculty governance a big issue. That the faculty is the university was accepted. This was reflected in virtually every activity and structural arrangement from the roles faculty played in graduation rituals to the recruitment of students to work with particular faculty to the faculty role in budget allocations and the relationship between administrators and faculty. In no institution that I have served would or did an administrator last long if he or she was perceived as failing to serve the interests of the faculty.

I want to make it very clear that I consider none of these institutions as perfect. I am not pining to go back and certainly don't want to see us recreate an Ivy League in Fairbanks. I have mentioned my experiences only to illustrate the kinds of professional expectations I bring to the role of University professor; expectations which are part of the tradition in the academy. Faculty are not employees of the administration but professionals under contract to the institution. The administration does not constitute a management team but management functions are vested primarily in faculty with administration, appropriately selected from the ranks of faculty by the faculty, charged with administering faculty formulated policy. (I might add that in my experience the best academic administrators - deans, chancellors, provosts, presidents, etc. - are those that continue the faculty functions of teaching and research. They value their reputation as faculty to the neglect of control and turf concerns.)

Let me again state the basic proposition, FACULTY ARE THE UNIVERSITY. (It is not by accident that historically the terms "faculty" and "university" were often used as synonyms; e.g., "He studied with the Faculty of Arts and Letters at Cologne.") Following from this, the policy-making purview of the faculty is the general well-being of the institution and the oversight of academic affairs. (I am indebted to Donald O'Dowd for this wording.) This is indeed traditionally accepted.

There are several implications for the view I have adduced that perhaps can be made explicit as a step in moving to the more concrete issues we as UAF faculty representatives are presently facing.

THE STRUCTURE OF GOVERNANCE. The governance structure in existence at UAF reflects the traditional role of faculty in the University. However, our effectiveness at the system level - witness the decisions to build a

presidential house and to seek a new president without any faculty input in the decisions - is mitigated by the systemwide General Assembly structure now in place. Furthermore, we have been thwarted, up to now, in our attempts to bring about change in this structure.

The General Assembly structure is predicated upon the unwritten assumption that we all - faculty, staff and even students - are merely employees of the administration (labor vs management/ownership, if you will) and that we all have an equal, albeit weak, stake in management decisions. The General Assembly constitution cannot be changed unless each constituent group - each student, staff and faculty organization at each of the three universities agree.

President O'Dowd will be underwriting a retreat of sorts in February, to be held in Anchorage, to examine the issue of governance. Plans call for all of the executive staff - president, vice presidents and chancellors - to attend and the presidents of all constituent groups. As a result, out of twenty-six participants invited, three will be faculty. The retreat does not hold much promise to be a basis for developing a system of governance giving pre-eminence to the faculty role.

At issue for us are at least the following:

- How can we effect change in the governance structure? (any change requires unanimous consent by each constituent group at all three universities, the Statewide Administration Assembly,and the General Assembly, and the permission of the chancellors and of the president. Then, the Board of Regents must act.

- Our participation in the February governance retreat - should we and what posture should we take?

- The possibility of withdrawing from the General Assembly and forming a statewide senate.

MECHANISMS FOR FACULTY VOICE AT ALL LEVELS. The systemwide governance structure is only one of the blockages, and in some way the least important, to the effectiveness of faculty input in decision-making. Policy-making structures and procedures within colleges also needs our attention. There are several facets to this issue.

First, deans need to understand that they are accountable to their faculty. This does not mean that they should be weak. However, their strength, contrary to the present situation, should be predicated upon the full support of their faculty for whom they act. (I know one case where the chancellor directed a dean to transfer a position and program to another college. The dean did so forthwith not bothering to consult with the faculty of either unit. Other examples may be easily adduced supporting the contention that deans see themselves acting on behalf of higher administration rather than their faculty.) Neither does this accountability mean that deans are unable to act contrary to the wishes of the faculty. It does mean that such actions come as a last resort, after attempting to get faculty support, and in the full knowledge that faculty will be fully informed and free to dissent.

Second, we need better College based structures to ensure faculty voice. It is easy for a dean to claim that they have consulted with faculty simply by asking several cronies for their opinions, absent a more structured arrangement that promotes regular discussion of issues and direction to the dean. An obvious source of systematic feedback would be a council of department heads. However, as most of us know, our department structures are weak and department heads - mostly appointed by deans and not infrequently being untenured, junior faculty - are subject to manipulation and act largely without faculty authority.

I would like to suggest that we consider, either through legislation or encouragement, several changes in the colleges' ways of doing business:

- Probably each college should have a budget committee that has general oversight of the entire college budget - not just that portion the dean decides to allocate to a department.

- We should look closely at the departments as they presently exist and consider consolidating smaller ones and finding ways to empower department heads - by electing them from the faculty as a start.

- The faculty of each college should undertake an annual evaluation of the dean, and perhaps the department heads, to give systematic feedback to the deans as to faculty perceptions of their performances. This evaluation not to be used by the chancellor for summative purposes and carried out under the auspices of the senators from the college.

MECHANISMS FOR PROFESSIONALLY REMOVING INEFFECTIVE ADMINISTRATORS. If university administrators primarily serve at the pleasure of the faculty, we should operate under a set of understandings and procedures which enable us to know when they have lost the confidence of the faculty and to encourage or force them to step aside with minimal negative personal or professional effects. During the past two years, we have been asked by the university community to investigate the possibility of censuring two vice chancellors. Absent any understandings or set of established procedures, our actions have been awkward and their effectiveness is still unproven.

The sense of impotence we experience in this area is both frustrating and ultimately demoralizing. The clear implicit message to faculty, sometimes articulated, is "if you don't like the way the administration is acting, then leave!"

I would like to have us consider two proposals that would address this situation:

- Campus administrators be selected for set renewable terms. Renewal of the term would follow a careful assessment by faculty. The advantages to this are many and obvious - administrators would be hired with a clear set of expectations, the problem of ossification would be minimized, faculty would be more prone to overlook minor inadequacies knowing that they will have a say in decisions to retain, and knowing that they are truly accountable would affect the performance of the administrator.

- We develop a set of procedures leading up to a motion of censure or no confidence with several intermediate points of possible action.

In addition to considering these issues of general policy we must consider the request by the UAF Assembly (see attached motion) to investigate passing a motion of no confidence in the VCAA. The Administrative Committee of the Senate proposed a University-wide referendum on the issue. Therefore, at issue for us is:

- Should we seek the direction of the faculty, through referendum, for a motion of no confidence in the VCAA? Or, what action should be taken to respond to the UAF Assembly request?

MOTIVATING FACULTY TO ACCEPT THEIR PROFESSIONAL RESPONSIBILITIES. It is well and good to maintain that faculty are the university and should have a major managerial role to play. It is another thing to find ways to make it worth their while to accept the professional responsibilities implied in this view. Our track record in this respect is clearly inadequate. There are several symptoms of the problem as I see it. Faculty Senate representatives are too often chosen by default - no one else wants to do it. We have serious difficulty staffing committees. Faculty are reluctant to pass judgments on their peers in matters of tenure and promotion.

There is probably less agreement as to the causes of this problem but I will venture some possibilities. First, I think we have too many of two kinds of faculty. On the one hand, we have a number of those (like the Rumanian security forces who were recruited from orphanages so they would know no other kind of life) who have never taught elsewhere, have not established extensive outside professional networks, and so aren't aware that the way we do things is atypical. On the other hand, we have a number of senior, tenured, well-paid faculty who have no reason to change the way things are being done.

Second, we are in transition. Faculty are being called upon to apply higher standards in the evaluation of their peers than they were judged by. Faculty who were educated and hired as community college instructors are now expected to comport themselves and be judged as university faculty. These conditions can be sources of serious tension.

However, I am convinced that the most serious problem is the lack of positive support from the administration and the institution as a whole for faculty acting professionally. We have had little opportunity to really take responsibility for our own professional lives, including suffering the consequences of bad decisions. It is axiomatic, that people will become what they are treated like. Treat faculty like hourly employees and they will become that. Treat them as professionals and they will respond professionally.

We see this problem rearing its head whenever a dean makes a budget decision that affects the college without consulting faculty, when a mission statement or a set of program objectives formulated by faculty are altered by a higher level administrator, when legislation or departmental decisions are ignored by administrators, when administrators take credit for the actions of their faculty, when administrators are foregrounded at ceremonial functions

rather than faculty, and when the incentives for achievement of excellence are either patronizing or negative (i.e., we are cajoled to do better or granted little perks for our successes).

Solutions to this problem are particularly difficult, rooted as it is in the models followed by incumbent administrators and our lack of established academic traditions - it is settled tradition that supports the situation found at other institutions alluded to at the beginning of this essay, not specific legislation or written policies. We probably cannot create tradition through legislation.

I would suggest several small steps we can take.

- Do a better job of highlighting the achievement of faculty. (We have a proposal for the institution of a distinguished faculty award.) One way to do this would be through a Senate newsletter - which we voted to establish but have never gotten going.

- Consider establishing some sort of senior faculty advisory groups for each college and perhaps creating something similar at the university level.

- Look into the possibility of creating a "faculty club" where faculty would be encouraged to congregate and develop a collegial presence.

- Establish more colloquia and symposia series involving both local faculty and outside scholars in an attempt to switch the internal dialog to professional and academic issues.

- Actively seek ways to do away with time-sheets, yearly evaluation by administrators and other practices that constantly remind us that we are not really professionals.

- Be vigilant and professional in calling administrators to task who ignore or alter faculty decisions or who fail to consult with faculty.

- Consider developing procedures for ongoing program review. (The Board of Regents has made it clear that they are going to require ongoing program review with the end in view of creating economies.) One of the

faculty's professional responsibilities is that of monitoring ourselves with respect to the effectiveness of the programs we are responsible for. We need to take the initiative in this issue.

CONCLUSION. It is my hope that this short essay will both help us focus attention on some of the crucial issues we need to attend as a faculty senate. It is also my hope that this will stimulate you to raise and articulate other issues that need to be addressed as we assume the roles appropriate to us as a faculty and as a senate. A university can only be as good as its faculty makes it and we can work for the general well-being of the University only as we feel good about ourselves as faculty.

The UAF Assembly approved the following at its Meeting #6 on December 1, 1989:

MOTION PASSED (unanimous approval)
==========

The UAF Assembly requests consideration of a motion of no confidence in Vice Chancellor of Academic Affairs Janice Reynolds in her performance in that office be duly considered by each constituent body and their recommendation brought forward for a vote at the spring Assembly meeting #7.

RATIONALE: The actions of the Vice Chancellor for Academic Affairs during the Fall 1989 semester have created the impression of entrenching "ivory tower" thinking, promoting a superordinate-subordinate atmosphere, and appear to be contrary to the collegial and egalitarian purposes of a state supported public institution. The motion will require each governance unit of the UAF Assembly to address this issue, and forward their recommendation to the UAF Assembly for final disposition.

12/7/89

Chairperson, Coordinating Committee Date
UAF Assembly

HD/4.23

Information Only

The UAF Faculty Senate approved the following at its Meeting #15 on December 8, 1989:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to refer to the Curricular Affairs committee the motion relating to Special Topics, introduced at the December Senate meeting, and directs the Curricular Affairs committee to also review the definition and uses of Special Topics in order to provide a policy on this issue for future Senate consideration.

Dick W Swan 12-15-89

President, UAF Faculty Senate Date

ATTACHMENT 15/4
UAF FACULTY SENATE MEETING #15
DECEMBER 8, 1989
SUBMITTED BY CURRICULAR AFFAIRS

MOTION
=======

The UAF Faculty Senate moves to confirm as policy the following statement: Special Topics courses must be approved by the curriculum council, department head, and dean of the college or school in which the course is offered.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Curriculum council approval is a crucial part of the course approval process because it assures continuing direct faculty oversight of course offerings.

Furthermore, curriculum council approval of all courses, including special topics courses, is an important step in the protection of the integrity of off-campus courses, as well as the University course offering in general since approved off-campus courses are given status equal to courses offered on the main campus.

Information Only

The UAF Faculty Senate approved the following at its Meeting #15 on December 8, 1989:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to confirm the membership of the University-wide Promotion and Tenure Committee as follows:

Edward J. Brown (92) Professor, Microbiology	School of Engineering
Clifford T. Cox (92) Associate Professor, Accounting	School of Management
Jack Distad (90) Professor, Mathematics	College of Liberal Arts
Claron Hoskins (91) Professor, Chemistry	College of Natural Sciences
Judith S. Kleinfeld (91) Professor, Psychology	College of Rural Alaska
Jay D. McKendrick (92) Associate Professor, Agronomy	School of Agriculture & Land Resources Management
Ruiz Anne Rozell (90) Associate Professor, Culinary Arts	School of Career & Continuing Education
P. D. Rao (91) Professor, Coal Technology	School of Mineral Engineering
Donald M. Schell (90) Professor, Marine Sciences and Ocean Resources	School of Fisheries & Ocean Sciences

Effective: Immediately

Rationale: Each college/school was requested to hold elections for its representative on the University-wide Promotion and Tenure Committee. The membership presented to the Senate for approval is the response to that request.

David M. Schell Dec 11 1989

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #15 on December 8, 1989:

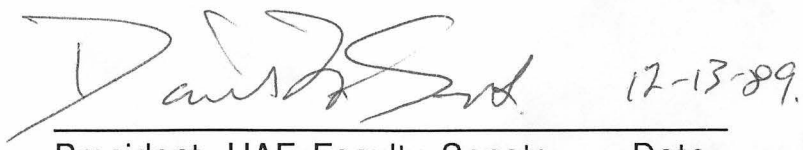
RESOLUTION PASSED (with 3 nays)
==========

The UAF Faculty Senate moves to adopt the following resolution clarifying the role of the University-wide Promotion and Tenure Committee:

WHEREAS, The University-wide Promotion and Tenure Committee is now responsible for reviewing the decisions of the senior faculty for consistency across units and is not expected to repeat the substantive evaluation of each unit's peer review committee; and

WHEREAS, This new role represents a major change in the tenure and promotion review process at UAF which not all faculty and administration may clearly understand; now

THEREFORE BE IT RESOLVED, That the primary focus of the University-wide Promotion and Tenure Committee is to: 1) add a recommendation to the file of the candidate where the conclusions of the unit peer review committee do not coincide with the candidate's administrative supervisors (department head, institute director, and/or dean); and 2) review promotion and tenure files to assure that University-wide standards are met, using unit standards and indices as the major benchmarks for review.



12-13-89.

President, UAF Faculty Senate Date

The UAF Faculty Senate approved the following at its Meeting #15 on December 8, 1989:

MOTION PASSED (with 1 nay)
==========

The UAF Faculty Senate moves to establish the following procedure for Senate consideration of the UAF baccalaureate core curriculum proposal:

1. Core curriculum committees finalize the core curriculum proposal for presentation to individual schools and colleges.

2. Faculty members in schools and colleges review the core curriculum proposal and submit comments to core curriculum committees.

3. Core curriculum committees refine the proposal in preparation for presentation to faculty and students in a special convocation.

4. Core curriculum committee heads present and explain proposal to faculty and students in a special convocation sponsored jointly by the core curriculum committees and the UAF Faculty Senate Curricular Affairs Committee.

5. Based on faculty and student response in the convocation, core curriculum committees further refine the proposal for presentation to the UAF Faculty Senate Curricular Affairs Committee.

6. Core curriculum committee heads present the proposal to the UAF Faculty Senate Curricular Affairs Committee in time for the committee to consider the proposal, conduct an advisory vote on the proposal, and submit the proposal to the full Senate for consideration in its March, 1990, meeting.

7. Core curriculum committee heads present the proposal to the UAF Faculty Senate for discussion in its March, 1990, meeting and for further discussion and final vote in its April, 1990, meeting.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE:

1. Throughout the above discussion, the word "proposal" signifies the entire UAF baccalaureate core curriculum proposal, including components devised by committees on "Humanistic Expressions," "Literacy," "Mathematics," and "Natural Sciences."

2. The procedure outlined above is designed to ensure fair and full consideration of the proposal by faculty throughout the university and by UAF Faculty Senate members as their representatives. Furthermore, the procedure is designed to ensure UAF Faculty Senate action on the proposal during the 1989-90 academic year.

3. Core curriculum committees bear full responsibility for devising, refining, and presenting the proposal in a fair and timely manner so that the UAF Faculty Senate as presently constituted may, without acting in undue haste, complete its deliberations on the proposal before new senators take their seats at the April, 1990, meeting.

original lost in Ch. Office

Dave R. Smith 12-11-89
President, UAF Faculty Senate Date

APPROVED Pat O'Rourke DATE 1/19/89
Chancellor's Office

DISAPPROVED:_____ DATE_____
Chancellor's Office

APPROVED WITH MODIFICATIONS(S) INDICATED _____ DATE _____
Chancellor's Office

Information Only

The UAF Faculty Senate approved the following at its Meeting #15 on December 8, 1989:

RESOLUTION PASSED AS AMENDED (with 4 nays)
==========

The UAF Faculty Senate moves to adopt the following resolution regarding the conduct of the Vice Chancellor For Academic Affairs during a November 27, 1989, meeting regarding the merger of the Cooperative Extension Service with the School of Agriculture and Land Resources Management.

WHEREAS, The Vice Chancellor asked faculty from CES and SALRM (faculty not part of the committee), in addition to students, to leave the meeting claiming that they might impede the progress of the committee; and

WHEREAS, The actions of the Vice Chancellor are in violation of the letter and spirit of the University open meeting regulation 02.06.01 and could set a dangerous precedence; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate regrets the aforementioned action, accepts the apology of the Vice Chancellor for Academic Affairs, and supports the principle that full democratic procedures be followed in all future actions.

Dair R. Smith 12-11-89

President, UAF Faculty Senate Date

Information Only

The UAF Faculty Senate approved the following at its Meeting #15 on December 8, 1989:

MOTION PASSED (with 3 nays)
==========

The UAF Faculty Senate moves to postpone until the February 12, 1990, Senate meeting action on the attached motion relating to the use of position numbers in calculating reapportionment figures.

David W Snow 12-13-89

President, UAF Faculty Senate Date

ACTION POSTPONED UNTIL FEBRUARY 12, 1990, SENATE MEETING

MOTION
=======

The UAF Faculty Senate moves to amend Section 1 (ARTICLE III: Membership) B. Representation, Paragraphs 2. and 6. of the Bylaws as follows:

(( )) = deletion
CAPS = addition

Sect. 1 (ART III: Membership) B. Representation

2. A faculty member is one who holds academic rank AND OCCUPIES A UAF POSITION NUMBER ON THE LISTING OF FACULTY. (Currently includes lecturer, research or senior research associate, instructor, assistant professor, associate professor, or professor be they full-time, part-time or visiting.)

6. A faculty member having appointment split between units OR POSITION NUMBERS shall be included in each unit OR POSITION NUMBER in proportion to the respective appointment for the computation of item 5.

EFFECTIVE: Immediately

RATIONALE: Article III, Section 1-B, Paragraph 8 of the Bylaws directs that "Reapportionment will be done for the elections held in even numbered years or upon two-thirds vote of the Senate." Reapportionment is due now for the 1990 election year. The Faculty Affairs Committee, in deliberating reapportionment over three meetings, has been unable to reach a consensus as to how to identify a faculty member. The Listing of Faculty, provided by the Budget Office, identifies every faculty member in UAF by location(s), position number(s), months of appointment(s), and Full-Time Equivalent (FTE) status. This listing is a quantitative, objective and timely document with which to determine apportionment. This amendment will give direction to the Faculty Affairs Committee so that they may present a reapportionment motion

Information Only

The UAF Faculty Senate approved the following at its Meeting #15 on December 8, 1989:

MOTION PASSED (with 4 nays)
==========

The UAF Faculty Senate moves to postpone until the February 12, 1990, Senate meeting action on the attached motion redefining an academic credit hour of non-laboratory instruction.

Paul M Smith 12-13-89

President, UAF Faculty Senate Date

ACTION POSTPONED UNTIL FEBRUARY 12, 1990, SENATE MEETING

MOTION
=======

The UAF Faculty Senate moves to redefine an academic credit hour of non-laboratory instruction at UAF as consisting of 840 minutes of instruction, exclusive of the final exam.

EFFECTIVE: Fall Semester, 1990

RATIONALE: For Fall Semester, 1988, in response to the reorganization of UAF, the Faculty Senate redefined an academic credit from the formula motioned above to consist of a minimum of 800 minutes of instruction (implemented as 13, 60 minute weeks plus 20 minutes in finals week). This change, from 14 weeks to 13 weeks, was done as a compromise in order to accommodate the community college and certain rural units which were operating on a 12 week semester. This decrease has impacted certain programs so severely that instructional goals can no longer be met.

The UAF Faculty Senate approved the following at its Meeting #14 on November 10, 1989:

RESOLUTION PASSED AS AMENDED (unanimous approval)
==========

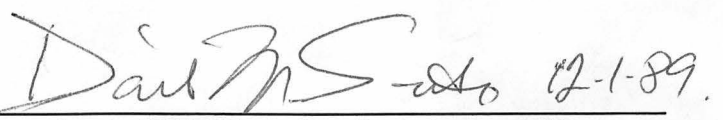
The UAF Faculty Senate moves to adopt the following resolution relating to the role of the unit peer review committees:

WHEREAS, The UAF Faculty Senate has endorsed review by one's tenured peers as the central process whereby candidates are evaluated for promotion and tenure and have codified this role in the new promotion and tenure regulations; and

WHEREAS, Under the new procedures, the unit peer committees are no longer charged with simply making recommendations to the deans but are vested with the major responsibility for tenure and promotion decisions, and

WHEREAS, Unless all parties to the reviews conscientiously and professionally accept their part in the process, the faculty responsible for carrying out the educational mission of the University will have abdicated their role in the decision-making to the ultimate loss of program quality and morale, now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate reaffirm the above stated principles and request the President of the Faculty Senate and the Chancellor to take immediate steps to apprise the UAF faculty and administration of them, urging full and conscientious efforts to make the new procedures work.



President, UAF Faculty Senate Date

The UAF Faculty Senate approved the following at its Meeting #14 on November 10, 1989:

MOTION (passed unanimously)
=======

The UAF Faculty Senate moves to recommend the following amendments to the proposed Compensation Policy:

50% of the self-funded compensation increases will be annually devoted to protection of real income, and the other half of this increases will go to an open architecture policy reflecting the priorities of the 1989 UAF faculty vote on compensation, or as revised to reflect future faculty priorities.

The 1989 UAF faculty compensation priorities are:

PROTECTION OF REAL INCOME: ASSURING THAT COMPENSATION STRUCTURES WILL BE ADJUSTED FOR INFLATION.

COMPETITIVENESS: ASSURING THAT THE UNIVERSITY CAN SUCCESSFULLY COMPETE FOR, AND RETAIN, QUALIFIED FACULTY AND STAFF.

EQUITY: ASSURING THAT THE RELATIONSHIP BETWEEN COMPENSATION AND JOB CLASSIFICATION IS FAIR AND JUST.

SATISFACTORY PERFORMANCE: ASSURING THAT EMPLOYEES' COMPENSATION WILL BE ANNUALLY ADJUSTED WITHIN THE SALARY STRUCTURE FOR CONTINUED SATISFACTORY PERFORMANCE.

EXCEPTIONAL PERFORMANCE: ASSURING THAT MONETARY AWARDS ARE MADE TO RECOGNIZE THOSE EMPLOYEES WHO MAKE OUTSTANDING CONTRIBUTIONS TO THE UNIVERSITY.

The allocation of compensation among the second 50% of the self-funded compensation increases shall be negotiated by the UAF Faculty Senate and the University administration.

Rationale: This motion reflects the will of the faculty based on the results of the referendum on the proposed Compensation Policy.

Pres-Elect 11-14-89

President, UAF Faculty Senate Date

The UAF Faculty Senate aproved the following at its Meeting #14 on November 10, 1989:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) of the Bylaws as follows:

(( )) = deletion
CAPS = addition

Sect. 3 (ART V: Committees) E. Permanent Committees

2. The Service Committee will be 7 members who represent the academic community and the general public, with not less than two members being non-university employees. The chair must be a ((Senate)) UAF FACULTY member. Members' terms will be staggered to provide continuity. This committee will deal with policies relating to the service mission of the university and its faculty.

Effective: Immediately

Rationale: The requirement that the chair be a member of the Senate was determined at a time when committee membership was predominantly from the Senate; however, current, and possibly future, representation make meeting this requirement impractical. By requiring that the chair be UAF faculty, this prevents the possibility of a non-university employee serving on other related faculty committees, such as the Senate Administrative Committee.

11-21-89

President, UAF Faculty Senate Date

The UAF Faculty Senate approved the following at its Meeting #14 on November 10, 1989:

RESOLUTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to adopt the following resolution relating to use of the Railbelt Energy Fund for construction of instructional buildings:

WHEREAS, The campuses of the University of Alaska have a shortage of space particularly in specialized laboratory facilities, office space and large lecture facilities; and

WHEREAS, The University, in order to attract and retain quality students and faculty, needs to provide up-to-date structures and facilities; and

WHEREAS, The University and its continued development is of utmost importance to the State of Alaska because of the University campuses' economic impact on the communities throughout the State; and

WHEREAS, The students of the University of Alaska support the construction of these facilities, and

WHEREAS, Various Alaska scientific and professional societies such as Sigma Xi, Alaska Geological Society, and Unified Fairbanks have endorsed the construction of the classroom/lab facilities; and

WHEREAS, The State of Alaska, in a time of financial difficulty, has been unable to fund new instructional facilities that are needed in Fairbanks and Anchorage; and

WHEREAS, Fairbanks and Anchorage are in need of such capital projects because of high unemployment and the economic benefit said project would have on these communities; and

WHEREAS, In the Railbelt Energy Fund lies the resources necessary to construct the instructional buildings needed so desperately on the Fairbanks and Anchorage campuses; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate goes on record as requesting that the Board of Regents directly approach the legislature and suggest that the legislature utilize a portion of the money in the Railbelt Energy Fund for the purposes of constructing an instructional building dedicated to the natural sciences on the UAF Fairbanks campus and an instructional building devoted to general classroom use at the UAA Anchorage campus.

[signature] - Pres. Elect 11-21-89

President, UAF Faculty Senate Date

The UAF Faculty Senate approved the following at its meeting #13 on October 13, 1989:

RECEIVED
OCT 25 1989
CHANCELLORS OFFICE

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate moves to accept the peer review units as indicated below:

UAF UNIT PEER REVIEW COMMITTEES

UNIT	NUMBER TENURED FACULTY
College of Liberal Arts	
Social Science I (Anth, ANL)	10
Social Science II (Geog, Hist, PS/Just, Sp Comm, PE, Mass Communication)	13
Mathematical Sciences (Math, Stat, CS)	10
Performing Arts (Music, Art, Drama, Broadcast)	14
Humanities I (English, Print Journalism)	9
Humanities II (For Lang, Phil/Hum)	7
Library Science	13
College of Natural Sciences --	
Biological Sciences	13*
Physics	20
Chemistry	8*
Geoscience	14*
College of Rural Alaska -- College as a Whole	19
Additionally, in the case of faculty in disciplines with limited representation within the college or in which the senior faculty felt a need existed for broader peer evaluation, the senior faculty appoint members from the discipline or related disciplines to become voting members of the unit for the purposes of the peer review and to comprise an ad hoc peer committee with members of the College's tenured faculty to advise the unit as a whole.	
School of Agri. & Land Res. Mgmt. -- School as a Whole	16*
School of Career & Continuing Education --	
SCCE Tenured Faculty Augmented by five faculty from CES, CRA, and Other (see proposal)	11*

School of Engineering -- School as a Whole	8
School of Fisheries & Ocean Sci. -- School as a Whole	26*
School of Management -- School as a Whole	13
School of Mineral Engineering -- School as a Whole	7*

In this first year, the unit peer review committee will be augmented with two or more faculty from allied areas.

Cooperative Extension Service -- CES as a Whole	7

*Committees with one or more members who hold dual Peer Committee Membership.

Davis M. Smith Oct 20, 1989.
President, UAF Faculty Senate Date

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 10/27/89

sm3/21

This approval is subject to further review of those units with only 7+8 to determine whether Deans and Directors are included in the totals. Should the review determine that these units fall short of the 7 minimum, such units will be merged with units of similar interest.

Pat O'Rourke
10/27/89

The UAF Faculty Senate approved the following at its meeting #13 on October 13, 1989:

MOTION (Unanimous Approval)
======

The UAF Faculty Senate moves to endorse and request that the Chancellor forward to the the University of Alaska president the proposal to restructure the General Assembly and to request that the President bring together the presidents of faculty, staff and student governance groups to consider the proposal that follows:

RECEIVED
OCT 25 1989
CHANCELLORS OFFICE

PROPOSAL FOR ALTERING THE STRUCTURE OF THE
UNIVERSITY OF ALASKA GENERAL ASSEMBLY

PROPOSED NEW STRUCTURE
****

The new body would be called the Council of Governance Presidents and would consist of the following members:

UAA: 3 Presidents - 1 from staff governance, 1 from faculty governance, 1 from student governance

UAF: 3 Presidents - 1 from staff governance, 1 from faculty governance, 1 from student governance

UAS: 3 Presidents - 1 from staff governance, 1 from faculty governance, 1 from student governance

SA: 1 President - 1 from staff governance

This body of 10 would elect a chair from their members. If a president of any local governance body should desire to designate someone to sit in their stead on the Council, the designee must be an elected member of the body, must be approved by the body, and must serve for the entire term of the president who designated the member.

WORKING PROCEDURES OF THE COUNCIL
****

The Council would meet face-to-face a minimum of three times per year; once at a UAA campus, once at a UAF campus, and once at a UAS campus. Other meetings would be called via audioconference. The meetings would be scheduled to occur with Board of Regents meetings.

The business of the Council would be forwarded to the Council from the local governance bodies or from the President. All business that is to be acted upon by the Council must first be given to the local governance bodies for their respective comments. The Council will be required to give sufficient time (a minimum of one month) for local governance bodies to respond to specific issues facing the Council. If a local body is non-responsive during that time, the Council will have the authority to consider the business at the scheduled time.

The Council would only consider action on items that affect multiple Universities within the statewide system. Items that only affect one University would not come before the Council and, when appropriate, would be presented to the Board of Regents through their respective Chancellor. If the Board of Regents or the President believe that a proposed policy or action of one University will seriously impact another University in the system, they may request that the Council consider the policy or action prior to ruling upon it. Staff matters of common concern would be voted on by the four staff governance representatives; student matters of common concern would be voted on by the three student governance representatives; and faculty matters of common concern would be voted upon by the three faculty governance representatives.

Additionally, the staff representatives would develop a formal meeting and working relationship with the Vice-President for Human Resources and the faculty representatives would develop a like relationship with the Provost.

ACTIONS OF THE COUNCIL
****

The body is to be a deliberative body which is constituted primarily for the purpose of coordinating the actions of various employee and student groups from the multiple universities within the University of Alaska system. The body would not be a policy making body in itself, rather it would be responsible for coordinating the policy development that occurs in local governance groups so that system-wide policy reflects the needs and desires of each employee and student group at the multiple universities within the system. The Council would work to inform each of the local governance groups about the actions of other governance groups and would, when appropriate, work to coordinate the actions of various governance groups when their actions would affect other groups within the system. In no case would the Council be able to dictate the policies of any University governance body but would work to send system-wide concerns back through the local governance bodies so that those local governance bodies could consider possible modifications.

The Council would also act as the major vehicle for sending multiple University concerns to the Regents through the President. When multiple governance bodies desire to work together to establish system-wide procedures or agreements, this would be the appropriate body to carry those desires to the Regents.

The Council could also continue to act as an outreach arm of the University of Alaska system by working with other State and governmental agencies to promote higher education for the citizens of Alaska. This body could corporately propose ways to attract and retain more Alaska students. They could work on revisions to student loan procedures and could work with the legislature to make life on the campuses more rewarding for employees and students. Conferences and seminars with other educators and the development and dissemination of educational publications about employee efforts throughout the system could be coordinated by this body.

In effect, this body would work with Statewide administration through the respective governance bodies on large issues and leave to the local governance bodies the development of campus policies and regulations.

COMMITTEES
****

There would be no need for standing and permanent committees since the issues facing the body would vary. Instead, the Council would charge each president with the responsibility for appointing University members to special committees and task forces that the body creates to investigate statewide issues and concerns. These committees would report their findings to the Council, who would in turn request action from the individual University governance bodies prior to taking the action to the President for presentation to the Board of Regents.

RATIONALE: We are now a restructured University system that is very different from the system many of the current employees and students began in just a few years ago. While being a single system, we are three increasingly unique universities. Rather than continuing to insist that we be alike, it is time to realize that we clearly are, for most practical purposes, three universities that need to coordinate our efforts with one another so that all three universities can do what they do uniquely in the best possible manner without hindrances placed upon each University by an antiquated system. At times we need to realize (and I would go further to say that we embrace) the different roles each of our Universities has in the statewide system. Statewide governance should flow from local governance and not the converse.

Dan McSmith 10/25/89
President, UAF Faculty Senate Date

APPROVED Patrick J. O'Rourke Date 11/1/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

sm3/21

INFORMATION ONLY

The UAF Faculty Senate approved the following at its Meeting #13 on October 13, 1989:

MOTION (passed with 4 nays)
======

The UAF Faculty Senate moves to endorse the recommendations of General Assembly relating to the Board of Regents regulation on Emeritus Status with the following changes:

1. The Faculty Senate recommends emeritus status be reserved for faculty, and only for faculty who have attained the rank of professor.

2. The Senate further recommends that non-faculty employees who have provided long and meritorious service to the University be recognized through some other mechanism yet to be developed.

Rationale: On the point of faculty emeritus being limited to the rank of professor, the sentiment was that only those individuals who had attained the highest honor accorded the professoriate in terms of active rank should be considered for emeritus status.

For other University employees who have given long and meritorious service to the University, there should also be a system of recognition as there is for the professoriate. The Senate is strongly in favor of such a system but respectfully suggests that the use of the word "emeritus" for non-faculty employees is a non-traditional use of the term and as such, the faculty would like a different system to be developed which would include all the provisions accorded emeritus professors.

David M. Smith 11/2/89
President, UAF Faculty Senate Date

General Assembly recommended revisions to University Regulation 04.05.02, "Termination and Retirement:"

1. In Section A., the General Assembly recommends that the faculty senates examine whether or not emeritus status for faculty should be limited to the rank of professor in light of the restructured mission of the university.

2. The General Assembly also recommends the following word change in Section A:

   'The process for AWARDING [[promoting]] an applicant/ nominee to Professor Emeritus will be a multi-level...'

   THE PRESIDENT OR CHANCELLOR MAY AWARD EMERITUS STATUS TO AN EMPLOYEE WHO IS RETIRING AFTER A MINIMUM OF TEN YEARS OF SERVICE WITHIN THE UNIVERSITY OF ALASKA SYSTEM.

   THE PROCESS FOR APPOINTING AN APPLICANT/NOMINEE TO EMERITUS STATUS WILL BE A MULTI-LEVEL REVIEW PROCESS ESTABLISHED BY EACH UNIVERSITY AND STATEWIDE ADMINISTRATION WITH THE CAVEAT THAT EMERITUS STATUS IS THE HIGHEST HONOR THAT CAN BE BESTOWED UPON A RETIRING EMPLOYEE.

   The General Assembly recommends that staff governance groups develop review criteria for employees other than faculty.

4. Section C, recommended word change:

   'The Board of Regents may [[confer]] AWARD emeritus status on a retiring President of the University who has provided long and meritorious service to the University.

5. Section D., revise the first paragraph to read:

   'Privileges which [[may]]WILL be made available by the [[cognizant university]]UNIVERSITY OF ALASKA SYSTEM to an employee with emeritus status include the following:'

6. Insert a new Section D.3 and renumber items 3 through 6. The new section D.3. reads should read:

   '3. PERMANENT WAIVER OF PARKING FEES'

7. Reinstate Section E from the existing regulation to read:

   'E. UPON APPOINTMENT TO EMERITUS STATUS A RETIRING EMPLOYEE SHALL BE DESIGNATED BY THE PROPER TITLE EMERITUS/EMERITA.'

sm3/21

INFORMATION ONLY

The UAF Faculty Senate approved the following at its meeting #13 on October 13, 1989:

RESOLUTION (Unanimous Approval)
==========

The UAF Faculty Senate moves to adopt the following resolution relating to the University of Alaska system management:

WHEREAS, The UA Board of Regents has recently effected a basic restructuring of the University resulting in a configuration significantly different from past structures in that three universities have been created; each with their own missions, executive officers, budgets, governance structures and academic policies; and

WHEREAS, This restructuring was undertaken in response to financial contingencies still largely in effect; and

WHEREAS, We recognize the advantages to maintaining a statewide university system but are not convinced that the present statewide management structure; i.e., a structure comprising six Statewide executive officers with their staff, is, in light of the new configuration, the most efficient or appropriate management structure for the University of Alaska; and

WHEREAS, At this juncture in our history, principles of prudent management would dictate that we carefully examine our management structure; and

WHEREAS, The announced resignation of the incumbent president, and the attendant requirement that the Board of Regents act on his replacement, presents the Board with a unique opportunity to carry out this examination; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate respectfully request the University of Alaska Board of Regents to immediately appoint a committee to carefully examine the present statewide management structure, and following this examination, to make recommendations to the Board for action; and

BE IT FURTHER RESOLVED, That this committee be charged to examine the variety of management models employed by other public, land-grant universities keeping in mind any Alaskan statutory constraints; and

BE IT FURTHER RESOLVED, That this committee be appointed independent of the present Statewide administration, that it collect data independent of that generated by Statewide Information Services (although it should be free to include those data in its deliberations) and that the committee include among its membership the chancellors, and faculty (who should represent the majority of the committee), staff, and student representatives from the three University of Alaska universities; and

BE IT FURTHER RESOLVED, That we invite the Faculty Senates of University of Alaska Anchorage and University of Alaska Southeast to join with us in support of this resolution.

Dan McSmith 10-20-89
President, UAF Faculty Senate Date

sm3/21

INFORMATION ONLY

The UAF Faculty Senate approved the following at its meeting #13 on October 13, 1989:

RESOLUTION (Unanimous Approval)
==========

The UAF Faculty Senate moves to adopt the following resolution relating to the University of Alaska presidential search committee.

WHEREAS, In response to Donald O'Dowd's announced resignation as president of UA the UA Board of Regents has developed plans to constitute an independent committee to search for his successor; and

WHEREAS, Tradition in the academy, specifically as encoded in AAUP standards*, dictates that the choice of a university president is primarily the responsibility of the faculty working with the governing board (either through a joint committee or by separate committees that may later be joined); and

WHEREAS, The process announced by the Board of Regents violates this standard in a least three respects, viz, (1) faculty representation is not in the majority; (2) constituent representation in the process is not by election by the constituency; and (3) the rules governing the search have not been arrived at jointly; and

WHEREAS, Leaving these violations unaddressed will seriously weaken the search process and undermine the leadership effectiveness of the new president; and

WHEREAS, The UAF Faculty, through its senate, has already requested the Board of Regents to appoint an independent committee to examine the UA System management structures and processes before naming a new president

BE IT THEREFORE RESOLVED, That we request the UA Board of Regents to delay implementing the process for a presidential search until this committee has been constituted; and

BE IT FURTHER RESOLVED, That regardless of the establishment of the aforementioned committee, the Board of Regents reformulate the process for a presidential search to give added weight to faculty in the decision, thereby bringing the procedures in line with established practice and AAUP standards.

---

*According to AAUP Policy Documents & Reports (1984 Edition:111:112) "Faculty Participation in the Selection, Evaluation, and Retention of Administrators"

THE SELECTION OF ADMINISTRATORS

The Statement emphasized the primary role of faculty and board in the search for a president. The search may be initiated either by separate committees of the faculty and board or by a joint committee of the faculty

> and board or of faculty, board, students, and others; and separate committees may subsequently be joined. In a joint committee, the numbers from each constituency should reflect both the primacy of faculty concern and the range of other groups, including students, that have a legitimate claim to some involvement. Each major group should elect its own members to serve on the committee, and the rules governing the search should be arrived at jointly. A joint committee should determine the size of the majority which will be controlling in making an appointment. When separate committees are used, the board, with which the legal power of appointment rests, should either select a name from among those submitted by the faculty committee or should agree that no person will be chosen over the objections of the faculty committee.

According to the "Statement on Government of Colleges and Universities" (AAUP Bulletin 63 [February 1977]: 32-36):

> Joint effort of the most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested.....

David M Smith 10-20-89

President, UAF Faculty Senate Date

sm3/21

sm3/21

The UAF Faculty Senate approved the following at its Meeting #12 on September 22, 1989:

MOTION PASSED AS AMENDED (unanimous approval)
==========

The UAF Faculty Senate moves to amend Section IV.B.3.c. of the UAF Regulations for the Evaluation of Faculty as follows:

(( )) = deletion
CAPS = addition

IV. B. 3. c. Levels of Review. The faculty member shall submit the completed application file to department head. The department head, ((in)) AFTER consultation with faculty ((in the unit)), STUDENTS, AND OTHER INDIVIDUALS WHO CAN MAKE LEGITIMATE INPUT INTO THE EVALUATION PROCESS, will evaluate the file and prepare a written recommendation for or against promotion and/or tenure. The recommendation, along with the candidate's response, if any, shall be forwarded with the file to the unit peer review committee.

[The remaining portion of Section IV.B.3.c. remains unchanged.]

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The intent of the original regulation was to encourage the department head to consult widely and was not meant to limit her/his consultation to the unit. The unit will be making its own substantive recommendation after the department head.

Dave W. Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 10/9/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin3/14

INFORMATION ONLY

The UAF Faculty Senate approved the following at its Meeting #12 on September 22, 1989:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to confirm the faculty membership for the Joint Faculty-Administration Task Force on Administrator Evaluation as follows:

Ron Gatterdam
Professor, Computer Science
College of Liberal Arts

Dorothy Jones
Associate Professor, Computer Applications
School of Career and Continuing Education

Nagabhushana M.S. Rao
Professor, Sociology
College of Rural Alaska

Brent Watkins
Associate Professor, Geophysics
Geophysical Institute
College of Natural Sciences

Frank Wooding
Professor, Agronomy
School of Agriculture and Land
Management Resources

EFFECTIVE: Immediately

President, UAF Faculty Senate

sm/14

INFORMATION ONLY

The UAF Faculty Senate approved the following at its Meeting #12 on September 22, 1989:

RESOLUTION PASSED AS AMENDED (unanimous approval)

The UAF Faculty Senate moves to adopt the following resolution relating to the Regents' action on a new residence for the president of the University of Alaska:

WHEREAS, The quality of education and the academic environment at the University of Alaska are severely limited by the availability of resources; and

WHEREAS, Funding for instructional equipment and supplies, building maintenance, library acquisitions, and facilities for research and scholarly activities are inadequate to support our needs and aspirations; and

WHEREAS, This environment of limited resources requires careful consideration of priorities for new funding requests; and

WHEREAS, The proposal to invest limited resources in construction of a new residence for the president of the University of Alaska has never been subjected to open discussion and evaluation of its merit and priority vis a vis other academic needs; now

THEREFORE BE IT RESOLVED, That the Faculty Senate of the University of Alaska Fairbanks opposes the proposal from the president of the University of Alaska to build a new residence for the next university president. We urgently request that the Board of Regents of the University refrain from action in support of the proposal until it has been considered in an appropriate public forum within the University, and endorsed by the University community as a project deserving of priority relative to other academic needs of the University.

David R. Smith
President, UAF Faculty Senate

senmin3/14

The UAF Faculty Senate approved the following at its Meeting #12 on September 22, 1989:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate moves to endorse the proposed revisions to University Regulation 06.01.01, Artwork for University Facilities.

President, UAF Faculty Senate

senmin3/14

The UAF Faculty Senate approved the following at its Meeting #12 on September 22, 1989:

MOTION (unanimous approval)
======

The UAF Faculty Senate moves to approve the Faculty Affairs Committee recommendation that a student not be placed on the University-wide Promotion and Tenure Committee.

RATIONALE: A great deal of credibility and weight is placed on the students' evaluation of faculty in the promotion and tenure process. It is not an exaggeration to say that these evaluations are one of the central teaching benchmarks used in the evaluation process at the University of Alaska Fairbanks. Also, the Senate has just approved changing the regulations (Section IV.B.3.c.) specifically allowing department heads to consult with students in preparing their evaluations. With this level of input from the students, given such weight, it is felt that the student concerns and evaluations are adequately addressed in the existing promotion and tenure process.

In addition, since promotion and tenure are conferred by the faculty, honors bestowed by faculty upon other faculty deemed worthy, consideration of the students' evaluation is sufficient to give the student an adequate voice in the process.

Thirdly, promotion and tenure is evaluated as a peer process. Therefore, it would be inconsistent and inappropriate to put the student, who is not a peer of the faculty member, in the peer role of evaluating the faculty member for promotion and tenure.

Dan R. Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 10/9/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/

senmin/14

The UAF Faculty Senate Administrative Committee, as empowered by the Senate, approved the following on May 16, 1990:

MOTION PASSED
==========

The UAF Faculty Senate Administrative Committee, as empowered by the Senate, moves to recommend that all monies available for compensation in excess of the Regents mandated 3% satisfactory performance increase for all employees be used exclusively to adjust the salaries of permanent faculty.

Effective: Immediately

Rationale: Lack of competitive faculty salaries has placed the University in an untenable position in the hiring and retention of highly qualified faculty. The long-term negative impact of sub-standard salaries on the overall health of the institution will be profound and is unacceptable.

5-25-90

President, UAF Faculty Senate Date

The UAF Faculty Senate Administrative Committee, as empowered by the Senate, approved the following on May 16, 1990:

MOTION PASSED (unanimous approval)
==========

The UAF Faculty Senate Administrative Committee, as empowered by the Senate, moves to recommend that all monies available for faculty compensation in FY91 be distributed as follows:

> First, to ameliorate past losses in real income, all permanent faculty whose performance was satisfactory or above should receive a 3.5% salary increase.
>
> Second, any remaining funds should be distributed to colleges and schools in proportion to each college's or school's permanent faculty salary pool. These remaining funds shall be used to help address competitiveness and equity deficiencies and shall be distributed at a level and appropriateness determined by the permanent faculty of each college or school.

This motion would apply only to those faculty members not covered by collective bargaining agreements.

> Effective: Immediately
>
> Rationale: Lack of competitive and equitable faculty salaries poses one of the most serious threats to the scholarly quality of the institution. This motion attempts to address, in part, these threats.

5-18-90

President, UAF Faculty Senate Date

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to amend the entrance requirements to UAF relating to the preference of ACT examinations over SAT examinations until such time that Curricular Affairs can review the matter, and relating to mathematics as indicated.

(( )) = deletion CAPS = addition

Entrance requirements to UAF:

High School Graduates

To qualify for admission as a freshman, a high school graduate must have a high school grade point average (GPA) of 2.0 (C) or higher. Admission to specific baccalaureate programs will be based on a combination of the high school record and test scores. In addition, the applicant must complete with a minimum grade point average of 2.5 a core curriculum of at least 16 academic credits, including at least four credits in English, three CREDITS IN COLLEGE PREPARATORY ((in)) Mathematics (((including)) SELECTED FROM ALGEBRA I AND ((Algebra)) II, geometry, ((and)) trigonometry, ELEMENTARY FUNCTIONS, PRECALCULUS OR CALCULUS, three in social sciences, and three in natural or physical sciences (including at least one laboratory course in biology, chemistry, or physics.

The University of Alaska Fairbanks strongly recommends that students complete a minimum of 2 years of a non-English language.

All entering freshmen are required to submit the results of either an ACT or SAT examination((, ACT preferred)). [Note: This provision effective 1989-90.]

An applicant who meets the admission requirements stated above is eligible for admission to UAF as a freshman. However, entrance into a specific degree program may require as a prerequisite the completion of specific high school credits beyond those required in the core curriculum. A prospective student is advised to review carefully the high school credit requirements listed below for the specific degree program (in which he/she is interested) of interest in order to meet those requirements prior to entrance to the university.

High school graduates who do not meet the minimum high school entrance credit requirements and 2.5 GPA in the core curriculum may be granted provisional acceptance for a period not to exceed one calendar year from date of entry. Such students may be admitted later as unrestricted baccalaureate candidates provided they make up deficiencies by earning at least a C grade (2.0) in each of the appropriate developmental or university credit courses determined through advising and complete nine credits of the baccalaureate core with a grade of C (2.0) in each course.

Non-High School Graduates

Non-high school graduates 21 years of ago, or older students who completed high school by passing the G.E.D. tests or its equivalent, and other non-qualified high school graduates, may be accepted for unrestricted admission by completing either the ACT or SAT with minimum scores to be determined.

Provisional acceptance to the University of Alaska Fairbanks does not constitute admission as a baccalaureate student. Unrestricted admission is granted only after the fulfillment of the provisions noted above.

Effective: August 1991

Rationale: The restructured University, composed of the main campus at Fairbanks and former community colleges, is faced with the task of providing quality education to a student population with extremely diverse needs and experiences. Therefore, the University must maintain flexible entrance options. There is open admission into certificate and associate degree programs as well as individual University courses; however, requirements for admission into baccalaureate degree programs require specific secondary preparation.

The clause indicating preference of submission of results of ACT examinations over SAT examinations by entering freshmen was a modification when the motion was approved by the Chancellor's Office. At the request of Curricular Affairs, the clause is being removed to allow the committee the opportunity to review the matter.

David R. Smith 4/26/89
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/21

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The clause indicating preference of submission of results of ACT examinations over SAT examinations by entering freshmen was a modification when the motion was approved by the Chancellor's Office. At the request of Curricular Affairs, the clause is being removed to allow the committee the opportunity to review the matter.

David R. Smith 4/26/89
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 3-7-89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/21

MEMORANDUM

TO: Ann Tremarello, Director
Admissions and Records

FROM: David Smith, President
UAF Faculty Senate

DATE: March 5, 1990

SUBJECT: Senate action re: entrance requirements

Enclosed please find action approved by the Faculty Senate last year at its meeting #11 on April 24 1989, amending the entrance requirements.

Chancellor O'Rourke received this motion last spring, but to this date has not taken action on the motion. Article XI, Sect. 1 of the UAF Faculty Senate constitution, approved by Chancellor O'Rourke on February 1, 1989, states that "..A Senate action shall be considered approved unless written reasons for a veto are received in the Senate Office within 30 days of that action being received by the Chancellor's Office." In compliance with the UAF Faculty Senate constitution, please proceed with implementation of the amendments to the entrance requirements as indicated in the Senate action.

If you have questions relating to this matter, please contact me at 6962, 7964, or FFDMS.

enclosure

cc: Patrick J. O'Rourke, Chancellor

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to adopt the attached University of Alaska Fairbanks Faculty Appointment and Evaluation Policies (Revision 10, 4/24/89).

Effective: Upon Board of Regents' Approval

David R. Smith 4/26/89
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

APPROVED _____ Date _____
Board of Regents

DISAPPROVED _____ Date _____
Board of Regents

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[ ] indicates UAF addition to BOR policy

UNIVERSITY OF ALASKA FAIRBANKS FACULTY APPOINTMENT AND EVALUATION POLICIES

[The successful pursuit of the University of Alaska Fairbanks' mission requires policies to regulate matters relating to the appointment and evaluation of faculty. These policies are intended to specify, within the broad framework provided in BOR policy, the manner of application of these policies at the University of Alaska Fairbanks.]

CHAPTER I
Construction and Application

1. Construction. These policies shall regulate matters contained herein and may be altered, revised or repealed by the [University of Alaska Fairbanks] with the concurrence of the Board of Regents.

2. Application. These policies shall apply to all of the units within the [University of Alaska Fairbanks.]

CHAPTER II
Definitions

As used in these procedures, unless otherwise specified, the following terms shall mean:

1. "University system, University of Alaska, University of Alaska system". The public universities and community colleges of the State of Alaska referenced collectively as a system of higher education.

[2. "University". The University of Alaska Fairbanks.]

3. "Community College". A program of education, including both academic degree and non-degree programs, established by the University of Alaska in cooperation with qualified school districts or qualified political subdivisions of the state, and sponsored and funded by the school district or political subdivision and the University of Alaska.

4. "Board of Regents". The Board of Regents of the University of Alaska system.

5. "President". The chief executive officer of the University of Alaska system.

6. "Chancellor". The chief executive officer of the University of Alaska Fairbanks.

7. "Faculty". Those persons who have accepted and hold appointment to academic rank or special academic rank.

8. "Academic ranks". Ranks held by persons having the title of professor, associate professor, and assistant professor. These titles denote academic rank exclusively. Faculty holding academic rank are eligible for promotion and tenure.

9. "Special academic ranks". Ranks held by persons having one of the following titles:

   Lecturer: employed to teach part-time;
   [Instructor I, II, III: employed to teach full-time.]

   or "Qualified Academic Rank" - titles of academic rank preceded by:

   Adjunct: employed to perform faculty functions part-time;
   Affiliate: voluntary faculty service, not employed by the university,;

Visiting: employed to perform the faculty functions expected of academic rank positions for a specific period,;

Research: [employed to conduct research and] supported primarily by grant funding;

Clinical: special category reserved for practitioners in the health care delivery professions.

These titles denote special academic rank, exclusively. Faculty holding special academic rank are not eligible for tenure or promotion, except for those holding the qualified special academic rank titles of Research or Clinical who are eligible for promotion, only.

10. "Tenure". The status of holding a faculty appointment on a continuing basis following evaluation and award according to the terms of Chapter IV. E, herein.

11. "Tenure track position". A tenure track position is one which may lead to consideration for appointment to tenure as described in the policies and procedures. A tenure track position will require the performance of faculty function at least 50% of full-time for at least an entire academic year. For exceptional cases, and when in the judgement of the Chancellor the best interests of the university will be served, a faculty member may be appointed to a tenure track position at less than 100% but more than 50% of a full-time appointment.

12. "Non-tenure track position". A non-tenure track position is one which does not provide a faculty member any rights to consideration for appointment to tenure.

CHAPTER III
Appointment of Faculty

1. Appointment Categories. The following categories of appointment shall be used to fully specify the type of appointment and associated rights:

   a. Type of position

      (1) Tenure track position. Faculty appointed to tenure track positions either hold tenure or may become eligible for consideration for appointment to tenure under the conditions stated in Chapter IV. E. Time spent in these positions shall be counted towards the maximum time by which a tenure track appointee must be considered for tenure for continuation of employment. Faculty appointed to tenure track positions shall have titles of academic rank. (See also Chapter II, 7.)

      (2) Non-tenure track position. Faculty appointed to non-tenure track positions have no rights to consideration for appointment to tenure, nor does time spent in these positions count towards tenure. Faculty appointed to these positions shall have titles of special academic rank. (See also Chapter II, 8.)

   b. Tenure status. A faculty member appointed to a tenure track position may receive tenure only under the conditions specified in Chapter IV. E, herein. [Tenure is a privilege, not a right, and the standards demanded in the awarding of tenure should be rigorously applied. The performance expectations for the award of tenure are indicated in Chapter 4 of this document and in Chapter 3 of UAF Regulations.]

   c. Faculty rank and title.

      (1) Academic rank. Titles designating academic rank exclusively are: assistant professor, associate professor, and professor. [Faculty with academic rank are eligible for tenure and promotion.]

      (2) Special academic rank. Titles designating special academic rank exclusively are: lecturer, [instructor I, II, III,] and titles of academic rank preceded by the terms adjunct, affiliate, visiting, research, or clinical. Special academic rank faculty are not eligible for tenure; but those with qualified academic rank titles of "Research" or "Clinical" are eligible for promotion. Instructors are eligible for placement and advancement (I, II, III) within the special academic ranks of instructor but are not eligible for promotion to other special academic ranks. Special academic rank faculty appointed with qualified academic rank titles will have credentials and scholarly, research and/or creative achievements comparable to those held by faculty in these academic ranks.

d. Continuing, fixed-term, and terminal appointments

(1) Continuing appointment. A continuing appointment is one which is expected to continue unless a faculty member is terminated in accordance with policies defined in Chapter V of this document. [Continuing appointments are used for faculty with appointment to academic rank who are tenured or in tenure track positions.] Appointment may be renewed in the manner specified in Chapter IV, C. of this document.

(2) Terminal appointment. A terminal appointment is an appointment used when a decision has been made to terminate a faculty member [at the end of the contract period in accordance with the policies in Chapter V of this document.]

(3) [Fixed-term appointment. A fixed term appointment is one which is expected to expire at the end of a specified period. Fixed-term appointments are used for faculty members appointed to special academic rank, and may not be made for periods longer than three years. Fixed-term appointments are renewable at any time during the contract period.

Fixed-term appointments of one year or less require no notification of termination other than that specified in the letter of appointment. Fixed-term appointments of periods greater than one year shall require a six-month notice of nonrenewal. For cases in which the agreement is to be terminated prior to the fixed-term ending date, notice of the change and planned termination must be given in accordance with policies included in Chapter V of this document. Fixed-term appointments do not carry any obligation for renewal or continuation; however, subsequent appointments may be made if reappointment is in the best interest of the University and if the faculty member's performance warrants it.]

e. Appointments of distinction for faculty.

(1) Distinguished and University Professors. Tenured appointment as Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor or University Professor may be given by action of the Board of Regents on recommendation of the faculty and concurrence of the Chancellor and the President.

(2) Distinguished Visiting Professors. Appointment as Distinguished Visiting Professor shall be made by the Chancellor, following consideration of recommendations of the faculty. Such appointment shall be reported to the President and shall be a non-tenure track appointment for a period of time not to exceed three years. These appointments are renewable indefinitely.

(3) Professor Emeritus or Emerita. Appointment as Professor Emeritus or Emerita is an honor conferred by the Chancellor, following consideration of recommendations by the faculty, upon an outstanding retiree of the university as described in Regents' Policy 04.05.02 and related University Regulation pertaining to retirement.

2. Appointment year and appointment obligation. Unless the terms of appointment otherwise provide, the normal appointment year shall be from July 1 to June 30 or a portion thereof, regardless of payroll mode. The duration of appointment obligation may be for a full year or less as described below:

   [a. Continuing appointments will normally be made for a full academic year (9 months) or a full fiscal year (12 months); although if a faculty member is appointed to a twelve-month position, payment of salary for three (3) months may be contingent upon availability of funds.

   b. Fixed-term appointments shall be for all or any portion of each fiscal year consistent with the conditions and terms specified in the appointment letter.]

3. Faculty Obligation.

   a. Duties. Faculty obligation may include teaching, research or other scholarly and creative activity, public service, university service and other duties and responsibilities required of a faculty member during the appointment year, and shall be consistent with academic rank and professional or disciplinary field.

4. Non-university activities. A faculty member shall not engage in outside activities which interfere with or are inconsistent with the performance of faculty obligation or are determined to run counter to the provisions of the Alaska Executive Branch Ethics Act or Board of Regents Policy 04.08.08 or University Regulation 04.08.08 governing conflict of interest.

5. Method of appointment. All appointments shall be made by the Chancellor or the Chancellor's designee in accordance with the policies contained, herein, and in the manner set forth in the document "UAF Regulations for Evaluation of Faculty."

CHAPTER IV
Evaluation of Faculty

A. Evaluation Criteria

1. [Policy. It is the Policy of the University to evaluate faculty on the basis of the criteria and standards identified below and in "UAF Regulations for the Evaluation of Faculty."

   Coordination of the evaluation processes for annual evaluation, reappointment, promotion, and tenure shall be the responsibility of the Chancellor's Office which shall establish and distribute guidelines and schedules for the evaluation processes.

2. Assumption. To fulfill the University's mission, each school and college within the University has a tripartite responsibility to provide teaching, research, and service.

   It is the responsibility of each school and college, in concert with the overall Special Mission of the University, to define the proportion of faculty effort which is to be directed toward meeting the responsibility in each of the tripartite areas.

   In accordance with the nature of the position that they are fulfilling, vocational/technical faculty and extension agents are exempted from a tripartite responsibility. Such faculty have a bipartite responsibility.

   Each individual faculty member's proportionate responsibility shall be reflected in annual workload agreements and performance evaluations.]

3. Criteria. In conducting evaluations of faculty performance, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation. In addition, units may elaborate in writing on these or other criteria which take into account the distinctive nature of the discipline or special University assignment. [For amplification of the following criteria as used for evaluation at UAF, see "UAF Regulations for the Evaluation of Faculty."]

   a. Mastery of subject matter.

   b. Effectiveness in teaching.

   c. [Achievement in Research,] Scholarly and Creative activity.

   d. Effectiveness of Public Service.

e. Effectiveness of University service.

f. [Demonstration of] Professional Development.

g. [Quality of Total Contribution to the University.]

4. Faculty Obligation and Assurance of Opportunity to Meet Obligation

a. [Faculty with Academic Rank. Tenure-track and tenured faculty are obligated to demonstrate performance in the areas of teaching and research/scholarly/creative activity and service in accord with their annual workload agreements and criteria appropriate to their appointment as contained in this policy. It is not expected that they will devote equal effort to each of the areas or that the distribution will remain the same each year.

b. Faculty with Special Academic Rank. Non-tenure track faculty will normally be expected to devote their efforts primarily to one area of responsibility, as defined in the appointment document. Special rank faculty may participate in other performance areas with approval of the appropriate dean or director, but supplementary effort shall not be required.

c. Each faculty member's work load assignments must assure adequate apportionment of time to engage in service, teaching, and scholarly activity sufficient to achieve promotion and tenure.]

B. Evaluation of Faculty for Initial Employment

[1. Standard. Determination of the appropriate rank for initial appointment shall be made based upon the criteria and minimum eligibility requirements identified below for that rank. Years of equivalent service in a comparable institution of higher education shall also be a consideration in determining appropriate initial rank.

2. Minimum Degree and Experience Requirements for Initial Appointment

a. Faculty with Academic Rank

(1) Minimum Degree Requirements

Earned doctorate

OR for appointments for which the doctorate is not the appropriate degree

Academic preparation as evidenced by advanced degree(s) and experiences sufficient to fulfill the requirements of faculty obligation as defined in Chapter IV, Section 4.a. of this document.

OR

Bachelor's degree for faculty in vocational/technical fields for which there is no recognized academic degree and appropriate licenses and certifications and appropriate experience as reflected in unit criteria.

(2) Minimum Experience Requirements

Assistant Professor - Demonstrated capability to perform effectively in the areas of teaching; in research/scholarly/creative activity; and in service to the extent consistent with the position's areas of emphases.

Associate Professor - Service at the rank of assistant/associate professor or equivalent professional experience; and a record of excellence in teaching; in research/scholarly/creative activity; and in service, to the extent consistent with the position's area of emphases.

Professor - Service at the rank of associate/professor or equivalent professional experience; and recognized excellence in teaching, in research/scholarly/creative activity; and in service, to the extent consistent with the position's area of emphases.

(3) Exceptions

Exceptional people not meeting the above criteria may be considered for appointment on a case-by-case basis and must be approved by the Chancellor.

b. Faculty with Special Academic Rank

(1) Qualified Academic Rank Appointments

Degree requirements for these specially focused appointments are the same as those identified for initial placement of regular academic rank faculty (a., above).

Experience/performance requirements for appointment in a qualified academic rank position shall be determined based on performance standards of equivalent quality as those required for academic rank, except that they shall apply normally to only one area of performance.

(2) Other Special Rank Titles

Minimum criteria for initial appointment to the special ranks of Instructor or Lecturer

a. Demonstration of effective teaching performance OR record of appropriate educational and work experience of sufficient length and quality to demonstrate breadth of knowledge in the discipline and indicate high potential for effective teaching.

(3) Exceptions

Exceptional people not meeting the above criteria may be considered for appointment on a case-by-case basis and must be approved by the Chancellor.

3. Process. In accordance with the practices and procedures set forth in "UAF Regulations for the Evaluation of Faculty," new faculty shall be appointed to the appropriate rank. If, however, an initial appointment is to be at the professor level, the dean or director must receive concurrence of the Chancellor or his/her designee.

C. Annual Evaluation of Faculty and/or Evaluation for Renewal of Appointment

1. Faculty with Academic Rank.

a. Standard. Faculty shall be evaluated on the basis of the criteria identified in Part A, above, and in accordance with the agreed upon areas of emphases. Faculty members must present a record which demonstrates performance of continuing high quality.

b. Process. Regular evaluations of non-tenured faculty and tenured faculty shall be conducted in accord with approved guidelines and procedures as contained in the document "UAF Regulations for the Evaluation of Faculty."

c. Decision. Based upon review of the faculty member's performance record and with the recommendations from unit/department level, the dean shall approve reappointment or issue notification of non-renewal in the manner and by the deadlines set forth in Chapter V of this document.]

d. Exclusive Reconsideration Process. A faculty member who is given a notice of non-retention may request reconsideration. Such process will be in accordance with the "UAF Regulations for the Evaluation of Faculty."

2. Faculty with Special Academic Rank.

a. Standard. Satisfactory performance shall not assure reappointment to a subsequent fixed-term contract. The determination of whether or not to enter into a subsequent fixed-term agreement shall be made in consideration of the University's needs and resources availability, as well as the faculty member's level of performance.

b. Process. Frequency and procedures for evaluation of performance shall be in accord with the guidelines and procedures described in the document "UAF Regulations for the Evaluation of Faculty."

c. Termination of Fixed-Term Appointment. Fixed-term appointments shall end on the date specified and no additional notification is required. If resources are not forthcoming and/or performance is unsatisfactory, it may be necessary to terminate the appointment before the original intended ending date. If early termination is necessary, the dean or director shall issue notification of termination in the manner and by the deadlines set forth in Chapter V of this document.

d. Exclusive Reconsideration Process. A faculty member with special rank may appeal a termination of appointment decision only if the contract is terminated before the end of the fixed term originally identified in the appointment. The procedure is the same as cited in Section 1.d. above.

D. Evaluation of Faculty for Promotion

1. Faculty with Academic Rank.

a. [Promotion/Tenure Linkages. Promotion to associate professor is concurrent with the award of tenure, and vice versa. Any faculty member applying for promotion to the associate level must also apply for tenure. An assistant professor who has not achieved promotion to associate professor before the year of mandatory tenure review (i.e., in the seventh year of appointment) must also apply for concurrent promotion to the associate rank and meet the requirements of both.

b. Standard. A continuing high level of performance is expected to be demonstrated to merit the award of promotion from the assistant through the professor rank. Performance shall be evaluated on the basis of the criteria identified in Part A of this Chapter, and in consideration of the level of obligation in the appropriate areas of faculty responsibility.

(1) Associate Professor. The faculty member shall present a record of sustained performance and achievement which reflects high quality in teaching and in research/scholarly/creative activity, and service. The level of productivity in each criterion area shall be evaluated within the context of the faculty member's proportionate responsibility as identified in his/her annual workload distribution agreements.

The total contribution of the faculty member shall be assessed and considered along with evidence in support of a substantial potential for continued contributions of excellence.

(2) Professor. The rank of professor is the highest honor an institution can grant to one of its faculty members. Those awarded this rank at UAF shall exemplify the attainment of performance and achievement consistent with this high standard.

Standard. The faculty member shall present a record which demonstrates that the candidate is recognized for contributions to knowledge in the discipline; is recognized by peers and students as an excellent teacher; contributes to the overall effort and reputation of the University through appropriate extension of knowledge and discipline-related service, within the context of the faculty member's proportionate responsibility as identified in his/her annual workload distribution agreement.]

c. Process. [Evaluation of faculty for promotion shall be conducted in accord with the policies identified herein and in the manner set forth in the document "UAF Regulations for the Evaluation of Faculty."]

d. Decision. [Following the recommendations of the faculty and the procedures outlined in the "UAF Regulations for Evaluation of Faculty," the Chancellor may promote and notify the faculty member of his/her decision.]

e. Exclusive process for reconsideration. [A faculty member who is given a notice of non-retention may request reconsideration. Such process will be in accordance with the "UAF Regulations for the Evaluation of Faculty."]

2. Faculty with Special Academic Rank

a. Eligibility. Faculty holding special academic rank are not eligible for promotion with the following exception:

(1) Faculty with academic rank titles preceded by "Research" or "Clinical" are eligible to apply for promotion. Instructors are eligible to apply for advancement.

b. Standard. For those specially ranked faculty in group (a.1) above, the standard and expectations for high quality performance shall be comparable to those required of faculty with regular academic rank, although the evaluation shall focus on the primary areas of responsibility identified in their appointment. Because of the focused nature of these appointments, the level of effort in the area of emphasis will be greater than expected for academic ranked faculty.

c. Process. [Procedures and guidelines for promotion evaluation of eligible special rank faculty are included in "UAF Regulations for Evaluation of Faculty."]

d. Decision.

[(1) Faculty with qualified academic rank titles of "Research" or "Clinical." Following the recommendations of the faculty and the procedures outlined in the "UAF Regulations for Evaluation of Faculty," the Chancellor shall confer promotion and shall notify the faculty member of his/her decision.]

e. Exclusive process for reconsideration. [If the faculty member's application for promotion is denied, he/she may request that the decision be reconsidered in the manner set forth in "UAF Regulations for the Evaluation of Faculty."]

E. Evaluation for Tenure

1. Purpose. Tenure assures the academic community an environment that will nurture academic freedom by providing employment security.

2. Responsibilities, rights, and privileges of tenure.

   a. Performance. A tenured faculty member has a responsibility to maintain high standards of professional performance and conduct.

   b. Appointment. An appointment with tenure shall be an appointment to academic rank which shall not be affected by changes in such rank and shall be continued until resignation, retirement, or termination. The award of tenure guarantees continuing appointment for at least nine months per year. Any change in fraction of

full-time appointment as a tenured faculty member must be by mutual consent of the University and the faculty member. The award of tenure does not exempt a faculty member from changes in policies and procedures approved for each university or UAF in particular.

c. Locus of tenure. [Faculty are tenured within a college or school-based discipline of the University of Alaska Fairbanks.]

3. Method of appointment to tenure. Tenure is not received automatically. It is awarded only following careful consideration of an applicant faculty member in accordance with the policies and criteria described, herein, and in "UAF Regulations for Evaluation of Faculty." Following consideration of the recommendations of the faculty, the Chancellor may grant tenure to faculty who are qualified.

[4. Criteria and Standard. Using the criteria referenced in part A. of this Chapter, each tenure-track faculty member shall be reviewed for tenure in accordance with the eligibility guidelines listed below. In order to merit the award of tenure, a faculty member shall present a sustained record of performance which shall not only be of high quality, but which shall demonstrate substantial potential for continued teaching, and scholarly/creative activity, or service of high quality within the context of the faculty member's proportionate responsibility as identified in his/her annual workload distribution agreements.]

5. Eligibility for consideration for award of tenure.

a. Tenure may be awarded to faculty holding academic rank [and appointed to a continuing tenure track appointment]. Tenure is not awarded to faculty members holding special academic rank.

b. Initial Appointment with Tenure. Appointment of new faculty who are qualified for the rank of associate or professor and who meet the tenure standard defined above may be made with a simultaneous award of tenure. However, the decision to award tenure upon initial [appointment shall require the same levels of review as required for award of tenure at other times.]

c. Year of mandatory tenure review. A faculty member must be reviewed for tenure in accordance with the following:

(1) After initial appointment to professor, faculty members must be reviewed for tenure no later than the second consecutive year of service. Appointments to professor may continue beyond the third year only with tenure.

(2) After initial appointment to the rank of associate professor, the faculty member must be reviewed for tenure no later than the fourth consecutive year of service. Appointments to associate professor may continue beyond the fifth year only with tenure.

(3) Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure. Promotion to associate professor cannot be made without prior or simultaneous award of tenure.

(4) All faculty whose initial appointment was at the rank of assistant professor must be reviewed for tenure and concurrent promotion to associate professor no later than the seventh consecutive year of service in this rank. Service in this rank may not continue beyond the eighth year.

[d. Early Review for Tenure. A faculty member may choose to stand for tenure during any year prior to the required year of review. However, in this case, the faculty member must initiate the request and notify the dean of his/her intention to stand before the end of the academic year preceding the year of review.]

e. Withdrawal of Candidacy. A faculty member may withdraw from tenure consideration at any time prior to the time the file is forwarded to the Chancellor for final decision. Withdrawal of candidacy during a mandatory review will result in the faculty member being issued a terminal contract for the following academic year. Withdrawal of candidacy in early tenure review may be made without prejudice, provided the file is withdrawn before it is submitted to the Chancellor. Any faculty member who chooses not to withdraw prior to consideration by the Chancellor shall be bound by the Chancellor's decision, whether or not the review is mandatory.

f. Years of service.

(1) Towards mandatory review. In computing total consecutive years of service for determining the time of mandatory tenure review, periods of leave at full salary and sabbatical leave will be included. Periods of leave of absence at partial or no salary shall not be included unless requested by the faculty member and approved at the time the leave is granted. However, regardless of inclusion in the computation of total years, leave of absence shall not be deemed an interruption of otherwise consecutive service. Years of service preceding a break in consecutive years of University employment may be counted only upon agreement between the faculty member and the University at the time of re-employment.

[(2) A partial year of service which includes at least one semester of faculty service (e.g., as in a mid-year appointment) may be credited as a full year of service for the purposes of eligibility for consideration for promotion and tenure. Such credit must be applied for in writing by the faculty member within six months of appointment, and, if used as a full year for promotion and/or tenure, it may also be used for sabbatical leave. [The University administration will notify those eligible faculty members of this option at the time of initial appointment.]

[6. Tenure Review Process. The Chancellor or his/her designee is responsible for the coordination of the tenure review process at UAF within the guidelines and procedures described herein and in the "UAF Regulations for Evaluation of Faculty."]

7. Tenure Decision. [Following the recommendations of the faculty and the procedures outlined in the "UAF Regulations for Evaluation of Faculty," the Chancellor may award tenure and notify the faculty member of his/her decision.]

8. Failure to receive tenure. A faculty member must stand for tenure no later than the mandatory review year as defined in 5.c., above. If tenure is not awarded, or the faculty member withdraws from candidacy in the mandatory year of review, the faculty member shall be offered a terminal appointment for one additional year of service. A faculty member who stands for tenure prior to the mandatory year of review may withdraw at any step in the process prior to review by the Chancellor. If, however, his candidacy is considered by the Chancellor and the decision of the Chancellor is to deny tenure, the faculty member shall be offered a terminal appointment.

9. Exclusive process for reconsideration. [If the Chancellor's decision is to deny tenure, the faculty member may request reconsideration in the manner set forth in part D. 1. e. of this Chapter.]

10. Rejection of tenure. A faculty member who is offered tenure by the University pursuant to this policy but who declines to accept it may continue to be employed in a manner to be determined by the Chancellor.

CHAPTER V
Termination of Faculty Appointment

Termination is the severance of the employment relationship of a faculty member which is based on a decision to discontinue an existing employment relationship. Faculty may be terminated under any of the following conditions:

1. Non-retention of faculty in continuing appointments. Non-retention follows a decision not to reappoint a non-tenured faculty member in a tenure-track position. The Chancellor or the Chancellor's designee will notify the faculty member of this decision in writing not less than:

   a. Three months prior to the end of an appointment expiring at the end of a faculty member's first year of uninterrupted service at UAF, but not later than March 1 for appointments ending in May, June, July or August;

   b. Six months prior to the end of an appointment expiring after the completion of one, but not more than two, years of service at UAF, but not later than December 15 for appointments ending in May, June, July or August;

   c. Twelve months prior to the expiration of an appointment after two or more years of uninterrupted service at UAF.

2. Failure to receive tenure. Following a decision by the Chancellor not to award tenure, the faculty member will receive notice of termination at least twelve months prior to the end of the academic or fiscal year of final service.

[3. End of Fixed-term appointment. Special Rank faculty apointments shall end on the date specified in the contract. Special rank faculty with contracts of more than one academic year will be given a six-month notice if their contract is not to be renewed. If the appointment is to be terminated before the date specified in the appointment, the faculty member shall be notified according to the deadlines contained in 1., above.]

4. Retirement. Retirement eligibility is determined by the Teachers Retirement System or the Public Employees Retirement System of the State of Alaska or [other retirement systems approved by the Board of Regents.] Faculty planning to retire shall notify their [department head and/or dean/director] as soon as possible prior to the anticipated retirement date.

5. Resignation. A faculty member intending to resign from employment with UAF shall submit a written resignation [to the department head and

dean/director] and state the effective date. Faculty are expected to provide notice adequate to allow for their orderly replacement.

6. Discontinuance of program. When a decision is made to discontinue a program (following program review as specified in UA Regulation 10.02.07), a good faith effort must be made to place tenured faculty in another program where appropriate. The Chancellor or the Chancellor's designee will notify faculty members of the decision to terminate employment in writing not less than:

   a. Three months prior to the end of the academic or fiscal year of a faculty member's first year of uninterrupted service at UAF, but not later than March 1 for appointments ending in May, June, July or August.

   b. Six months prior to the end of the academic or fiscal year after the completion by a faculty member of one, but not more than two, years of service with UAF, but not later than December 15 for appointments ending in May, June, July or August.

   c. Twelve months prior to the end of the academic or fiscal year after two or more years of uninterrupted service at UAF.

   d. Should the program be reactivated within two years, tenured faculty members shall be invited to return to the program faculty. The faculty member must notify UAF of the decision to decline or accept within thirty days of receipt of this invitation.

7. Reduction in program. When a decision is made to reduce a program (following program review as specified in UA Regulation 10.02.07), a good faith effort must be made to retain tenured faculty in preference to non-tenured faculty, or to place tenured faculty in another program where appropriate. The Chancellor or the Chancellor's designee will notify faculty members of the decision to terminate employment in writing not less than:

   a. Three months prior to the end of the academic or fiscal year of a faculty member's first year of uninterrupted service at UAF, but not later than March 1 for appointments ending in May, June, July or August.

   b. Six months prior to the end of the academic or fiscal year after the completion by a faculty member of one, but not more than two, years of at UAF, but not later than December 15 for appointments ending in May, June, July or August.

   c. Twelve months prior to the end of the academic or fiscal year after two or more years of uninterrupted service with UAF.

d. Should the program be expanded within two years, tenured faculty members shall be invited to return to the program faculty. The faculty member must notify the University of the decision to decline or accept within thirty days of receipt of this invitation.

8. Financial exigency. Following a declaration of financial exigency (as described in Regents' Policy 04.09.01-05 and related University regulations), faculty members are entitled to a minimum of sixty calendar days notice in advance of the cessation of their employment (04.09.04.H).

9. Cause. Cause shall mean some substantial shortcoming which renders continuance in employment detrimental to appropriate discipline and efficiency of service. Cause shall include, but not be limited to: incompetency, neglect of duty, unprofessional conduct or other conduct which interferes substantially with the continued performance of duties. Cause may also include physical or mental incapacity. Faculty may be dismissed immediately for cause.

CHAPTER VI
Leave

A. Sabbatical Leave

1. Policy. Sabbatical leaves for professional development may be made available to faculty with academic rank who meet the requirements set forth below. The objective of such leave is to increase the faculty member's value to the University and thereby improve and enrich its programs.

2. [Purpose. Sabbatical leaves at the University of Alaska Fairbanks shall be granted for two distinct purposes:] a) research and other scholarly and creative activity; b) [study and formal education] and other experience of professional value. Both types of sabbatical may include associated travel.

3. Eligibility.

   [a. Research, creative, and scholarly activity sabbatical leaves. Faculty may apply for sabbatical to pursue research, creative or scholarly activities.

   b. Professional development and formal education sabbatical leave. Faculty who wish to pursue an advanced degree or professional certification of value to the university's programs, may apply for a sabbatical for this purpose.]

   Faculty who will have completed at least five consecutive years of service at UAF shall be eligible for consideration to take sabbatical leave during the sixth or subsequent year of service. Applicants must have completed at least five consecutive years of service at UAF from any previous sabbatical leave before being eligible to take another. In computing consecutive years of service for the purpose of this section, periods of vacation leave and periods of sick leave with salary shall be included. A partial year of service which includes at least one semester of full-time faculty service may be included as a full year of service for the purposes of eligibility for sabbatical leave, but it must also be counted as time towards mandatory tenure review. The faculty member must apply for such inclusion in writing. Periods of leaves of absences, other than vacation and sick leave with salary, and periods of part-time service shall not be included, but shall not be deemed an interruption of otherwise consecutive service.

4. Terms and conditions. Sabbatical leaves may be granted for one academic year or an equivalent period at rates not to exceed six months salary or for one semester or an equivalent period at rates not to exceed one

semester's salary. Faculty may, with the prior approval of the Chancellor, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their sabbatical leaves. In such cases, the Chancellor may adjust the sabbatical leave salaries to reflect such income provided that total earnings for the leave period are not less than full salary had the recipient not been on leave. A faculty member on a terminal appointment looses any rights to a sabbatical leave.

[5. Process. Applications for sabbatical leaves shall define the purpose of the leave requested. The application will be submitted to the Chancellor in the manner set forth in "UAF Regulations for Evaluation of Faculty."] Each application shall include a statement outlining the program to be followed while on sabbatical leave and indicating any prospective income from outside the University.

6. Approval. Consistent with provisions of this Chapter, the Chancellor [or Chancellor's designee] may approve such sabbatical leave as are deemed appropriate. A record of such leaves shall be reported to the President annually.

7. The recipient is obligated to return to the University for further service of at least one appointment period. Failure of the recipient to fulfill this obligation will require the full and immediate repayment of salary and benefits received from the University while on leave, except in extenuating circumstances acceptable to the Chancellor.

8. A written report detailing the professional activities and accomplishments for which the leave was granted and specifying the sources and amounts of additional funds secured for this period shall be submitted by the recipient to the Chancellor within three months after returning from leave.

9. Leave credits. Vacation and sick leave credits shall not be accrued or used during sabbatical leave.

Tenprom/2

ATTACHMENT 1

SPECIAL REGULATION ACCOMPANYING THE TRANSITION POLICY FOR PROMOTION AND TENURE

The following statements are designed to provide a smooth and harmonious transition from previous policy regarding tenure and promotion to the new policies regarding tenure and promotion which were approved by the Faculty Senate in April 1989 and adopted by the Board of Regents on August 18, 1989.

I. All faculty who began their active employment with the University of Alaska Fairbanks, July 1, 1989 or later, will be evaluated under the policies adopted by the Board on August 18, 1989.

II. Faculty members who began their active service in a tenure-track position, prior to July 1, 1989, shall have the option of standing for review under either the new policies or the old policies at their discretion. A faculty member who chooses to be reviewed under the old policy will be required to meet the minimum time in rank provisions as specified in that policy and must stand separate review for both promotion and tenure.

III. As various peer reviews and administrative reviews were required in both policies, it is determined that the new peer review process and structure does not constitute a change in working conditions. Therefore, all faculty, whether electing to stand for review under the old policies or under the new policies, will be evaluated under the new procedures for peer and administrative review.

IV. The rank of instructor is a non-tenure track rank under both the old and the new policies. Faculty who currently hold appointments at the rank of instructor will be reviewed during the 1989/90 academic year to ascertain whether or not they qualify for appointment to the rank of assistant professor under the new minimum degree experience criteria. With the recommendation of the cognizant faculty, those faculty who do qualify shall be reappointed to the rank of assistant professor and shall be deemed tenure-track. Those faculty who do not qualify shall retain the rank of instructor and be deemed non-tenure track special rank.

V. All faculty who began their employment in a tenure-track position, prior to July 1, 1989, who elect to stand for promotion or tenure review under the old policies must declare their intention, in writing, to stand under the old policies prior to beginning the promotion or tenure process, but not later than May 1, 1990. Any faculty member who does not declare this in writing shall be deemed to have elected to stand review under the new policies.

VI. Faculty at the rank of associate professor or professor, who do not currently hold tenure, may elect to stand review under the new policies using July 1, 1989 as the initiation of their mandatory tenure clock provided total time in rank in a tenure-track position at the University of Alaska Fairbanks does not exceed six years prior to the year of mandatory review, that is the seventh year.

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Donald D. O'Dowd, President
University of Alaska Statewide System

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: June 14, 1989

RE: TENURE AND PROMOTION POLICY

At long last, we are submitting for your consideration and advancement to the Board of Regents our proposed policy on rank, tenure, and promotion. Approximately twelve drafts have been considered, discussed, and debated to arrive at the product we now put forward. We have made special efforts to accommodate extension agents and vocational/technical personnel through the development of a bipartite criteria which acknowledges the type of work these individuals perform.

The policy statement is a blend of policy adopted by the Board of Regents along with additional policy elements that we feel are important to the University of Alaska Fairbanks. This policy and the attached regulations are intended as a "stand alone" document which will guide the faculty of the University of Alaska Fairbanks toward tenure and promotion and provide guidance to the various committees and reviewers who participate in the process of evaluation, promotion, and tenure. The policy is submitted for Board action and the regulations are intended as an information item for the Board.

Clearly, throughout this process, compromises were made in many areas of the institution. After receiving the final senate version, I have worked with the vice chancellors and the senate leadership to resolve any differences between the administration and the senate. Professor Smith and his colleagues have worked with us on this and we have been able to achieve a proposed policy and regulation which we think can best accommodate our needs at this time. I imagine you will be subjecting the attached to staff review prior to advancing it to the Board of Regents. I would ask that, if staff have any major problems with either of the documents, we have an opportunity to meet with them and discuss their concerns or considerations. Thank you.

PJO'R/clb
Attachments

cc: William Kauffman
Vice President and General Counsel

George Christensen
Vice President for Academic Affairs

Dave

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Executive Council

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: August 28, 1989

RE: FACULTY TITLES AND MINIMUM CRITERIA

Effective August 18, 1989, the Board of Regents adopted the UAF polices for promotion and tenure with slight modifications. These will be forthcoming shortly. Please note that this policy now allows for two types of academic rank. These are:

1. Academic Rank
   Titles designating academic rank exclusively are assistant professor, associate professor, and professor. Faculty in such positions are eligible for both tenure and promotion.

2. Special Academic Rank
   Titles designating special academic rank exclusively are: lecturer, instructor, and titles of academic rank preceded by the terms "adjunct, "affiliate," "visiting," "research," or "clinical." Special academic rank faculty are not eligible for tenure, but those with qualified academic rank titles of "research" or "clinical" are eligible for promotion. Special academic rank faculty appointed with qualified academic rank titles (that is, a qualifying adjective such as research, clinical, etc.) will have credentials in scholarship, research, and/or creative achievements comparable to those held by faculty in these academic ranks.

It is the intention of this policy that academic rank, with tenure, reside in a discipline in a school or college. Therefore, only deans, in conjunction with the appropriate discipline faculty, are empowered to appoint academic rank faculty in tenure-track positions. Both deans and institute directors are authorized to appoint special academic rank faculty as appropriate so long as this is done in conjunction with the respective faculties of their units. Appointment letters for special academic rank faculty shall indicate that the position is a non-tenure track position and, where the appointment is for qualified special academic rank, the appropriate qualifier

(research, clinical, visiting) shall be added preceding the word "professor." Thus, we will have as an example:

Assistant Research Professor of _____
Associate Research Professor of _____
Research Professor of _____

The reimplementation of research titles should diffuse the potential points of conflict between the institute and college. Institute directors may, upon consultation with their institute faculty, directly make such appointments without further consultation with the dean of the college. However, if it is the desire of the institute director to appoint an individual to tenurable academic rank, then it is incumbent on that director that he/she receive the concurrence and approval of the dean of the college in conjunction with the cognizant faculty of that college. In such cases, the institute may be expected to provide funding for the minimum faculty line within the college (2.25 months). In cases where there are openings both within an institute and within a college, this is subject to the negotiations between both individuals. However, if an institute has a faculty line that it wishes to fill in a tenure-track position, the only way it may do so is by pledging a commitment of that faculty member's time to the instructional program as well as to the research program. Toward this end, it is reasonable to expect that the institute will transfer the appropriate funds.

In the cases of both academic rank and special academic rank where the proposed candidate may not meet the minimum specified qualifications for that rank, yet a case exists for appointment, the cognizant dean or director, on behalf of the faculty of that unit, must receive the concurrence of the Vice Chancellor for Academic Affairs prior to making the appointment.

For academic rank faculty who may share a position between a college and an institute, please understand that the relationship is a very symbiotic one. For an individual to achieve tenure at the University of Alaska Fairbanks, he/she must be fully engaged in the tripartite function of teaching, research, and service. Such individuals will be evaluated on all three and, thus, it behooves the institute, as well as the college, to assure that the faculty member it seeks to appoint to such a position will have an opportunity to engage fully in the instructional program as well as the research program. Conversely, there are times when it is advantageous for a discipline faculty and a college to request that an institute grant a joint appointment to an

individual that they are seeking to hire. In such cases, it is not unreasonable to expect that the college might then transfer a portion of the funds for the institute appointment to the respective institute.

It is the intent of the new policy that the only faculty appointed to tenure-track appointments are those who can contribute fully to the tripartite function of the University. If any of you should still have difficulty with this notion, please understand that it has been a practice ascribed to by American higher education for quite some time.

Please note that all special academic rank faculty appointments are fixed-term appointments and are renewable. Multi-year appointments are possible but are not encouraged at this time until we work through the new policies and regulations for a period of years. However, should there be a need or desire to appoint a special academic rank faculty member for more than a single year's period of time, approval of such appointments must be obtained from the Vice Chancellor for Academic Affairs.

There is much more in the new policy that we shall gradually work our way through, but I did wish to bring these items to your attention at this time.

PJO'R/clb

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to adopt the following policy statement effective upon Board of Regents approval of the new UAF Promotion and Tenure Policies:

> All faculty hired previous to these actions and whose conditions of employment would be changed by the new policies will have one year to choose whether to continue under the original agreement or to be evaluated under the provisions of the new policies.
>
> Faculty desiring a change in status under these provisions shall apply in writing to the Chancellor before May 1, 1990.

Effective: Upon Chancellor's Approval and Concurrent with Board of Regents' Approval of UAF Faculty Appointment and Evaluation Policies

David M. Smith 4/26/89
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/21

Approved by PSU — Duplicate in Ch. Office

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate approves the proposal for the Biochemistry/Molecular Biology Ph.D program.

Effective: Upon Board of Regents' Approval

Rationale: See new program request attached.

David R. Smith 4/26/89
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

APPROVED _____ Date _____
Board of Regents

DISAPPROVED _____ Date _____
Board of Regents

cs/senmin2/21

Regents 4-7 mtg

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate recommends that the Chancellor's Office work closely with the State Department of Education and the State School Board to provide leadership and assistance to small secondary rural schools in the delivery of courses that prepare rural students for college enrollment.

Effective: Immediately

Rationale: It is important to continue the dialogue between UAF and the State Department of Education as well as the State School Board concerning preparation of students for college entrance at the secondary level. Also, see attached supporting background information.

David R. Smith 9-26-89

President, UAF Faculty Senate

cs/senmin2/21

Motion recommending Chancellor's Office work closely with the State Department of Education and the State School Board to provide leadership and assistance to small secondary rural schools in the delivery of courses that prepare rural students for college enrollment.

Supporting Background Information:

Members of Curricular Affairs and other interested members of the University community discussed the admission requirements with school superintendents, high school principals and teachers as well as members from the State Department of Education during two audioconferences. A summary of the discussion follows:

A. Admission requirements effective August, 1991

There will be four distinct entrance options for students wishing to attend the University of Alaska Fairbanks as full-time students. They are:

1. Admission to all UAF certificate and associate degree programs will require the completion of a high school diploma (or its equivalent) or that the applicant is 18 years of age.

2. To qualify for unrestricted admission as a freshman in a baccalaureate program, a high school graduate must have a high school grade point average (GPA) of 2.0 and a 2.5 average in a core curriculum consisting of at least 16 academic units including:

   a. 4 credits in English
   b. 3 credits in mathematics (to include Algebra II, geometry, and trigonometry) [NOTE: CURRICULAR AFFAIRS HAS PROPOSED MATH REQUIREMENTS BE MODIFIED AS FOLLOWS: 3 CREDITS IN PREPARATORY MATHEMATICS SELECTED FROM ALGEBRA I AND II, GEOMETRY, TRIGONOMETRY, ELEMENTARY FUNCTIONS, PRECALCULUS OR CALCULUS]
   c. 3 credits in social sciences
   d. 3 credits in natural science (to include at least 1 laboratory course in Biology, Chemistry, or Physics)

However, entrance into a specific degree program may require as a prerequisite the completion of specific high school credits beyond those required in the core curriculum as well as minimum scores on the ACT or SAT examinations. UAF also strongly recommends that students complete a minimum of 2 years of a non-English language.

3. High school graduates who do not meet the minimum high school entrance credit requirements and the 2.5 GPA in the core curriculum may be granted provisional acceptance for a period not to exceed one calendar year from date of entry. Such students may be admitted later as unrestricted baccalaureate candidates provided they complete required course work by earning at least a "C" grade in each of the appropriate University credit courses.

4. Non-high school graduates 21 years of age or older, may be considered for unrestricted admission into baccalaureate degree programs on a case-by-case basis.

B. Math Requirements:

The requirement of Algebra II and especially trigonometry appeared to be a difficult standard to those outside of the University community and in fact proved to be the major area of concern. It was stated that these requirements are counter to the national direction for secondary math requirements which emphasize a more integrated math program including such things as "street math" and problem solving skills. It was also stated that with the inclusion of trigonometry, the math requirements were actually four years, as Algebra I would certainly be a prerequisite to those listed. Furthermore, it was argued, not everyone needs to be a scientist or mathematician.

Representatives from the Mathematics Department concurred that the national trend is toward an integrated math program, but that falling national math achievement scores are the result. A large number of students currently enter the University with significant math deficiencies. Not only do these deficiencies prevent them from completing a degree program in a reasonable period of time, but also discourage most of these students from seeking careers in areas that require math competencies.

C. Specific Concerns of Small High Schools:

Small secondary schools have difficulty in the delivery of science and mathematics courses due to a number of factors.

1. Teaching staff may vary in number from 2 to 11 for the entire high school and by necessity are generalists rather than specialists.

2. The number of students in a small school that would enroll in a science course such as physics or in a math course such as trigonometry is very small. It is difficult to conduct a meaningful class with one student.

3. The physical plant of most small high schools does not include space, facilities or equipment for laboratories.

D. Suggestions for Rural Course Delivery

The discussions generated a variety of suggestions as to how the University and secondary schools can collaborate in meeting the educational needs of the secondary students. All agreed that it is essential to continue this dialogue and to expand cooperative efforts.

1. The University is providing courses utilizing distant delivery technologies. These technologies need to be shared with school districts, especially in rural Alaska. In addition, a systematic investigation into alternatives and improvements in the use of existing technology, especially those currently not in use, needs to be undertaken on a statewide basis.

2. The University, again through distant delivery techniques as well as more traditional means, may offer seminars and workshops in addition to the regular course work to those secondary teachers who must provide a broad range of instruction in the smaller schools. The content of these offerings would focus on math and science instruction as well as other areas as they are identified.

E. Curricular Affairs Committee Deliberations

The Math Department reviewed the admission requirements and voted in favor of the existing requirements including trigonometry. While Curricular Affairs does not recommend specific math courses we STRONGLY recommend that math requirements should be such that an entering freshman can successfully complete the 100 level math core requirement.

It is true that not all students need to become scientists, mathematicians, engineers, economists, accountants or have careers in computer technology, among others. However, if the prerequisite math is not available at the secondary level, those career options are in effect closed to rural students.

Students are more likely to be successful in their college career if they have realistic expectations of the required academic preparation. In an effort to be honest, if you will, the University is saying: "To succeed in earning a baccalaureate degree in a reasonable amount of time, these are the skills and knowledge with which you need to begin. If you do not have these upon admission, you will need to develop them in your first years of college."

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

Pending completion of all University requirements, the Faculty Senate recommends to the Board of Regents that the attached list of individuals be awarded the appropriate UAF degrees.

Effective: Immediately

Rationale: These degrees are granted upon recommendation of the faculty. As the representative body of the faculty, we are making that recommendation.

David R. Smith 4-26-89
President, UAF Faculty Senate

senmin2/21

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (15 ayes, 11 nays)

The UAF Faculty Senate refers back to Graduate Council the motion limiting graduate assistantships. The committee will solicit information from graduate programs regarding their average length of graduate assistantship. Graduate Council will report to the Senate at the September Senate meeting.

Effective: Immediately

David N. Smith 4-26-89

President, UAF Faculty Senate

senmin2/21

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate endorses the membership on the 1989-90 standing and permanent committees as indicated on the attached list.

Effective: Immediately

Rationale: The Administrative Committee reviewed faculty members' preference and considered distribution of schools and colleges in preparation of the proposed committee memberships. In most cases, the faculty members' first or second choice of committee was honored.

Dan N. Smith 4-26-89
President, UAF Faculty Senate

senmin2/21

1989-90 FACULTY SENATE COMMITTEES

STANDING COMMITTEES

Curricular Affairs
- Roy Bird, CLA (91)
- Lawrence Duffy, CNS (90)
- Ralph Gabrielli, CRA (90)
- Mike Gaffney, CLA (91)
- DeAnne Hallsten, SCCE (91)
- Dorothy Jones, SCCE (90)
- Doug Schamel, CNS (91)
- Julie Triplehorn, CLA (91)

Faculty Affairs
- John French, SFOS (91)
- Fred Husby, SALRM (91)
- Pat Lambert, CLA (91)
- Eric Madsen, CRA (90)
- Nag Rao, CRA (91)
- Radene Schroeder, SCCE (90)
- Richard Seifert, CES (90)
- David Spell, SOE (91)
- Robert White, CNS (91)

Scholarly Activities
- Bruno DiCecco, CLA (90)
- Ray Highsmith, SFOS (90)
- Leroy Hulsey, SOE (90)
- Jay McKendrick, SALRM (90)
- Gerald Shields, CNS (91)

UAF Assembly
- Walter Ensign, CLA (90)
- Ralph Gabrielli, CRA (90)
- John Leipzig, CLA (90)
- Russ Ostermann, SME (90)
- Doug Schamel, CNS (91)
- David Smith, CRA (90)
- Arvid Weflen, SCCE (91)

PERMANENT COMMITTEES

Committee to Nominate Commencement Speaker & Honorary Degree Recipients
- Jill Baker, CRA (90)
- Jan Botha, SOE (90)
- Pauline Gunter, CLA (90)
- Kojo Kawasaki, GI (90)
- Natalie, Thomas, CES/SALRM (90)
- Student - to be determined
- Ex-Officio: Karen Cedzo,Univ.Rel.

Developmental Studies
- Ray Collins, Interior Campus(90)
- John Creed, Chukchi (91)
- Patricia B. Gaber, CCC (90)
- Ron Illingworth, SCCE (91)
- Clara Johnson, RSS (91)
- Pat Lambert, Math (91)
- Wanda Martin, Advising Ctr.(90)
- Joli Morgan, General Studies(90)
- John Murray, CNS (91)
- Leroy Perkins, English (91)
- Maynard Perkins, Northwest (90)
- Linda Schmierbach, Kuskokwim (90)
- Peggy Wood, Bristol Bay (91)

Faculty Development, Assessment and Improvement Committee
- Taylor Brelsford, CRA (91)
- John Gimbel, CLA (90)
- Steve Hemshrot, CES (91)
- Lucy Jones-Sparck, CRA (91)
- David Ogbe, SME (90)
- Walt Peterson, SCCE (90)
- Channon Price, CNS (91)
- Ex-Officio: Jean Aigner, Director, Faculty Development

Graduate Council
- Don Button, SFOS (91)
- Jack Distad, CLA (91)
- Hans Nielsen, CNS (90)
- Peggy Shumaker, CLA (91)
- David Spell, SOE (91)

Legislative Affairs
- Ralph Gabrielli, CRA (90)
- DeAnne Hallsten, SCCE (91)
- Ron Johnson, SOE
- Jerry McBeath, CLA (90)
- Paul Metz, SME (91)
- Bill Stringer, CNS (90)
- Howard Zach, SOM (91)

Service
- Walter Ensign, CLA (90)
- Roland Gangloff, Museum (90)
- Kristen Keith, SOM (91)
- Ken Krieg, CES (90)
- William Schneider, CLA (90)
- Non-University: Linda Green, FNSB (91)
- Non-University: to be determined

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to adopt the following calendar of meetings for the 1989-90 academic year.

Mtg. #	Date	Day	Time	Location
12	9/22/89	4th Fri.	1:00 p.m.	Wood Center Ballroom
*13	10/13/89	2nd Fri.	1:00 p.m.	Wood Center Ballroom
14	11/10/89	2nd Fri.	1:00 p.m.	Wood Center Ballroom
*15	12/8/89	2nd Fri.	1:00 p.m.	Wood Center Ballroom
16	2/12/90	2nd Mon.	1:00 p.m.	Wood Center Ballroom
*17	3/9/90	2nd Fri.	1:00 p.m.	Wood Center Ballroom
18	4/13/90	2nd Fri.	1:00 p.m.	Wood Center Ballroom

* indicates audioconferenced meeting

Dan R. Smith 4/26/89
President, UAF Faculty Senate

senmin2/21

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

RESOLUTION PASSED (3 nays)

The UAF Faculty Senate moves to adopt the following resolution relating to the sale of complimentary copies of text books.

WHEREAS, Publishers of textbooks have traditionally been willing to provide complimentary examination copies of textbooks to faculty in a effort to encourage their adoption as course texts; and

WHEREAS, This practice is a service to the profession which we would like to have continued; and

WHEREAS, Some faculty have been abusing this service by selling these free copies to students or others for profit, a practice which is leading publishers to limit or discontinue the offer of complimentary copies; now

THEREFORE BE IT RESOLVED, That the UAF Faculty Senate strongly oppose the practice of selling examination copies of books provided by publishers.

BE IT FURTHER RESOLVED, That the VCAA work with deans, directors and department heads to discourage this practice.

Dave R. Smith 4-26-89
President, UAF Faculty Senate

senmin2/21

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate empowers the Administrative Committee to act on behalf of the Senate during the summer months of 1989 on all matters within its purview which may arise. Members will be kept informed of the Administrative Committee's actions.

Effective: April 24, 1989

Rationale: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished.

David M. Smith 4-26-89
President, UAF Faculty Senate

cs/senmin2/21

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (3 nays)

The UAF Faculty Senate moves to endorse House Bill 216, entitled "An Act establishing an optional university retirement program for certain employees of the University of Alaska and certain community colleges; and providing for an effective date."

Effective: Immediately

Rationale: This bill would increase the flexibility of the retirement program by allowing certain employees who leave the employment of the University prior to being vested to participate in an optional retirement program. Additionally, persons upon joining UAF could continue certain existing retirement programs instead of joining the UAF retirement program.

David R. Smith 4-25-89

President, UAF Faculty Senate

senmin2/21

The UAF Faculty Senate approved the following at its meeting #11 on April 24, 1989:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate directs the Faculty Affairs Committee to investigate and to make recommendations relating to the benefits package, to include problems with "reasonable customary charge." The committee will report to the Senate at the September Senate meeting.

Davis M. Smith, May 2/1989

President, UAF Faculty Senate

senmin3/6

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: George Christensen
Vice President for Academic Affairs
University of Alaska Statewide System

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: February 13, 1990

RE: PH.D. -- FISHERIES

Enclosed you will find a proposal to establish a Doctor of Philosophy program in fisheries at the University of Alaska Fairbanks. The establishment of such a program was envisioned at the time the School of Fisheries and Ocean Sciences was formed as a result of restructuring in July 1987. I would like to ask that the proposal be advanced for Board of Regents action at the April 1990 meeting.

The proposal has been under development for approximately two years. It has received substantial internal review as well as external review, copies of which are attached. Revisions have been made as a result of the various levels of review, and you have before you a well thought-out and solid proposal which can contribute much to the state of Alaska and to the University's efforts in fisheries. We are able to bring a strong array of talent to focus on the issues of fisheries within our University and, as a result of a Ph.D. program, we will be able to expand our much needed fisheries research effort.

PJO'R/clb
Attachment

cc: Donald D. O'Dowd, President
University of Alaska Statewide System

Vera Alexander, Dean
School of Fisheries and Ocean Sciences

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: Gordon Evans, President
UA Board of Regents

Donald D. O'Dowd, President
University of Alaska Statewide System

Members of the Board of Regents

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE; February 13, 1990

RE: SCHOOL OF FISHERIES AND OCEAN SCIENCES

At the November Board of Regents meeting, a request was made for a report in the area of fisheries. Enclosed you will find that report. It contains a great deal of information which I hope will be useful to you.

In July 1989, Dr. Vera Alexander, Director of the Institute of Marine Science, was appointed Dean of the School of Fisheries and Ocean Sciences. Dr. Alexander was one of two candidates recommended by the search committee after a nationwide search. The other was Dr. Neil Sullivan from the University of Southern California. Prior to Dr. Alexander's appointment, Dr. Sullivan was extended an offer and negotiations ensued. Unfortunately, we were unable to provide the types of guarantees that Dr. Sullivan demanded. Ultimately, he refused our final offer, and an offer was made to Dr. Alexander who accepted.

As dean of the school, Dr. Alexander functions with an Associate Director for the Institute of Marine Science, an Associate Director for the Fisheries Industrial Technology Center in Kodiak, and an Associate Director for the Juneau Center for Fisheries and Ocean Sciences. Additionally, in order to achieve a national reputation in fisheries, I have authorized the recruitment of a Chief Fisheries Scientist, beginning July 1, 1990, from funds reallocated within the University of Alaska Fairbanks. The addition of this position will bring an overall cohesiveness to our program throughout the state and, because we are seeking someone with an already established reputation in the fisheries field, will enhance the international stature of the school. It already has a strong thrust in oceanography and other areas of marine science, and we need to anchor-in that reputation in fisheries as well.

The SFOS faculty have developed a proposal for the establishment of a Ph.D. in fisheries which was envisioned when the school was formed. By using the strengths of the basic science faculty in Fairbanks as well as the fisheries faculty in Juneau, Kodiak, and Fairbanks, we are able to initiate a high quality program. The proposal has been advanced to the Office of the President, and I anticipate that it will be before the Board of Regents for action at the April meeting.

Over the past two years, we have been able to formulate interactions between the Fairbanks-based science faculty and faculty in Juneau and Kodiak to put forward joint proposals for fisheries-related research. As a result, we are beginning to develop a mode of external funding for research by both the Juneau- and Kodiak-based faculty which has been a long established tradition by the Fairbanks-based faculty. Hopefully, as these proposals bear fruit, we will be able to expand our efforts even further.

In January 1990, an advisory council for the School of Fisheries and Ocean Sciences was appointed and will be holding its first meeting soon. I have asked Dr. Alexander, in concert with this group, to develop a long-range fisheries research plan. The advisory body includes interests from the private fishing sector, the processing sector, state and federal agencies, and other academic institutions. It should be able to provide us with good and coherent thought as to future directions. As this plan develops, it will need Board of Regents support in order to fulfill the expectations that were created with the establishment of the School of Fisheries and Ocean Sciences.

I would encourage the Board to think toward a special piece of legislation, which it might support, in the next legislature in order to facilitate more rapid movement of our fisheries programs.

The largest problem plaguing the school at all three main locations is the issue of space. Expansion in Juneau is sorely limited. However, by funding a basic science building for the University of Alaska Southeast, our Juneau-based faculty and staff would be able to expand within the Anderson Building which would be devoted entirely to the Juneau Center for Fisheries and Ocean Sciences. Our facilities at Kodiak have been sorely limited, but we are currently under construction of a facility which should alleviate our immediate needs and provide us room for expansion into the near future. Unfortunately, we have not yet secured the final portion of the appropriation ($1.8 million) to complete this facility. This remaining request is a high priority within the University of Alaska Fairbanks' budget request currently before the legislature and has support from the Board of Regents at a high priority level within its overall budget. In Fairbanks, we are severely constrained at the present time and future growth is limited unless we can bring about relief soon. I anticipate that, in the long-range plan we are developing for our facilities, we will see a building for the School of Fisheries and Ocean Sciences emerge as a high priority after construction of the Natural Science Facility.

Finally, I should alert the Board that we are in the process of seeking an upgrade to our research vessel. As you know, the Alpha Helix has served us very well for a period of time. However, there has been a long-term need for the National Science Foundation to develop an ice-strengthened vessel. As a result of the work by key members of the Institute of Marine Science, we are now entering a design phase for an upgraded ice-strengthened research vessel.

The entire cost of capital construction of the ship will be borne by the National Science Foundation, but there will be a need to upgrade our Seward dock facilities to handle this larger class vessel. I expect to advance, as a high priority for the University of Alaska Fairbanks, this upgrade for consideration in our FY92 budget request. We expect to take possession of the ship in 1993.

I hope you find the information contained in this memorandum and within the report useful and beneficial to you.

PJO'R/clb
Attachments

The UAF Faculty Senate approved the following at its meeting #10A on March 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to amend requirements for the Associate of Arts degree as follows:

(( )) = deletion CAPS = addition

((The Associate of Arts degree is intended to provide students with a basis of general education in order to undertake baccalaureate degree work and is non-specific in intent.)) THE ASSOCIATE OF ARTS DEGREE REPRESENTS THE COMPLETION OF BROAD-BASED SYSTEMATIC STUDY AT THE COLLEGE LEVEL. THIS DEGREE MAY SERVE AS A STARTING POINT FOR A CAREER OR A STEPPING STONE TO A BACCALAUREATE PROGRAM. A student may earn only one A.A. degree.

Distribution of Credits

((Of the total 60 credits,)) All CREDITS FOR THE A.A. DEGREE must be at the 100 level or above, and 20 credits must be at the 200 level or above, and be distributed as follows:

Communications: (9 credits)	
Written: English 111 plus English 211 or 213	6 credits
Oral: SPEECH 111 or 121 or 131 or 141	3 credits
Mathematics & Natural Science: (9 credits)	
MATHEMATICS AND LOGIC ELECTIVES	3 CREDITS
NATURAL SCIENCE ELECTIVES	3 CREDITS
AN ADDITIONAL 3 CREDITS IN EITHER MATHEMATICS OR LOGIC OR STATISTICS OR NATURAL SCIENCE	3 CREDITS
Humanities: (9 credits)	
Any combination of courses classified as Humanities	9 credits
Social Science: (9 credits)	
Any combination of courses classified as Social Science	9 credits

((Applied Studies (9 credits)))

General Electives (((15)) 24 Credits)
Any combination of courses, including courses classified as Applied Studies — 24 credits

Total Credits — 60 credits.

Effective: Fall 1989

Rationale: To define requirements for the Associate of Arts degree.

David M Smith 4-24-89
President, UAF Faculty Senate Date

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/17

MEMORANDUM

TO: Ann Tremarello, Director
Admissions and Records

FROM: David Smith, President
UAF Faculty Senate

DATE: December 15, 1989

SUBJECT: Amendment to requirements for the Associate of Arts degree

Enclosed please find action approved by the Faculty Senate last year at its meeting #10A on March 24, 1989, amending the requirements for the Associate of Arts degree.

Chancellor O'Rourke received this motion last spring, but to this date has not taken action on the motion. Article XI, Sect. 1 of the UAF Faculty Senate constitution, approved by Chancellor O'Rourke on February 1, 1989, states that "..A Senate action shall be considered approved unless written reasons for a veto are received in the Senate Office within 30 days of that action being received by the Chancellor's Office." In compliance with the UAF Faculty Senate constitution, please proceed with implementation of the amendments to the Associate of Arts degree as indicated in the Senate action.

If you have questions relating to this matter, please contact me at 6962, 7964, or FFDMS.

enclosures

cc: Patrick J. O'Rourke, Chancellor

Ann I also talked with Pat & he said that he had approved this but just hadn't gotten around to signing it.

DMS.

The UAF Faculty Senate approved the following at its meeting #10A on March 24, 1989:

MOTION PASSED
==========

The UAF Faculty Senate moves to table the resolution condemning market-based salary adjustments to administrators.

David M Smith 4-25-89

President, UAF Faculty Senate Date

senmin2/17

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #10A on March 24, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to establish a Faculty Senate newsletter beginning after the March Senate meeting.

Effective: Immediately

Rationale: The Senate needs a vehicle to disseminate the actions of the Senate to the full faculty. Additionally, the newsletter could provide a forum for significant issues that would be discussed in upcoming Senate meetings.

David W Smith 4-25-89

President, UAF Faculty Senate Date

senmin2/17

INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate approved the following at its meeting #10A on March 24, 1989:

MOTION PASSED (with 1 nay, 3 abstenions)

The UAF Faculty Senate moves to extend terms of President and President-Elect for one year.

Effective: Immediately

Rationale: The issues facing the newly constituted Faculty Senate have been sufficiently complex and continuing that it is felt that an extension of the current leadership's terms by one year would be in the best interest of the Faculty Senate.

An Ad Hoc Committee is currently reviewing the structure of the Senate leadership as noted in the Constitution and Bylaws and has been asked to suggest ways that the Senate can revise the section on their leadership structure to ensure a strong and effective faculty voice.

David M. Smith 4-25-89

President, UAF Faculty Senate Date

cs/senmin17

The UAF Faculty Senate approved the following at its Meeting #10 on March 10, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to amend the general degree requirements for the Associate of Applied Science degree to require that from the selection of a total of 6 credits from Humanities or Social Science or Math or Natural Science, at least 3 credits shall be Math or Natural Science courses at the 100 level or above.

Effective: Fall 1989

Rationale: This addition completes the requirements for the Associate of Applied Science degree.

David R. Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 3/21/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

sen2/15,5

The UAF Faculty Senate approved the following at its Meeting #10 on March 10, 1989:

MOTION PASSED AS AMENDED (Unanimous Approval)

The UAF Faculty Senate moves to amend the policy on make-up work for students participating in university-sponsored activities as follows:

(( )) = deletion CAPS = addition

((1. Students who must be absent from class to participate in university-sponsored activities shall be permitted to make up any work they have missed, in a period of time agreed upon between the instructor and student prior to the absence. Such students shall not be penalized for absences incurred for such university-sponsored activities, although students must meet course requirements in all other respects. University-sponsored activities are defined as officially sanctioned functions. Notwithstanding the above, it is still the student's responsibility to determine for himself/herself whether or not such absences unduly risk successful completion of their courses and choose accordingly.))

STUDENTS WHO CHOOSE TO BE ABSENT FROM CLASS TO PARTICIPATE IN UNIVERSITY-SPONSORED OR OTHER ACTIVITIES MAY BE PERMITTED TO MAKE UP ANY WORK THEY HAVE MISSED. ALL ARRANGEMENTS MUST BE MADE BETWEEN THE STUDENT AND INSTRUCTOR PRIOR TO THE ABSENCE. THE STUDENT AND INSTRUCTOR SHOULD MAKE A GOOD FAITH EFFORT TO ASSURE THAT THE STUDENT IS NOT UNDULY PENALIZED FOR EACH ABSENCE. SUCH ACTIVITIES SHOULD NOT BE SCHEDULED SO AS TO CONFLICT WITH THE FINALS SCHEDULE.

Effective: Upon Chancellor's Approval

Rationale: It is disruptive to the academic process for students to be absent from the final. In addition, it is difficult for the instructor to fairly evaluate a student who takes the final at a different time or may have to take a substitute final.

David M. Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 3/21/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

The UAF Faculty Senate approved the following at its Meeting #10 on March 10, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to amend placement test policy as follows:

(( )) = deletion CAPS = addition

1. A placement test is required for all students entering a degree/certificate program for the first time.

2. A placement test is required for all students planning to take a 100 level written communication or mathematics course.

3. A placement test is recommended for ((all entering)) FIRST TIME students.

Effective: Fall 1989

Rationale: This change distinguishes first time college students from transfer students.

Dave McSorley
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 3/21/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/15, 1

The UAF Faculty Senate approved the following at its Meeting #10 on March 10, 1989:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate moves to adopt the following policy for credits earned prior to and during UAF restructure:

One of the following classifications may be selected for credit earned prior to the 1988 fall semester at former community colleges and rural education centers that are now part of UAF by students who move from one UAF unit to another:

1. RESIDENCE CREDIT: Total credits and all grade point factors earned from work attempted at other UAF units will be brought forward to the UAF record.

2. TRANSFER CREDIT: The total credits earned at other UAF units will be brought forward to the UAF record as transfer credit. (Grade point average factors do not transfer.)

NOTE: UAF correspondence study credit has been approved as residence credit beginning with the 1989 Fall semester. UA/UAF correspondence study credit earned prior to that date would continue to be considered only as transfer credit.

Effective: Upon Chancellor's Approval

Rationale: Before restructuring, students attended units of the University of Alaska knowing that their grade point averages would not transfer if they moved to another UA major academic unit. Although most students would want their grade point averages to be combined, some went to other units with the purpose of taking courses which would not impact their GPA's elsewhere.

Approval of this policy would allow students the choice of whether or not to combine their GPA's and have all work considered as residence credit, or to have the credits earned brought forward as transfer credit with no impact on the GPA. The intent of this policy is to lessen the impact of restructuring on students such as those from the former TVCC who, essentially, have been forced to change institutions.

Students electing to have total credits and grade point average factors combined on their academic records would be qualified to apply the repeat policy where courses are equivalent according to the Alaska Transfer Guide.

This would not affect students who were able to continue their education in the same unit (i.e., attended Northwest Community College previously and now attend the UA Northwest campus.) Likewise, students attending UAF at the Fairbanks campus have been relatively unaffected by restructuring and have no need to have an option to allow for an adjustment of their grade point averages and this policy would not apply to them.

Dair R. Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 3/21/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

sen2/15, 12/13

The UAF Faculty Senate approved the following at its Meeting #10 on March 10, 1989:

MOTION PASSED AS AMENDED (Unanimous Approval)

The UAF Faculty Senate moves to amend policy on auditing as exists in catalog to the following:

Auditing

1. A student wishing to enroll in one or more courses for informational purposes only may register as an auditor provided that space is available in the course(s).

   An auditor must pay the standard credit fees for the course, but the credit is not included in the computation of study load for full-time/part-time determination or for overload status.

   The requirement, acceptance, and review of work and lab privileges are at the discretion of the instructor. No grades will be given, no credit awarded, and courses taken as an audit will not apply toward degree requirements, nor will they transfer to other institutions.

2. The intention to audit a course should be made known within the registration period. The following conditions apply to the change of audit conditions:

   a. Audit to credit must be completed on or before the deadline to add a course.

   b. Credit to audit must be completed on or before the deadline for student initiated withdrawals.

3. It is the responsibility of the instructor to set the requirements under which an "AU" is to be recorded and to submit "AU" for those auditors who satisfy the requirements. An auditor not receiving a grade of "AU" receives a "W".

4. A student who has audited a class may not request local credit by examination for that class for at least one year.

5. The official definition of audit that will appear in the catalog is: "Audit - A registration status indicating that the student has enrolled for informational instruction only. No academic credit is granted."

   Effective: Fall 1989

Rationale: Better enunciates the procedures involved with auditing.

David H. Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 3/21/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/15,2/3

The UAF Faculty Senate passed the following at its Meeting #9 on February 10, 1989:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate moves to adopt the following proposal for second master's degree.

PROPOSAL FOR SECOND MASTER'S DEGREE

At the discretion of the student's advisory committee, admitting department, and dean, up to 20% of the total minimum number of credits required for a UAF master's degree may be transferred from a previously earned master's degree. Transferred credit may not be research, project, or thesis credit. The transferred credit must be for complete graduate level courses and not portions of a course. For a 30-credit master's degree, up to 6 graduate credits may be transferred; for a 45-credit master's degree, up to 9 graduate credits may be transferred. The following procedures are required for students who wish to pursue a second master's degree:

1. A new application for graduate study and for the new program is required. All procedures required for the initial degree apply - including a $20 new application processing fee, updated transcripts and three new letters of reference.

2. GRE scores accepted for the first master's degree at UAF may be accepted for a second master's degree when required.

3. ~~For students who have earned their first master's degree at UAF or at another institution, a maximum of 20% of the total minimum credits required for the second master's degree may be approved towards the second degree.~~ *FOR STUDENTS WHO HAVE EARNED A MASTER'S DEGREE FROM AN ACCREDITED COLLEGE OR UNIVERSITY, NO MORE THAN 20% OF THE TOTAL CREDITS REQUIRED FOR THE SECOND MASTER'S DEGREE MAY HAVE BEEN USED IN FULFILLMENT OF THE FIRST MASTER'S DEGREE. The acceptability of specific courses will be determined by the student's advisory committee, admitting department, and dean of the college or school in which the student is enrolled.

4. All students will have to fulfill general university requirements for the second master's degree (same as for the first degree), including passing a comprehensive examination, completing a minimum of 30 credits *(INCLUDING WORK APPLIED FROM A PREVIOUS MASTER'S DEGREE), and if a thesis is required, passing an oral defense of thesis.

5. All the work used to fulfill degree requirements for a second master's degree must be completed within seven (7) years.

Effective: Fall 1989

Rationale: The courses required for different UAF master's degree programs often overlap, and students interested in earning a second master's degree must find other courses to fill in the required minimum number of credits for the degree. Examples of such possible situations are course requirements for degrees in geology and anthropology or archaeology, geology and geological engineering, electrical engineering and physics, and English literature and creative writing. In order for the student to earn both degrees, either concurrently or sequentially, it would be reasonable not to require the student to repeat courses or to fill in with credits solely in order to meet the minimum requirements. In 1975, UAF (then the Northern Region) chose to require a minimum of 30 credits for each master's degree, although the statewide regulations allow the use of up to 9 credits for a second master's degree, and UAS has adopted those criteria.

Dan McBride 2-23-89
President, UAF Faculty Senate Date

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Patrick J O'Rourke Date 3/14/89
(*CAPS = modification)

senmin2/8 Please note change in #3. Original language was confusing

The UAF Faculty Senate passed the following at its Meeting #9 on February 10, 1989:

RESOLUTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate moves to adopt the following resolution relating to procurement:

WHEREAS, The University of Alaska Fairbanks is presently experiencing a serious problem approaching a crisis in the timely and felicitous purchase of supplies and services; and

WHEREAS, This situation now risks impeding the mission of faculty to serve students and the wider community; and

WHEREAS, Attempts to rectify the situation have resulted in only marginal improvements; and

WHEREAS, While both the new state procurement law and glitches in the PMIS may contribute to the problem, they alone do not appear to be the only culprit; now

THEREFORE BE IT RESOLVED, That the UAF faculty asks Chancellor O'Rourke to investigate the problem and to take whatever steps are needed to reach a solution.

Dale R. Swan 2-15-89

President, UAF Faculty Senate Date

senmin2/8

The UAF Faculty Senate passed the following at its Meeting #9 on February 10, 1989:

MOTION PASSED (with 1 nay)

Credit Compressibility

For short courses and classes of less than one semester in duration, course hours will not be compressed into fewer than three days per credit.

Effective: Fall 1989

Rationale: To enable the University to provide short, intensive vocational workshops as well as professional seminars to a population that will not normally be served in more traditional settings.

Dan N. Eid. 2-15-89

President, UAF Faculty Senate Date

APPROVED Patrick J O'Rourke Date 2/20/89

Chancellor's Office

DISAPPROVED _____ Date _____

Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/8

The UAF Faculty Senate passed the following at its Meeting #8 on December 9, 1988:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate moves to adopt the following requirements for the Associate of Applied Science Degree:

DEGREE REQUIREMENTS
To receive a degree, a student must satisfy two requirements; (1) General Requirements and (2) Specific Degree Requirements.

A maximum of 49 semester credits for prior learning or transfer credits,
including educational experience in armed services, may be allowed towards
an Associate Degree. Fifteen semester hours must be residence credits. A grade point average of 2.0 must be attained in all work as well as in the major field.

GENERAL DEGREE REQUIREMENTS
Written Communications 6
(English 111 plus any 200-level Written Communications course or Applied Written Communications course as approved by the head of
the program in which the degree is earned.)

Oral Communication 3

Select a total of 6 credits from the following areas:
Humanities or Social Science or Math or Natural Science 6

Subtotal: 15

MAJOR DEGREE REQUIREMENTS _____
GENERAL ELECTIVES _____

DEGREE TOTAL 60

Effective: ~~Upon Chancellor's Approval~~ Fall '89

Rationale: The Associate of Applied Science Degree (A.A.S.) is awarded in a specific occupational field of study with emphasis on entry into a job market. This degree, usually seen as a terminal degree, can serve as the basis for additional training.

Pres-Elect 12.20-88

President, UAF Faculty Senate Date

APPROVED James M Reynolds Date 1/3/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date

senmin2/3

The UAF Faculty Senate passed the following at its Meeting #8 on December 9, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)

The UAF Faculty Senate moves to amend Section 1. (ART III: Membership) of the Bylaws relating to attendance and vacancies as follows:

(( )) = deletion
CAPS = addition

Sect. 1 (ART III: Membership)

D. VACANCIES

1. IN THE CASE OF DEATH, RESIGNATION, OR TRANSFER OF AN ELECTED REPRESENTATIVE OF THE SENATE, AN ALTERNATE SHALL IMMEDIATELY BECOME THE REPRESENTATIVE. THE ALTERNATE SELECTED TO FILL THE VACANCY SHALL BE THE HIGHEST VOTE-GETTER FROM THE CONSTITUENCY ELECTION FOR ALTERNATES AS SPECIFIED IN THE BYLAWS. IF NO ALTERNATE IS AVAILABLE, THEN THE PRESIDENT OF THE SENATE WILL APPOINT AN ALTERNATE WITH THE CONCURRENCE OF THE AFFECTED CONSTITUENCY, AND THE CONSENT OF THE ADMINISTRATIVE COMMITTEE.

E. 1. WHEN ELECTED MEMBERS ARE UNABLE TO ATTEND THE MEETINGS, THEIR ALTERNATES WILL SERVE.

Effective: Immediately

Rationale: This provides a procedure for filling vacancies which should have been included previously in the bylaws. Also, allowing alternates to serve in place of members at meetings provides representation for the school/college when members are unable to attend.

John Dreyer Pres-Elect 12-21-88
President, UAF Faculty Senate Date

APPROVED Pat O'Rourke Date 1-4-89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/3

The UAF Faculty Senate passed the following at its Meeting #8 on December 9, 1988:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate moves to adopt the following requirements for the Certificate Program:

REQUIREMENTS
To receive a certificate, students may enroll in any course for which they meet the requirements; however, to be admitted to a certificate program, and before receiving a certificate, students must formally be admitted.

The minimum number of credits which must be earned, including those accepted by transfer, are 30 semester hour credits for a certificate. Fifteen semester hours must be residence credits. A grade point average of 2.0 must be attained in all work as well as in the major field.

SPECIALTY REQUIREMENTS _____
APPROVED ELECTIVES _____

Total 30 (MIN)

Certificate programs may vary in length and reflect the needs of the individual department. However, Certificate programs can usually be completed during one year.

Effective: ~~Upon Chancellor's Approval~~ Fall 1989

Rationale: Certificate programs are designed to give intensive training in specific career areas. Skills gained are career specific in nature and course work completed can apply to appropriate degree programs.

Pres-Elect 12-20-88
President, UAF Faculty Senate Date

APPROVED _____ Date 1/31/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin2/3

FOR INFORMATION ONLY
NO ACTION REQUIRED
Meeting 8--Dec. 9, 1988

Motion to amend current merit award program, submitted by Ralph Gabrielli.

MOTION (failed with 12 ayes, 14 nays)
======

The UAF Faculty Senate moves to amend the current financial award program as follows:

(( )) = deletion
CAPS = addition

A financial award program recognizing faculty for meritorious performance OR IN SUPPORT OF PROPOSED PROFESSIONAL ACTIVITIES OF MERIT shall be instituted based on the following principles:

a) A fixed number of awards shall be given within each College or School based on the total number of full time faculty members (or equivalent).

b) Awards shall be ((made in the form of a bonus check)) of substantial amount (say $1000 or $2000) annually (not a continuing percentage increase).

c) The method of nomination of award recipients, criteria for awards, and the selection of recipients within each College or School shall be determined by a committee of four faculty members nominated and elected by the faculty within that College or School, and one student from that College or School appointed by ASUA. Awards shall be made by the cognizant dean from a pool of funds provided to the school or college by the Office of the Chancellor.

Effective: Upon Chancellor's Approval

Rationale: This amendment would permit the faculty of a school or college to go ahead with an award program in precisely the manner originally set forth, it would also give the faculty in each school and college the option of using the funds to underwrite or help underwrite small proposed projects. In the latter case, incentive is encouraged and the criteria could be designed to encourage collaboration. The proposed amendment simply authorizes, rather than mandates, such an option.

The words "made in the form of a bonus check" assume a program of awards to individuals and are not compatible with the proposed option; however, the deletion of those words does not prevent bonus checks from being awarded, if a particular faculty chooses that route. If the motion is silent on that matter, it would be internally consistent with whichever option a faculty might choose.

If the amendment is approved, the three principles set forth in the motion would apply to either option chosen by a faculty.

FOR INFORMATION ONLY
NO ACTION REQUIRED
MEETING 8--Dec. 9, 1988

Amend the resolution on systemwide compensation to change the statement included in the last paragraph of the resolution to read, "On matters of compensation and employee welfare...

RESOLUTION (failed with 10 ayes, 12 nays)
==========

The UAF Faculty Senate moves to adopt the following resolution:

WHEREAS, The University of Alaska is currently considering a new compensation and employee welfare system; and

WHEREAS, Faculty need to be involved in setting the direction of any new compensation and employee welfare system; and

WHEREAS, The Board of Regents are currently trying to decide whether policies should be systemwide or not; and

WHEREAS, A unified system of compensation and employee welfare will provide faculty with a larger and more consistent voice when it comes to issues of compensation and employee welfare; and

WHEREAS, The General Assembly of the University of Alaska has requested that the President and university governance bodies approve a motion giving direction to the Board of Regents; now

THEREFORE BE IT RESOLVED, That the Faculty Senate goes on record as supporting the statement:

"On matters of compensation and employee welfare, the University of Alaska shall be a single institution with a uniform statewide compensation and personnel system."

The UAF Faculty Senate passed the following at its Meeting #8 on December 9, 1988:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate approves the deletion of Bachelor of Arts in Geography and Regional Development.

Effective: Upon Board of Regents' Approval

Rationale: See request attached.

APPROVED Patrick J. O'Rourke Date 2/20/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

APPROVED _____ Date _____
Board of Regents

DISAPPROVED _____ Date _____
Board of Regents

senmin2/8

Format 4

Deletion of Program Request

TO: UAF Faculty Senate

THROUGH: Curriculum Council

FROM: Roger W. Pearson, Head
Department of Geography

RE: Deletion of "Geography and Regional Development" Program

A. This request is being submitted by Dr. Roger W. Pearson, Head, Department of Geography.

B. The Department of Geography is requesting the deletion of the "Geography and Regional Development" Program from our list of major programs. The future thrust of the Department is to maintain a quality B.A. and B.S. program in Geography.

C. There will be no negative impacts associated with the deletion of the Regional Development Program. There are no students currently enrolled in the program and there has been little student interest in this track for some years.

The effects of this program deletion cannot be known since there are no students in this program.

D. There would be no effects on personnel since the Department still offers a B.S. and B.A. degree.

E. There will be no effects on the budget.

F. There are no students in the Geography and Regional Development Program and there haven't been any for several years and since the courses offered in the program are the same as the B.S. and B.A. course requirments the deletion of the program will not affect our course offerings.

II.1. See catalog description.

II.3. Resource requirements: these parallel other Geography courses.

IV. The Geography and Regional Development program has not enrolled any students since 1982. Since the Department of Geography also offers both a B.A. and B.S. degree, it proposes eliminating the B.A. in Regional Development. Dropping the B.A. in Regional Development will have no effect on current students nor on faculty.

RECEIVED OCT 3 1 1988

Deletion of Progam Request
Delete B.A. Geography and Regional Development

Approved: Roger W. Pearson Date 19 Oct. '88
Head, Program/Department of Geography

Approved: Charlotte Basham Date Oct 25 1988
Chair, CLA College Curriculum Council

Approved: A Shenkenberg Date 10-27-88
Dean, School/College of CLA

Approved: Dan R. Smith Date 2-15-89
President, UAF Faculty Senate

Approved: Patrick J. O'Rourke Date 2/20/89
Chancellor

Approved: _____ Date _____
President

Approved: _____ Date _____
Board of Regents

major departments listed or in the fields of economics, education (minimum 24 credits), English, French, German, Russian, history, or political science.
4. All prerequisites of courses elected must be met.
5. One year of German or Russian is recommended.
6. Courses selected to complete the requirements in the social sciences must be chosen from the following: anthropology except archeology; sociology; economics; history; and political science.
7. Physics 211-212 may alternate for Physics 103-104 and Chem. 212 may alternate for Chem. 105-106.
8. A minimum of 130 credits is required.

General Science — M.S. Degree
1. Complete the general university requirements and master's degree requirements.
2. Complete a minimum of 30 credits of approved courses. At least 24 credits, including thesis and/or research, must be at the 600 level.

The Departments of Mathematics, Physics, Chemistry, Biological Sciences and Geology offer work toward the master of science degree with a major in general science. This degree may be described as a "breadth" rather than a "depth" degree, and a candidate is ordinarily pursuing a course of study in which one of these departments is cooperating with at least one other department within the university. A prospective candidate must meet the general requirements for admission and for the awarding of the degree. At least 21 credits must be earned in science and mathematics. At least 12 credits must be earned in the department giving the degree. A thesis (maximum of three credits) or project (no credit) must be completed in the major department. It is not intended that the individual courses merely satisfy the credit requirements; each course should contribute to the specific aim of the candidate, and the thesis or project should reflect this aim.

Geography

College of Liberal Arts
Department of Geography

Degrees: B.A., B.S.
Minimum Requirements for Degrees: B.A. — 130 credits; B.S. — 130 credits

The department offers undergraduate courses and degrees in geography and in geography and regional development. Geography provides an organized picture of the earth as a whole and of its interrelated regions and activities. It deals both with the natural resources of the earth and with man's use of them. Its methodology includes the observation, measurement, description, and analysis of places or areas — their likenesses, differences, interdependence and significance. Geography serves as a bridge between the physical sciences and the social sciences. At UAF, geography is offered as: (a) part of a broad cultural background in a liberal arts curriculum; (b) part of a comprehensive program in biological and earth sciences; (c) background for studies in economics, history, political science, and other social sciences; (d) preparation for teaching geography, earth science, or social science in elementary or secondary schools; (e) technical training for professional geographic work in government, business or industry; (f) preparation for further graduate study in geography, regional planning and related disciplines. Students majoring in geography may elect such advanced work in this and other departments as will provide a concentration either in physical science or in social science.

Requirements

Geography — B.A. Degree
1. Complete the general university requirements and B.A. degree requirements:
2. Complete the following program (major) requirements:

A. Complete 24 credits in geography, including the following: Geog. 101 *or* 103; 205; 202 *or* 302; 339 *or* 401; 305 *or* 311; 306 *or* 327; 492; geography elective.

B. Complete 20 credits of the following or approved alternative courses with groupings to emphasize cultural, economic, physical, or regional geography. (Can also be used to meet basic degree requirements and to apply toward minor requirements.):
Cultural Geography
Anth. 101, 205, 206, 242, 321, 428
Soc. 250, 307, 309, 363, 406
Economic Geography
Econ. 201, 235, 335, 437, 463
Physical Geography
Geos. 101, 112, 261, 304, 408, 422
Biol. 271
A.L.R. 101, 350, 380, 430
Regional Geography
Hist. 261, 315, 316, 331, 341, 344, 350, 450
P.S. 201, 315, 321, 322, 415, 435, 436, 480

C. Approved electives to complete 130 credits.

Geography — B.S. Degree
1. Complete general university requirements and B.S. degree requirements, pages 25 and 26.
2. Complete the following program (major) requirements:
A. Complete 12 credits in approved mathematics courses.
B. Complete two minors.
C. Complete the requirements A, B, and C as stated above for the B.A. degree with emphasis in either economic or physical geography.

MINOR in Geography:
A minor in geography requires 15 crdits in geography including Geography 101 or 103 and 205.

Geography and Regional Development

College of Liberal Arts
Department of Geography

Degree: B.A.
Minimum Requirements for Degree: 130 credits

delete

Requirements

Geography and Regional Development — B.A. Degree
1. Complete the general university requirements and B.A. degree requirements.
2. Complete the following program (major) requirements:

A. Complete 36 credits in the following core courses:
Geog. 103, 205, 301, 404, 492
Econ. 235 *or* 324, 335
Biol. 271
A.L.R. 101
P.S. 211, 301

B. Complete 6 credits from each of the following five (5) groups (30 credits):
1. Geog. 202, 302, 311, 327
2. Hist. 341, 440, 450
3. Soc. 201, 307, 309
4. Geos. 101, 112, 304, 408
5. A.L.R. 380, 460

C. Approved electives to complete 130 credits

Geological Engineering

School of Mineral Engineering
Department of Mining and Geological Engineering

Degrees: B.S., M.S.
Minimum Requirements for Degree: B. S. — 131 credits plus 6 credits field course; M.S. — 30-33 additional credits.

Geological engineering is a branch of engineering dealing with the application of geology. Geological engineers work with the environment in the true sense of the word. Properties of earth materials exploration activities, geophysical and geochemical prospecting, site investigations and engineering geology are all phases of geological engineering.

Candidates for the bachelor of science degree in geological engineering will be required to take a comprehensive exam in their general field (completion of the State of Alaska Engineering-in-Training examination will satisfy the requirement). The State of Alaska Engineer-in-Training examination is a first step toward registration as professional engineers.

Graduates of the program are employed by industry, consulting companies, and government agencies.

Students may initiate their geological engineering program in Anchorage and transfer to Fairbanks upon completion of the freshman and sophomore years. Such students should be in communication with a faculty member of the Department of Mining and Geological Engineering, UAF.

The graduate program allows for awarding the master of science degree in geological engineering. The degree consists of a core program

The UAF Faculty Senate approved the following at its meeting #8 on December 9, 1988:

RESOLUTION (passed with 13 ayes, 12 nays)
==========

The UAF Faculty Senate moves to adopt the following resolution:

WHEREAS, Selected faculty at each of the major academic units were recently given market-based adjustments; and

WHEREAS, The development of a formula for securing funds was based upon one national market survey developed by Oklahoma State University; and

WHEREAS, The faculty whose salaries were market adjusted were led to believe that the adjustments would be based upon a single uniform standard; and

WHEREAS, When the funds were distributed, an administrative decision was made to use a separate national formula for one of the major academic units without the consultation of the faculty; and

WHEREAS, This action disadvantaged a number of faculty who previously had been under a systemwide salary scale; and

WHEREAS, The University of Alaska Southeast faculty received only a total of $50,000 in adjustments when by the Oklahoma State University study they were entitled to $143,124; and

WHEREAS, Fairness and equity should be the cornerstones of a just compensation policy; and

WHEREAS, The Board of Regents has scheduled a special session of the Board to consider the University of Alaska Southeast issue brought to their attention by the General Assembly; now

THEREFORE BE IT RESOLVED, That the Faculty Senate goes on record as supporting their fellow faculty colleagues at the University of Alaska Southeast by requesting that the Board of Regents approve and implement the Statewide Assembly motion of August 2, 1988, relating to UAS faculty salaries by securing $93,124 from FY89 general funds to bring the University of Alaska Southeast faculty salaries equal to the Oklahoma State University salary survey adjusted for Alaska which was the basis for faculty salary adjustments at the other two academic major administrative units.

John L. Sampson 12-12-88
President, UAF Faculty Senate Date
Elect

senmin/8

The UAF Faculty Senate approved the following at its meeting #8 on December 9, 1988:

RESOLUTION (passed with 1 nay)
==========

The UAF Faculty Senate moves to adopt the following resolution:

WHEREAS, Faculty and other employees of the University of Alaska should be involved in compensation and employee welfare issues which affect them; and

WHEREAS, Faculty need to be ensured that adequate time be given for consideration of compensation and employee welfare issues before administrative actions are taken; and

WHEREAS, The General Assembly of the University of Alaska has requested that the President and university governance bodies approve a motion setting policy for such cases; now

THEREFORE BE IT RESOLVED, That the Faculty Senate goes on record as supporting the statement that:

> "On any issue involving compensation or employee welfare, the General Assembly and university governance bodies should be given adequate opportunity, not less than 45 days after receipt by the General Assembly and university governance bodies, to review and comment on these matters prior to final action and implementation."

12-12-88

President, UAF Faculty Senate Date

senmin/8

FOR INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate passed the following at its Meeting #8 on December 9, 1988:

MOTION PASSED (Unanimous Approval)
==========

UAF Faculty Senate refers to the Curricular Affairs Committee for further consideration the motion that the Associate of Applied Science Degree include a requirement that three of six credits selected from Humanities, Social Science, Math or Natural Science, must be from Math or Natural Science. The committee will report to the Senate at the February Senate meeting.

Pres-Elect 12-20-88

President, UAF Faculty Senate Date

senmin2/3

FOR INFORMATION ONLY
NO ACTION REQUIRED

The UAF Faculty Senate passed the following at its Meeting #8 on December 9, 1988:

MOTION PASSED AS AMENDED (2 nays)

UAF Faculty Senate refers to the Curricular Affairs Committee for consideration the motion to amend policy on make-up work for students participating in university sponsored activities. The committee will work with the UAF Assembly Intercollegiate Athletics Committee in obtaining details on possible effects of the proposed amendment.

Pres-Elect 12-20-88

President, UAF Faculty Senate Date

senmin2/3

The UAF Faculty Senate passed the following at its Meeting #8 on December 9, 1988:

MOTION PASSED (with 4 nays)

UAF Faculty Senate refers to the Curricular Affairs Committee the motion relating to credits earned prior to and during UAF restructure, to include consideration of GPA calculations.

Dale N. Smith 1-15-89

President, UAF Faculty Senate Date

senmin2/8

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)

Amend policy on full, part-time status/study load as exists in catalog to the following:

Full and Part-time Status/Study Load ~~for Undergraduates~~ FOR

1. An undergraduate student who registers for 12 or more semester credits at UAF is classified as a full-time student; a graduate student registered for nine or more credits at UAF is considered as full time. All other ~~undergraduate~~ FOR UNDERGRADUATES students are considered as part-time.
2. To enroll for 19 credits or more, a student must have a 3.0 cumulative grade point average and an overload approval by the advisor, department head, and dean of college/school in which the student is majoring.
3. Credits carried at any unit of UAF are considered in the determination of study load hours and for full-time or part-time classification in any one semester.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: Specifies who approves overloads and removes petition process (and thus Vice Chancellor level approval) from the procedure. Also requires a certain grade point average for students desiring an overload.

Note: Amendment to motion passed (1 nay) to retain the current statement on graduate student status as it appears in the catalog.

Dorl M Smith.
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED Pat O'Rourke Date 1/4/89
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 1/4/89

cs/cover2-20

N.B. The changes are editorial in nature and seek to add greater clarity to the policy. I believe the graduate full time student definition was inserted by amendment from the floor, thus changing the policy from undergraduate to both graduate + undergraduate.

Pat O'Rourke
1/4/89

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (1 nay)
==========

Amend UAF Faculty Senate Bylaws, Sect. 3 (E) PERMANENT (4) as follows:

(( )) = deletion
CAPS = addition

The Developmental Studies Committee will be one representative from each of the following units: Northwest ~~College~~ CAMPUS, Chukchi ~~College~~ CAMPUS, Kuskokwim ~~College~~, CAMPUS Bristol Bay Campus, the College of Natural Sciences, the Math, English, and Cross Cultural Communications Departments in the College of Liberal Arts, the General and Developmental Studies Department of the Rural College, ((and the Rural Education Centers)) Interior Campus; and TWO REPRESENTATIVES FROM the School of Career and Continuing Education. Additionally, there ((will)) shall be ((a)) ONE non-voting representative EACH from Rural Student Services and ((a non-voting representative)) from the Advising Center. This committee will function as a curriculum council review committee for all developmental studies courses. Discipline based developmental courses will first be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination.

Effective: Immediately

Rationale: The proposed motion reflects the new designations for various units and the increased role in Developmental and Learning Assistance programs that is performed by SCCE.

David M Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 12/13/88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-1

PB. Editorial changes only.

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (2 nays)
==========

Amend policy on withdrawal to the following:

(( )) = deletion
CAPS = addition

((After the end of the ninth week of the semester, withdrawals from individual courses will not be accepted.))

STUDENT INITIATED WITHDRAWALS WILL BE ACCEPTED IF THEY ARE OFFICIALLY REQUESTED BEFORE 60% OF THE SCHEDULED LENGTH OF THE SEMESTER OR SESSION HAS ELAPSED.

Total withdrawal from UAF must be initiated by the dean of the college/school where the student is majoring. The Dean of Students must initiate the withdrawal for non-majors.

The dean initiating the withdrawal will immediately notify the course instructors and the student's advisor of the withdrawal.

Withdrawal from UAF is the official discontinuance of attendance prior to the end of the semester or session.

Withdrawals, after the second week, regardless of type, will appear on the student's permanent record as the letter "W" but will have no effect on the student's GPA or any reference to the student's standing in the class.

All withdrawals must be acknowledged by the student in writing.

A STUDENT IN A DEGREE OR CERTIFICATE PROGRAM MUST OBTAIN A SIGNATURE FROM HIS/HER ADVISOR IN ORDER TO WITHDRAW FROM A COURSE.

AN INSTRUCTOR IS NOT REQUIRED TO SIGN THE WITHDRAWAL FORM WHEN A STUDENT IS WITHDRAWING FROM HIS/HER COURSE.

The above withdrawal policy deadlines are adjusted for courses shorter in time than the regular semester.

The appeals route for students or faculty regarding the dean's decision is the Chancellor's Office, and then to the Fairbanks Grievance Council.

Effective: Upon Chancellor's Approval

Rationale: Changes the signature requirements and redefines the time in which a withdrawal must be accomplished. A percentage basis would be applicable to all lengths of courses offered during the academic year.

(Note: See attached resolution of intent.)

Dan M. Smith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 2/7/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-17

P.S. For purposes of clarity to students, I am asking Admissions & Records to include in the calendar the specific date for last withdrawal approved for regular semester classes.

PJR 2/7/89

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

RESOLUTION OF INTENT PASSED (Unanimous Approval)

BE IT RESOLVED that the Senate goes on record as requesting that the administration find a way to inform the instructor in a timely manner of the withdrawal of a student.

Dave McSmith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 2/7/88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-18

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)
==========

Members of the 1988-89 Sabbatical Leave Committee will be:

Barbara Alexander	College of Liberal Arts
Gerald Berman	College of Rural Alaska
*Arthur Brody	College of Liberal Arts
Edward Brown	School of Engineering
Kristine Long	Cooperative Extension Service/ School of Agriculture and Land Resources Management
*H. Joseph Niebauer	Institute of Marine Science
Ruiz Anne Rozell	School of Career & Continuing Education
*Douglas Schamel	College of Natural Sciences
G. D. Sharma	School of Mineral Engineering

*continuing members from Fairbanks Assembly committee

David M Smith
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 12/16/88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-2

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)

Amend policy on attendance as exists in catalog to the following:

(( )) = deletion
CAPS = addition

Attendance

Regular attendance is expected in all classes. Unexcused absences may result in a student receiving a failing grade. It is the responsibility of the student to confer with the instructor concerning absences and THE POSSIBILITY to work out acceptable arrangements for making up missed work.

EFFECTIVE: ~~Upon Chancellor's Approval~~ Fall 89

RATIONALE: Revised language will emphasize that it is not incumbent upon the instructor to provide alternatives to missed work.

Dave McSmith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 2/4/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-5

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)

Amend policy on credit-no-credit as exists in catalog to the following:

Credit-No-Credit

One Credit-No-Credit undesignated elective may be taken each semester. The instructor will not be informed of the student's status in the course. The student will be given credit toward graduation if he/she performs at a "C" level or above. If performance falls below that level, the course will not be recorded on the student's transcript. In either case, the course will not be included in any GPA calculations. Courses for which credit is awarded may be counted toward the fulfillment of degree requirements. The student may change from credit-no-credit status during the first two weeks of the semester by informing the Director of Admissions and Records.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: This makes the policy consistent between UAF units and makes explicit the section on degree requirement fulfillment.

David W. Smith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/4/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-6

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)

Amend policy on transfer of credit as exists in catalog to the following:

Transfer of Credit

Credit accepted for transfer to UAF which has been earned at other accredited institutions, through military educational experiences or credit accepted by special approval shall be considered as transfer credit. Where possible, transfer credit will be equated with UAF courses.

The following regulations apply to transfer of credit:

1. Only persons accepted as degree or certificate candidates at UAF are eligible for transfer of credit.

2. The applicability of any transfer credit to major and/or minor requirements is subject to approval by the appropriate major and/or minor department. Transfer students must fulfill the graduation and residency requirements of UAF, including those which may be required for a particular program. Baccalaureate degree candidates must complete 30 of the last 36 credits in residence, including 24 credits of upper-division work, and associate degree candidates must complete 15 of the last 30 credits in residence. A maximum of 60% of required course work to earn a certificate may be accepted in transfer.

3. Credits earned at the 100-level or above with a grade of "C" or higher at accredited institutions will be considered for transfer.

4. Transfer credit is not included in UAF grade point computation.

5. The class standing of the entering transfer student is based upon the number of credits UAF accepts of his/her previous college work.

6. Credits may be awarded for formal service schooling and military occupational specialties (MOS) as recommended in the "Guide to the Evaluation of Educational Experience," published by the American Council on Education. A maximum of 49 credits combined from these sources can be applied toward an associate or bachelor's degree. Credit completed through the Community College of the Air Force is considered to be in this category and is subject to the same regulations, as is credit accepted for the completion of Defense Activity Non-traditional Education Support (DANTES) tests.

7. Special review for approval of the transfer credit not meeting the requirements stated above may be requested from the Director of Admissions and Records.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: To provide for consistent transfer policy for the restructured university system.

Note: Motion was amended to delete "at other units of the University of Alaska system" for clarification purposes.

Dave M. Smith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/4/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-7/8

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (5 nays)
==========

Amend policy on credit compressibility to the following:

Credit Compressibility

For short courses and classes of less than one semester in duration, course hours will not be compressed into fewer than three days per credit. ~~This limitation may be waived for selected courses upon approval of the department head and the appropriate dean.~~ NOR

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: To enable the University to provide short, intensive vocational workshops as well as professional seminars to a population that will not normally be served in more traditional settings.

David M. Smith
~~President~~, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 1/4/89

cs/cover2-9

N.B. The second sentence of the above policy is struck for it would, in essence, negate the policy enunciated in the first sentence. Additionally the awarding of credit is university wide and should not be nullified by the discretion of any individual department head & dean. Finally 3 days is a high degree of compression and permitting the shortening of it would tend to devalue the credit earned.

Pat O'Rourke
1/4/89

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)

Amend policy on advanced and local placement credit as exists in catalog to the following:

Advanced Placement Testing

Advanced placement credit at UAF is awarded in their disciplines on the basis of national or departmental placement examinations. Each department desiring to participate in the award of advanced placement credit must state in the catalog their methods and standards for awarding advanced placement credit.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: To provide a consistent policy for all units of the restructured University while providing flexibility to the departments to change required scores as needed.

David M Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 1/4/89

cs/cover2-3

N.B. Clarifies that Advanced Placement practices are set by the department for their designated courses.

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)

Amend policy on residence credit to the following:

(( )) = deletion
CAPS = addition

UAF distance delivery courses, LSR

Residence Credit

Residence credit is defined as UAF credit that is earned by a student in formal classroom instruction, UAF CORRESPONDENCE, or in individual study or research through any unit of UAF. Transfer credit, advanced placement credit, formal service school credit, military service credit and credit granted through nationally prepared examinations are not considered residence credit. Credit by examination earned through locally prepared tests is not normally considered residence credit.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: Adds correspondence credits to list of approved residence credits and provides a standard definition of residence credit for all units of UAF.

Dan M. Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 1/5/89

cs/cover2-10

NB. The addition is made to clarify that UAF distance delivery courses are residence credit.
Pat O'Rourke

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (1 abstention)
==========

Amend policy on correspondence study as exists in catalog to the following:

Correspondence Study

UAF Correspondence courses are included in the determination of full-time status for the purpose of consolidated tuition and eligibility for financial aid when enrollment occurs during the regular registration period and the course is completed within the same semester. The student may enroll in correspondence courses at other times of the year but these courses will not be included in the determination of full-time student status. Academic responsibility for correspondence courses will reside in the discipline whose designator they carry.

UAF will allow a total of 32 credits of correspondence study to apply toward a baccalaureate degree and 15 credits toward an associate degree.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: This motion provides increased access to courses for students 1) in rural areas, 2) students unable to attend during scheduled hours on campus and 3) students whose required classes are full. This motion also reconfirms the academic housing of correspondence courses while indicating that mode of delivery of courses will not be a factor in determining the cost to students for courses taken as part of their full-time load.

Dan McSmith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/5/88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-11

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)

Accept the following current UAF incomplete grade policy university-wide:

Incomplete Grade Policy

The letter grade "I" (incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in the case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade. The deferred graded (DF) should be used for those cases when a student is unable to complete a course due to institutional reasons, such as breakdown of laboratory equipment. The No Basis grade (N.B) may be used solely at the discretion of the instructor if there is insufficient basis for evaluation to assign. ppr

~~The assignment of an incomplete grade can only be made by the instructor after consultation with the Dean of the school or college in which the course is given. Deans are encouraged to consult with the Dean of Students in questionable cases.~~ ppr The instructor will also include a statement of the work required of the student to complete the course at the time the "I" grade is assigned. and a copy of the Notice of incomplete grade will be sent to the Dean of the school or college in which the course is given. ppr

An incomplete must be made up within one year or it will automatically be changed to an "F" grade by the Records Office. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed at which time it will be computed as an "F". A senior cannot graduate with an "I" grade in either a University or major course requirement. To determine a senior's grade point average at graduation, the "I" grade will be computed as a failing grade.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

N.B. The reference to the NB grade is added at the suggestion of the President elect of the Senate.

Neither the Deans nor I can think of any reason why it is necessary for the faculty member to consult with the Dean prior to assigning an "I" grade. However, a copy of the notice of Incomplete grade should be sent to the Dean so that he or she is aware of practices within the college and because at times, a faculty member leaves the University and other arrangements for removing the I must be made.

Pat O'Rourke

Rationale: Former community colleges utilized a permanent "I" system for incompletes after one year. This motion would remove the permanent "I" as an option within the system.

David M. Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 1/4/89

cs/cover2-12/13

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)
==========

Amend policy on "pass" and "fail" as exists in catalog to the following:

P Pass - The grade "pass" indicates satisfactory completion of course requirements at either the undergraduate or graduate level. A "pass" grade does not affect the grade point average but credits earned with "pass" grades may apply toward meeting degree requirements and may be used as a measure of satisfactory progress. Satisfactory performance is the equivalent of a grade "C" or better in undergraduate coursework and "B" or better in graduate courses. The entire class must be graded pass/fail and the grading system is to be noted in the course schedule.

F Fail - Indicates failure (no grade points). All "F" grades, including those earned in pass/fail courses, are included in the GPA calculations.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: The option to have a pass/fail option should be linked to the nature of a course offering. Students have credit-no-credit options in courses where they desire choice as to grading.

Note: Amendment to motion unanimously passed changing requirement for the grading system to be noted in course schedule instead of being announced at the beginning of the semester.

Dan McSmith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/4/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-14

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED AS AMENDED (16 ayes, 7 nays)

An instructor has the option of awarding a No-Basis grade, "NB", if there is insufficient student progress and/or attendance for evaluation to occur. No credit will be given nor will the "NB" be calculated in the GPA. This is a permanent grade and may not be used as a substitute for the Incomplete (I). It may not be removed by subsequent completion of outstanding work. PAR

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: This grade will give an instructor the option to not grade students who have not completed assignments or who were absent from class for a significant portion of that class. The "NB" grade was a grade used by certain units within the system. This motion would make that grade available university-wide.

Note: Amendment to motion unanimously passed giving the instructor the option of awarding the No-Basis grade.

David M. Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 1/4/89

cs/cover2-15

N.B. The addition is made to clearly distinguish this grade from the Incomplete.
Pat O'Rourke

The UAF Faculty Senate approved the following at its Meeting #7 on November 11,
1988:

MOTION PASSED (1 nay)

Students who have been removed from degree status may continue enrollment as non-degree students at UAF. Students may be readmitted to a degree/certificate program upon the recommendation of the appropriate dean.

Effective: Upon Chancellor's Approval

Rationale: To have consistent policy throughout the restructured university.

David M. Smith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/5/88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-21

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)
==========

Amend policy on academic advising as exists in catalog to the following:

(( )) = deletion
CAPS = addition

Academic Advising

UAF considers advising to be an integral part of the educational process; therefore, the objective of the advising program is to assist students in maximizing their responsibilities for their own academic program and in setting and achieving academic and postgraduate goals. Effective academic advising is perhaps the highest form of service that the individual faculty members can render to students and to UAF.

DEGREE AND CERTIFICATE CANDIDATES ARE REQUIRED TO HAVE AN ACADEMIC ADVISOR. Most of those students who have declared majors will be advised by the faculty in the department of the major. Undeclared students, those without majors, will be assigned advisors from the faculty at the UAF campus or unit where they are enrolled. ADVISOR CONSULTATION IS DESIRED BEFORE CLASS SELECTION IS APPROVED AND REGISTRATION IS ALLOWED FOR NON-DEGREE STUDENTS WHO PLAN TO ENROLL IN MORE THAN 9 CREDITS OR WHO HAVE ACCUMULATED 30 UAF CREDITS.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: Requires advising for students enrolled for three-quarters time loads or those having utilized one year of instruction.

Note: Motion to delete advising requirement for students who have accumulated 30 UAF credits failed (8 ayes, 10 nays). Motion to amend motion by having advisor consultation desired instead of required passed (unanimously).

Dave R. Smith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/5/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____
cs/cover2-22

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (1 nay)
==========

Amend policy on scholastic standards as exists in catalog to the following:

(( )) = deletion
CAPS = addition

Scholastic Standards FOR UNDERGRADUATE DEGREE Students, CERTIFICATE STUDENTS, AND NON-DEGREE STUDENTS ENROLLED IN MORE THAN 9 CREDITS:

UAF has set scholastic standards so undergraduate, CERTIFICATE AND NON-DEGREE students ENROLLED IN MORE THAN 9 CREDITS earning less than satisfactory grades will examine their objectives carefully before continuing. The scholastic standards are designed so that action is taken before a student's record deteriorates to the point that readmission to UAF or to another college or university becomes a problem. In all cases involving poor scholarship, students are encouraged to consult with their advisors, instructors, or deans.

At the end of a semester, an undergraduate, CERTIFICATE OR NON-DEGREE student ENROLLED IN MORE THAN 9 CREDITS failing to earn a GPA of 2.00 in courses at UAF will be subject to scholastic action. Depending upon the circumstances, scholastic action may result in a student being placed on probation, continued on probation or disqualified from the university.

Probation - Academic probation will occur when the semester grade point average of an undergraduate degree student ((or a full-time)), CERTIFICATE DEGREE STUDENT, OR A NON-DEGREE STUDENT TAKING MORE THAN 9 CREDITS falls below 2.00 A student previously on probation whose semester and/or cumulative GPA is less than 2.00 may be continued on probation if circumstances warrant. The probation determination, which is made by the dean of the college in which the student is m majoring, may include conditions and/or credit limitations which the student is expected to fulfill during his/her next enrollment at UAF. Probation students may be referred for developmental advising/education and/or to a counseling center. In order to be removed from probation, a student's cumulative and semester gaps must be 2.00 or higher. Academic probation will be noted on a student's UAF transcript.

Academic Disqualification - If a student's cumulative record indicates poor scholarship, the dean of the college in which the student is majoring may recommend that the student be not permitted to enroll in credit courses at UAF for the next regular semester following disqualification. After one regular semester, a student may enroll at UAF as a special student, limited to six credits or less per semester for any remainder of the disqualification period. A student under academic disqualification must reapply for admission to UAF

when he/she wishes to be considered for readmission as a regular student. The application for readmission should include evidence that the student now has a high probability for success in college. A STUDENT MAY CONTINUE ENROLLMENT AT UAF ONLY AS A NON-DEGREE STUDENT, LIMITED TO ENROLLMENT TO 9 CREDITS OR LESS PER SEMESTER, UNTIL REINSTATED. A STUDENT MUST APPLY FOR READMISSION WHEN HE/SHE WISHES TO BE RESTORED TO DEGREE SEEKING STATUS.

ACADEMIC HISTORY ENTRY - ACADEMIC PROBATION AND REMOVAL FROM DEGREE SEEKING STATUS WILL BE NOTED ON A STUDENT'S ACADEMIC HISTORY RECORD. NO NOTATION WILL APPEAR ON AN OFFICIAL TRANSCRIPT OF THAT RECORD; HOWEVER, PROBATION AND REMOVAL FROM DEGREE SEEKING STATUS WILL APPEAR ON INTERNAL DOCUMENTS SUCH AS UNOFFICIAL TRANSCRIPTS AND COUNSELING REPORTS.

Good Standing - ((To be in good standing, an undergraduate UAF student must maintain an overall and most recent semester GPA of 2.00 or better.)) AN UNDERGRADUATE STUDENT IS IN GOOD STANDING WHEN HIS/HER UAF CUMULATIVE GPA AND MOST RECENT SEMESTER'S GPA ARE 2.00 OR BETTER.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: Rationale: Adds certificate and non-degree students to policy. Specifies requirements for continued enrollment after disqualification and indicates how student's status will be noted in official university documents.

Dave Nesbitt
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/5/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-23/24

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimously Approved)
==========

Accept current catalog statement as policy on repeating courses:

All grades (original and retakes) for a course completed at UAF will be shown on the permanent record but only the last grade achieved at UAF for a course will be computed in the GPA.

Effective: Upon Chancellor's Approval

Rationale: Former community colleges had a different policy; this reaffirms UAF policy university-wide.

Dave N. Sand
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/6/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-25

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimously Approved)
==========

Amend policy on credit by examination as exists in catalog to the following:

(( )) = deletion
CAPS = addition

Credit by Examination

The credit by examination program is administered by the Testing Office at the Fairbanks campus. Examination is available through the College Level Examination Program (CLEP) and through locally arranged examinations. All exams may be repeated after an interval of one year. Grades from credit by examination are not computed in the GPA. In addition, credit by examination is not considered as UAF residence credit and is not considered as part of the semester study load for full-time, part-time classification. ONLY STUDENTS CURRENTLY ENROLLED OR PREVIOUSLY ENROLLED AT UAF AS PART OF A DEGREE/CERTIFICATE PROGRAM MAY BE AWARDED CREDIT BY EXAMINATION.

Effective: ~~Upon Chancellor's Approval~~ Fall 89

Rationale: Modernizes existing policy.

Dave McSmith
President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 1/6/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/cover2-26

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate returns the motion on auditing to the Curricular Affairs Committee for further consideration.

Dan R. Swx.
President, UAF Faculty Senate

cs/cover2-19

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate postpones action on the proposed merit award program amendment until the December Senate meeting to allow members to present the motion to their constituents. The motion reads:

Amend the financial award program approved by the Fairbanks Assembly at Meeting #104, October 21, 1987, as follows:

(( )) = deletion
CAPS = addition

A financial award program recognizing faculty for meritorious performance OR IN SUPPORT OF PROPOSED PROFESSIONAL ACTIVITIES OF MERIT shall be instituted based on the following principles:

a) A fixed number of awards shall be given within each College or School based on the total number of full time faculty members (or equivalent).

b) Awards shall be ((made in the form of a bonus check)) of substantial amount (say $1000 or $2000) annually (not a continuing percentage increase).

c) The method of nomination of award recipients, criteria for awards, and the selection of recipients within each College or School shall be determined by a committee of four faculty members nominated and elected by the faculty within that College or School, and one student from that College or School appointed by ASUA. Awards shall be made by the cognizant dean from a pool of funds provided to the school or college by the Office of the Chancellor.

Effective: Upon Chancellor's Approval

Rationale: This amendment would permit the faculty of a school or college to go ahead with an award program in precisely the manner originally set forth, it would also give the faculty in each school and college the option of using the funds to underwrite or help underwrite small proposed projects. In the latter case, incentive is encouraged and the criteria could be designed to encourage collaboration. The proposed amendment simply authorizes, rather than mandates, such an option.

The words "made in the form of a bonus check" assume a program of awards to individuals and are not compatible with the proposed option; however, the deletion of those words does not prevent bonus checks from being awarded, if a particular faculty chooses that route. If the motion is silent on that matter, it would be internally consistent with whichever option a faculty might choose.

If the amendment is approved, the three principles set forth in the motion would apply to either option chosen by a faculty.

David M. Sutt.

President, UAF Faculty Senate

cs/cover2-27/28

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

RESOLUTION PASSED (Unanimous Approval)
==========

WHEREAS, The World Health Organization recommends that care during normal pregnancy, birth, and afterwards should be the duty of midwives, and the Alaska State Legislature has legalized lay midwifery in Alaska; and

WHEREAS, Home birth and birthing-center births are an accepted, legitimate and significant childbirth alternative for healthy women in Alaska, and are an alternative for which University of Alaska employees should enjoy freedom of choice without financial penalty; and

WHEREAS, The University of Alaska inhibits the freedom of choice of its employees and also inhibits free-market competition in childbirth services by excluding the services of lay midwives in its benefits package; and

WHEREAS, The World Health Organization can see no justification for any specific geographic area to have more than 10 to 15 percent cesarian-section births, and because in nations such as Holland, where home birth for healthy women is considered superior to hospital births and where the rate of cesarian-section births is among the lowest in the industrialized world, and because in many Alaska hospitals, the cesarian-section rate hovers around 25 percent; and

WHEREAS, Some 125 babies a year in Fairbanks alone are born at home or in non-hospital birthing centers attended by lay midwives who are certified by the Midwives Association of Alaska;

NOW, THEREFORE BE IT RESOLVED, That the University of Alaska Fairbanks Faculty Senate supports a benefit package that includes the appropriate payment of services provided by lay midwives who are certified by the Midwives Association of Alaska.

David M. Smith
President, UAF Faculty Senate

cs/cover2-29

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate requests that the UAF Assembly endorse the resolution passed by the Senate supporting inclusion in the University's benefits package the services of laywives.

David R. Scott
President, UAF Faculty Senate

cs/cover2-30

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (Unanimous Approval)
==========

The UAF Faculty Senate receives the committee reports identified as Attachment 4 in Agenda for Meeting 7 on November 11, 1988.

Dan N. Sut.

President, UAF Faculty Senate

cs/cover2-31

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its Meeting #7 on November 11, 1988:

MOTION PASSED (3 nays)

UAF Faculty Senate returns to the Curricular Affairs Committee for further consideration the motion to amend placement test policy to require first-time college students taking 100 level or above academic courses to complete a placement examination.

David R. Smith
President, UAF Faculty Senate

cs/cover2-4

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Approval)

Elected members of the 1988-89 University-Wide Promotion and Tenure Committee will be:

Claron Hoskins Professor, Chemistry	College of Natural Sciences
Doug Kane Professor, Water Resources & Civil Engineering	School of Engineering
Tamara Lincoln Assoc. Professor, Library Science	Library
C. Peter McRoy Professor, Marine Science	School of Fisheries & Ocean Sciences
Nagabhushana M. S. Rao Professor, Sociology	Rural College
Michael Schuldiner Assoc. Professor, English	College of Liberal Arts
Sandra Seppamaki Assoc. Professor, Accounting	School of Career & Continuing Education
Ghanshyam Sharma Professor, Petroleum Engineering and Marine Science	School of Mineral Engineering
Jack Taylor Assoc. Professor, Business Admin.	School of Management
Wayne Vandre Assoc. Professor, Horticulture	Cooperative Extension Service
Frank Wooding Professor, Agronomy	School of Agriculture & Land Resources Management

EFFECTIVE: Immediately

RATIONALE: Each member is an elected faculty representative of a school or college at UAF. Two additional members are included for the 1988-89 year only. The member from the Library is a continuing member and is the representative of the previous Fairbanks Assembly Conglomerate Group. The second member is a member of the Cooperative Extension Service, which as of the date of the action does not have formal representation through a school or college. In 1989-90 when the new promotion and tenure guidelines are in effect, these two groups' representation will be through their school or college.

Dail N. Swd.
President, UAF Faculty Senate

APPROVED Patrick J. O'Rourke Date 11-14-88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

senmin/21

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Approval)

The Faculty Senate endorses the principles and processes set forth in the October 14th document "Core Curriculum - Building the Essential Intellectual Experiences: A Process" AS MODIFIED (PAOR) and adopts the following process for selection of core curriculum component committees:

1. Nominations of appropriate faculty are requested for membership on each committee. Nominations should specify whether that person is being nominated as a specialist in the component of the core or an outside specialist.
2. Nominations WILL BE SOLICITED BY THE SENATE AND (PAOR) must be received by ~~October 24, 1988.~~ NOV. 30, 1988 (PAOR)
3. The Faculty Senate will elect OR SELECT (PAOR) seven (7) members (5 in core component area; 2 outside) to each committee from the lists of nominees submitted.
4. ~~The committee reports will be consistent with the Report of the Ad Hoc Committee on Core Curriculum, Ron Gatterdam, Chair, dated September 7, 1988.~~ (PAOR)

EFFECTIVE: Upon Chancellor Approval

5. THE SENATE MAY APPROVE ALTERNATE MEANS OF ELECTION OR SELECTION TO THE COMMITTEES IF SUCH ARE OFFERED BY DEPARTMENTAL FACULTY. (PAOR)

Dan T Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 11/8/88

senmin/21

ATTACHED ARE SOME [redacted] ADDITIONAL THOUGHTS AND SUGGESTIONS WHICH THE SENATE MAY WISH TO CONSIDER.

CORE CURRICULUM

BUILDING THE ESSENTIAL INTELLECTUAL EXPERIENCES: A PROCESS

ASSUMPTIONS:

1. The core will consist of around 40 hours.

2. Advanced Literacy is sought in

   a. English (written and reading)
   b. Speech
   c. Mathematics/Computing (although not explicit in the original philosophy, it is recommended by the Ad Hoc Committee, but not as a science)

3. The humanities and the study of culture, society, and history are desired/desirable

4. Science is desired/desirable

5. There is a desire that some depth in social/cultural/historical and humanities study be built into the core. Although there is some ambivalence about what particular goals are appropriate within this framework, the goals articulated in the philosophical statement have strong support.

6. Faculty with special expertise in the areas of study outlined in May of 1987 (which were basically endorsed by the Ad Hoc review) with collaborative advisement by faculty from disciplines and professions outside of these areas of study, will develop appropriate goals and criteria to be met by courses and/or series of courses.

PROCESS:

1. Creation of Faculty Committees

   Committees concerned with the literacy areas and disciplines defined as components of the core will be established to define the learning objectives and goals to be met by students in the following areas:

   a. Literacy in English Comprehension, Composition and Speech - ~~9 credit hours~~
   b. Computer Literacy - ~~2 credit hours~~
   c. Mathematics Literacy - ~~3 credit hours~~

d. History, Culture, and Society Committee - Goals for courses and ~~2~~ course sequences ~~- 9 credit hours~~ for

e. Humanistics Expression Committee - Goals for courses and ~~2~~ course sequences - ~~9 credit hours~~ for

f. Sciences Committee - ~~7 credit hours~~ for

2. Composition of Committees

Each of these committees will be composed of:

5 faculty with special expertise in the discipline or cluster of cognate disciplines or related subspecialties. (These will be primarily from CLA, CRA, CNS.)

2 faculty from areas which graduate specialized majors, including faculty from areas with specialized accreditation, such as education, business, social work, music, engineering, etc.

3. Charge to Committees:

Each of these committees will be charged with the following responsibilities:

a. Apply the overarching theme in the introduction to and the aims within the Statement of Philosophy to the development of explicit purposes, definitions and criteria for the area of study.

b. Inform themselves by studying core programs or components of programs at other colleges and universities.

c. Inform themselves by consultation with experts in the field.

d. Where appropriate, make recommendations of courses which are designed as foundations for majors or prerequisites to professional programs which are acceptable alternatives to the core course(s).

e. Make recommendations as to the level of courses, sequencing, and whether students will be <u>required</u> to complete before entering the junior year.

f. SUBMIT A STATEMENT OF GOALS AND CRITERIA FOR THE COMPONENT OF THE CORE TO THE SENATE FOR APPROVAL BY FEBRUARY 1, 1989.

g. Solicit, encourage, and assist faculty interested in the development of new courses. Assist in creating a goodness of fit between particular course proposals and the goals, criteria, purpose, and definitions of the particular component of the core in statements submitted to the Senate by the committee.

h. Encourage multidisciplinary course approaches to achieving the purposes developed by encouraging faculty to develop team-taught and other innovative approaches.

IMPLEMENTATION:

After the goal statements have been approved by the Senate, a core curriculum subcommittee which includes one person selected from each of the core component committees should be put in place as a permanent subcommittee of the Senate undergraduate curriculum committee.

MOTION:

THE FACULTY SENATE ENDORSES THE PRINCIPLES AND PROCESSES SET FORTH IN THE OCTOBER 14TH DOCUMENT "CORE CURRICULUM - BUILDING THE ESSENTIAL INTELLECTUAL EXPERIENCES: A PROCESS" AND ADOPTS THE FOLLOWING PROCESS FOR SELECTION OF CORE CURRICULUM COMPONENT COMMITTEES:

1. NOMINATIONS OF APPROPRIATE FACULTY ARE REQUESTED FOR MEMBERSHIP ON EACH COMMITTEE. NOMINATIONS SHOULD SPECIFY WHETHER THAT PERSON IS BEING NOMINATED AS A SPECIALIST IN THE COMPONENT OF THE CORE OR AN OUTSIDE SPECIALIST.

2. NOMINATIONS MUST BE RECEIVED BY _____.

3. THE FACULTY SENATE WILL ELECT SEVEN (7) MEMBERS (5 IN CORE COMPONENT AREA; 2 OUTSIDE) TO EACH COMMITTEE FROM THE LISTS OF NOMINEES SUBMITTED.

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Smith, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor PJO'R
University of Alaska Fairbanks

DATE: November 10, 1988

RE: CORE CURRICULUM COMMITTEE PROCESS

I have approved with modifications the core curriculum committee process motion which you submitted to me following the October 14, 1988 meeting of the Faculty Senate. While the following are not part of my action, I offer them as points for the senate to consider.

1. I believe each committee needs to embrace the concepts which implement the philosophy prior to dealing with specific courses. Based on my prior conversations with you, you empathize with this approach. Once the concepts are in place, it becomes a matter of development of the core courses or packaging of the concepts into courses in a manner which students might achieve and accomplish their goals. It is possible that the content of the courses we already have in place may embrace the concepts which would implement the philosophy, but we should not presume this has to be the case throughout all facets of the core curriculum. It is possible that new course content may have to be developed to appropriately get at the intellectual experiences which we seek for our baccalaureate graduates.

2. I suggest the Committee on Literacy in English deal with the issue of library skills. As I mentioned in my action on the motion dealing with the ad hoc committee report, the range of possibilities is open. They may wish to incorporate some or all of the concepts of library usage into our existing or new courses or they may wish to indicate it is not desirable or necessary for accomplishing the philosophy. Additionally, I

suggest the faculty representing the core on this committee have at least one representative from English composition, speech, and developmental English studies.

3. I suggest the combining of the computer literacy committee with the mathematics literacy committee. Again, referring to my action on the ad hoc committee proposal, I detect an ambivalence among the faculty regarding the issue of computer literacy. In my prior comments to you, it is possible to look at computer literacy as a separate credit requirement, to look at it as a required competency that one must demonstrate but not necessarily take courses in, or to look at it as a piece of another discipline. For instance, in the area of mathematics, would it be possible in the teaching of mathematics to have sufficient computer familiarization occur to accomplish this objective? In other words, by utilizing computers in initial mathematics courses students take, can we accomplish the objectives of quantitative literacy along with computer literacy?

4. I recommend the Committee on History, Culture, and Society assure at least one representative from psychology/sociology in the Rural College and one representative from economics in addition to other social science representatives from the College of Liberal Arts. This is with specific reference to the core faculty.

5. Regarding the Committee on the Nature and Use of Science, I suggest the core faculty on this committee assure representation to at least one faculty member from each of the four basic sciences: biology, physics, chemistry, and geology.

6. I suggest each of these curriculum committees include, in their final reports to the senate, the specific core content to be completed. In other words, regarding mathematics and English, is it necessary and desirable that these core requirements be completed prior to junior standing?

Finally, I suggest the committees on mathematics and English literacy consider alternative processes for highly variable groups of students who will be pursuing the accomplishment of certain intellectual experiences in each of these cores. I am struck by the fact that students enter our institution with an extremely wide range of abilities in mathematics and English. Yet, other than remedial or developmental courses which we might offer to them, we assume they shall complete the same level of competency regardless of their starting level. This does not seem logical. Is it not possible to consider an approach whereby the expected concepts and competencies remain firm in the end, but we arrange our courses and meeting times to better help students succeed? For instance, can we and should we rearrange our meeting times for courses, such as introductory composition, to better assist students to achieve? Perhaps those who enter with a lesser degree of prior capability in this area would be subjected to a course that might meet six or more hours per week as opposed to the standard three. This allows a faculty member to work more intensively with students needing this type of assistance, yet still allows the faculty member to concentrate on achieving the desired outcomes. Would a similar approach be useful and beneficial in mathematics?

As previously stated, I offer the above only as suggestions.

PJO'R/clb

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Approval)

The UAF Faculty Senate adopts the Report of the Ad Hoc Committee on Core Curriculum, Ron Gatterdam, Chair, dated September 7, 1988.

EFFECTIVE: Upon Chancellor Approval

David R. Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED Patrick J. O'Rourke Date 11/4/88
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

Please see attached for justification

senmin/21

Office of the Chancellor
(907) 474-7112

UNIVERSITY OF ALASKA FAIRBANKS

Fairbanks, Alaska 99775-0500

MEMORANDUM

TO: David Smith, President
Faculty Senate

FROM: Patrick J. O'Rourke, Chancellor
University of Alaska Fairbanks

DATE: November 8, 1988

RE: AD HOC COMMITTEE ON CORE CURRICULUM

I regret that I must disapprove the action of the Faculty Senate at its meeting on October 14, 1988 regarding the report of the Ad Hoc Committee on Core Curriculum. I do so for a number of reasons:

1. In general, I believe the ad hoc committee proposal had far less faculty input into its development than did the original proposal which had been adopted by the Academic Council on April 29, 1987 and approved by Vice Chancellor Thomas on August 28, 1987. This former action established a framework for the distribution of credits within which successor groups were to deal.

2. Although the ad hoc committee report of 9/7/88 states that the real difference between its proposal and the one adopted by the Academic Council on April 29, 1987 is only two credits, closer review indicates there is a substantial altering of the proposal particularly as it pertains to the underlying statement of philosophy which was adopted on March 19, 1986. In my opinion, serious and major alterations occur in three of the intellectual experiences which we, as a University, ascribed to be essential for all baccalaureate graduates regardless of academic major or career aspirations. These three are science, history-culture-society, and humanistic expression.

   Regarding science, in our philosophy we subscribed to the notion of "the nature and use of science." The ad hoc proposal reduces this to science (which could mean a substantially different concept) and reduces by one credit the requirement. This might look relatively minor, but that

one credit represents in practicality either the inclusion or exclusion of two science lab requirements. Its removal forces a situation whereby in one semester a lab requirement would be included and in the second semester it would not. This precludes the coherent approach to a sequence of courses and is not advantageous to the institution and its students. It is my understanding that a number of the professional schools have found the possibility of two lab sciences to be particularly onerous. Given their numerical representation on the ad hoc committee, it appears they saw an opportunity to weaken a requirement to which this University and its faculty had previously subscribed.

With regard to history-culture-society, the ad hoc committee, by reducing this to a notion of social science and including it with humanities, has distorted the original intent of the philosophy to which we had previously committed ourselves. It is not possible to assure the objectives of our philosophy in the form presented by the ad hoc committee. This same dilemma faces us in the area of humanistic expressions. A coherent undergirding in both was sought by the original faculty committee and they tried to assure this by articulating the values that should be included in each intellectual experience. The ad hoc committee reduces these intellectual experiences and combines them in a way that does not assure that each can be accomplished. The ad hoc committee argues that the approach taken by the earlier committee reduces the distribution to one of everything at the elementary level. I do not believe this is necessarily the outcome nor the intent of the philosophy. The ad hoc committee further argues that the requirements are too restrictive and discourage a student from taking a foreign language. This is not necessarily the case.

3. The ad hoc committee reverses the earlier action on the basis that it was considered unworkable and inappropriate by the faculty involved in offering the Bachelor of Science degree and professional degrees. Unfortunately, the natural science faculty has communicated through their dean that the revised proposal is even more unworkable for a coherent experience. Some of the professional degree programs have argued throughout the process that they believe the strengthening of general requirements weakens their professional requirements. However, I don't believe this has been adequately proven by

any of the professional degree programs. As a matter of fact, both ABET (Accreditation Board for Engineering Technology) and AACSB (American Assembly of Collegiate Schools of Business) have expressed concern to us through their evaluation teams that we may not have been adequately meeting the general requirements they seek for engineering and business students. These evaluation teams have indirectly expressed a need for us to assure a strengthening of coursework in other areas for these professional school majors. We started three years ago to define that body of knowledge we believed every baccalaureate graduate of this University should achieve regardless of his/her major. At times, these may appear to be in conflict with the professional major areas, but I believe it is incumbent upon these professional areas to embrace a broad liberal education in addition to the specializations which they provide to their students.

4. I realize it had been argued during the October 14 meeting of the senate that the ad hoc committee had worked for an entire year and had their work disregarded. In reality, their time commitment on this project was substantially less than the ad hoc committee of the Academic Council which worked for two years to bring us to the proposal of April 29, 1987. I reiterate that all of the arguments proffered to the ad hoc committee were heard by the earlier committee and more carefully studied decisions were made. As you are aware, the senate did not have either the ad hoc committee report or the action of April 29, 1987 in front of them when they deliberated this issue. Subsequent to the meeting, senators indicated they did not know specifically what they were voting on. Thus, I question whether or not there was careful deliberation and debate of the proposal and I conclude there was not.

5. Finally, the ad hoc committee proposal closes off options before any of us have the opportunity to see the content and concepts which might be proposed to implement the philosophy. I do not believe this is in the best interests of the University.

I struggled with trying to find a way to approve the ad hoc committee report with modifications. However, as I got into it, I believe to do so would have been a dishonest action on my part. I believe both the ad hoc committee report and the original Academic Council action, which was approved by Vice Chancellor Thomas on August 28, 1987, merit adequate consideration in the next stage of our development. The ad hoc committee report appears to cut off options which may be useful toward implementing our statement of philosophy.

In order to keep our options open, I would like to propose the following:

1. That the faculty committees proceed with implementation of the philosophy statement "the baccalaureate experience at the University of Alaska Fairbanks."

2. That they use the credit hour distribution of the Academic Council proposal of April 29, 1987, as signed by Dr. Thomas on August 28, 1987, as the "framework" for the distribution of credits for implementation of this philosophy.

3. That they consider the ad hoc committee report of 9/7/88 as an alternative view which should be considered in the course of their deliberations. If the points are valid, they should then request modification of the original framework as they put forward the specific content which will fulfill the stated philosophies.

4. That the issues of computer literacy (3 cr) and library skills (1 cr) be addressed by the Committee on Literacy Requirements and a special recommendation be made to the senate for the need to include these as credit requirements or not. As a suggestion, such items could be considered required competencies for graduation at the baccalaureate level without credit attached. In other words, an evaluation would have to be devised whereby students could demonstrate whether or not they have the competencies. If they do not, then they would have to complete certain selected coursework. An alternative approach would be to build these competencies into the required math and English course offerings. This could result in a change of credit value for such courses.

5. An early version of the proposed core suggested that English, math and speech (i.e. advanced literacy) requirements be completed prior to junior standing (i.e. 60 credits). This seemed to have merit to it, but did not appear in either the April 1987 version passed by the Academic Council or the ad hoc committee report of 9/7/88. I would like to suggest that the literacy committee address this recommendation separately in its report to the senate.

Rev. 09/07/88

REPORT OF THE AD HOC COMMITTEE ON CORE CURRICULUM

The Committee

The Ad Hoc Committee on Core Curriculum consisted of the Chairs of the College/School Curriculum Councils (as mandated by action of the Academic Council) -- Ray Barnhardt, Rural College; Peter Biesiot, SOM; John Fox, SALRM; Vincent Pelletier, CLA; Don Schell, SFOS; Lewis Shapiro, CNS; Frank Skudrzyk, SME/Engin; Kurt Torgerson, SCEE; three members of the Senate Curriculum and Instruction I Committee--Laura Milner; Don Lokken; and Ronald Gatterdam, and Debbie Vanasse representing Developmental Education. The Committee was chaired by Ronald W. Gatterdam and acted on the basis of consensus of the Curriculum Council Chairs.

Observations

It was clear from the onset that the document entitled "Baccalaureate Core Curriculum Proposal for UAF" dated April 3, 1987 was considered unworkable and inappropriate by the faculty involved in offering B.S. and professional degrees. The Ad Hoc Committee on Core Curriculum attempted to work within the credit hour guidelines accepted by the Academic Council:

Literacy	13
Science (including computer literacy	11
History, Culture, Society	9
Humanistic Expression	9

The recommendation of the Ad Hoc Committee on Core Curriculum differs by only two credits with some mild repackaging:

Literacy (includes computer literacy)	15
Science (excludes computer literacy)	7
Social Science and Humanities	18

The difference of two credits results from the deletion of LS 101 and the reduction of the science requirement (exclusive of computer literacy) from 8 to 7 credits.

The Ad Hoc Committee's view was that the main problem with the April 3, 1987 document concerned the items C, History, Culture and Society and D, Humanistic Expression. The first concern was that the 18 total credit hours should be replaced by 15 (or 16). With the removal of LS 101, the 18 credits was accepted. The more difficult issue was the internal distribution of credits in C and D. The "one of everything at the elementary level" was viewed as a weakening of the de facto curriculum for many degrees. In addition, these requirements were viewed as too restrictive for students for whom 18 credits may well be the total of humanities and social science taken (in particular the proposal would have discouraged taking a foreign language.) While the Ad

Hoc Committee on Core Curriculum was not opposed to some (but not total) structure for the 18 credits, no specifics were forthcoming from CLA so only guidelines are proposed here.

Models

There are four possible models for a common curriculum and all were implicitly discussed.

1. Degree specific requirements (i.e., BA, BS, BBA, etc.)
2. College/School specific requirements
3. Core plus specific degree requirements
4. Core plus specific College/School requirements.

The current situation is nominally of type 1 but is in fact type 3. The type 3 model would be retained. The core consists of specific course requirements and credit distribution requirements. The specific degree requirements may specify how the distribution requirements are to be met in addition to specifying additional specific courses or credit distribution.

Proposal

I.	Core			15
	A.	Literacy		
		1. English 111 & 211/213	6	
		2. Speech	3	
		3. Any Math class at 100 level or above	3	
		4. Computer literacy new course CS 201, or ES 201 or equivalent	3	
	B.	Science At least one 4 credit laboratory course		7
	C.	Society and Humanities to include		18
		1. At least 3 credits from Social Sciences		
		2. At least 3 credits from Humanities		
		3. At least ~~3~~ 6 credits in same discipline		
				40
II.	Specific Requirements			
	A.	B.A.		
		1. One course in Math, AS 301 or Econ. 226 in addition to I.A.3.	3	

2.	Social Science in addition to I.C.	6
3.	Humanities in addition to I.C.	6
4.	In addition to I.C., one of a) 16 credits of foreign or Alaska Native language b) 18 credits in culture courses (as described in the report of 4/3/87) c) 18 credits in a combination of culture and language	16-18

Note: Music will delete "free electives 14" from its current music requirement for the BA.

B. B.S.

1.	One year of Math or AS beyond I.A.3	6-8
2.	One year laboratory sequence in Biology, Chemistry, Geology or Physics in addition to I.B.	8

C. B.B.A.

1.	Math 161 and 162 (satisfies I.A.E.)	6
2.	Physics, Chemistry, or Biology lab (partially satisfies I.B.)	4
3.	Either PS 101 or 102 (partially satisfies I.C.)	3
4.	Either Psy 101 or Soc 101 (partially satisfies I.C.	3
5.	Either a) 10 credits of foreign language b) 6 credits in one of Fine Arts, Literature or Thought (partially satisfies I.C.)	6-10

D. B.Ed.

1.	LS 101	1
2.	Natural science laboratory courses (satisfies I.B.)	8
3.	Items C & D from the 4/3/87 document (partially satisfies I.C.)	18

E. B.T. (in Education)
Being considered by the Rural College.

F. B. Music
No additional requirements

Notes:

1) Double counting is permitted except as explicitly prohibited.
2) Social Science, Humanities and Science are to be given a broad interpretation. In particular, courses in impact of technology, enhancement of the environment, etc. should be considered under Society.
3) A foreign language partially satisfies I.C. and is to be encouraged.

cs/DAILY 2

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Consent)

The UAF Faculty Senate adopts the amendments to the Constitution as included in Attachment 2 to the Agenda of Senate Meeting 6 dated October 7, 1988 and as further amended at Senate Meeting 6.

EFFECTIVE: Immediately

David L. Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED Pat O'Rourke Date 2/1/89

senmin/21 approved with modifications reviewed and accepted by the Senate in revision dated 12/1/88. PBOR

Rev. 12/1/88

CONSTITUTION
of the
UNIVERSITY OF ALASKA FAIRBANKS
FACULTY SENATE

Preamble

Under Board of Regents' Policy, the University of Alaska Fairbanks Faculty Senate is formed so that the faculty may carry out its professional responsibility as the legislative body of the University of Alaska Fairbanks in matters of instruction, research/creative activity, and service.

ARTICLE I - Name

Sect. 1. The name of the organization shall be the University of Alaska Fairbanks Faculty Senate, hereinafter referred to as "Senate".

ARTICLE II - Rights, Responsibilities and Authority

Sect. 1 Faculty rights include the following:

A. To exercise academic freedom.

B. To form a representative body to develop legislation concerning the professional activities of the faculty.

C. To have elected representatives to appropriate governance bodies.

D. To have primary authority through the Senate to initiate, develop, review and approve academic criteria, regulation and policy with regard to the responsibilities outlined in Section 2.

E. Other rights as may be defined under this constitution and bylaws.

Sect. 2 Faculty responsibilities include the formulation of policies and regulations guiding:

A. Faculty appointment, re-appointment, termination, development, evaluation and workload.

B. Tenure

C. Promotion

D. Teaching

E. Research/creative activities

F. Advising

G. Service

H. Sabbatical leave

I. Honorary degree candidates

J. Scholastic standards

1. Degree requirements
2. Curriculum review
3. Admission standards
4. Grading policy
5. Academic probation
6. Academic suspension
7. Academic dismissal
8. Class length and structure of the academic year

K. Other responsibilities as may be defined by the faculty under this constitution and bylaws.

Sect. 3 Further Responsibilities

A. To advise the administration of the University of Alaska Fairbanks on academic and faculty matters.

B. To provide faculty representatives to the appropriate governance bodies.

C. To support student and staff constituencies on matters of mutual concern.

Sect. 4 AUTHORITY

The Senate shall carry out its responsibilities and functions subject to the authority of the Board of Regents Policy. Senate actions will be binding, subject to review, veto, and override in accordance with ARTICLE XI (Veto Powers) of this constitution.

ARTICLE III - Membership

Sect. 1 The Senate shall be constituted according to the provisions specified in the bylaws.

Sect. 2 Voting members of the Senate must hold academic rank and must be full-time permanent employees of the University of Alaska FAIRBANKS.

Sect. 3 Senate members shall be elected from and by the faculty of their respective units, as set forth in the bylaws, to two-year terms which shall be staggered to ensure continuity.

Sect. 4 The terms of the newly elected and appointed members shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

Sect. 5 Any voting member of the Senate may be recalled according to the provisions of the bylaws.

Sect. 6. Non-voting members of the Senate shall have voting privileges on any Senate committee on which they serve.

ARTICLE IV - Officers

Sect. 1 The two officers of the Senate shall be the President and the President-Elect.

Sect. 2 The President and President-Elect shall be elected from and by the voting members of the Senate for one-year terms.

Sect. 3 The President-Elect, after serving for one year in this position, subject to Sections 4 and 5, will automatically become President for one year.

Sect. 4 The term of the President may be extended for one additional year by a two-thirds majority vote of the entire voting membership of the Senate. The vote will be by secret ballot and, if passed, the term of the President and the current President-Elect will be extended for no more than one additional year.

Sect. 5 If for any reason the President should relinquish or be recalled from office, the President-Elect will automatically and immediately assume the Presidency. The Senate shall elect a Vice President to fill out the remainder of the year at which time a new election for President-Elect will be held as outlined in ARTICLE III, Section 6. The previously elevated President-Elect will complete the next academic year as President.

Sect. 6 The terms of the newly elected President and President-Elect shall commence at the beginning of "New Business" of the last regularly scheduled Senate meeting of the academic year.

ARTICLE V - Committees

Sect. 1 The requirements for membership on standing, permanent, and ad hoc committees of the Faculty Senate will be specified in the bylaws.

ARTICLE VI - Relation to the University of Alaska Fairbanks Assembly and the University of Alaska General Assembly.

Sect. 1 Senate members shall represent the faculty on the University of Alaska Fairbanks Assembly and the University of Alaska General Assembly.

Sect. 2 The President and President-Elect will represent the Senate on the University of Alaska General Assembly and one will serve on the Executive Committee of the General Assembly.

ARTICLE VII - Meetings

There shall be a minimum of seven regular meetings each academic year. Other meetings may be held on special call of the Administrative Committee of the Senate.

ARTICLE VIII - Quorum

The presence of a majority of the membership shall constitute a quorum. Presence may be established by participation in an audioconference.

ARTICLE IX - Parliamentary Authority

The parliamentary authority shall be the most recent version of Robert's Rules of Order.

ARTICLE X - Amendments

Sect. 1 Amendments to the constitution may be proposed only by members of the Senate and copies shall be sent to all members of the Senate. Amendments must be formally read and incorporated in the minutes of a Senate meeting.

Sect. 2 Approval of amendments to the constitution requires a two-thirds vote and cannot occur sooner than 28 days from the date of the meeting at which the amendments were first read and discussed.

Sect. 3 Approval of amendments to the bylaws requires a majority vote.

ARTICLE XI - Veto Powers

Sect. 1 The Chancellor's Office shall have the right to veto actions taken by the Senate relating to academic, research, service and faculty affairs. A Senate action shall be considered approved unless written reasons for a veto are received in the Senate Office within 30 days of that action being received by the Chancellor's Office. The Administrative Committee upon request by the Chancellor may extend the 30 day requirement.

Sect. 2 Any action approved by the Senate and vetoed by the Chancellor's Office may be submitted to a reconciliation committee upon a two-thirds vote of the Senate. Up to three members appointed by the Senate and up to three members appointed by the Chancellor's Office shall constitute a reconciliation committee whose task it shall be to formulate recommendations to the Senate and the Chancellor's Office.

If the Senate and the Chancellor's Office are not able to resolve the impasse, then the Senate, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure as provided for under Regents' policy.

ARTICLE XII - Faculty Referendum

Sect. 1 A faculty referendum on any Senate action will be called when a petition containing the signatures of ten percent of the full-time, permanent faculty is filed with the Senate Office. The Administrative Committee of the Senate will call for a Senate convocation at which time any business of the Senate may be reconsidered if the majority of the faculty eligible to elect members to the Senate, as described in the bylaws, is present at the convocation.

Sect. 2 The convocation must take place within 21 working days after the petition is filed with the Senate Office.

Sect. 3 The Senate actions may be modified by a simple majority vote of the members at the convocation.

The UAF Faculty Senate approved the following at its meeting #6 on October 14, 1988:

MOTION PASSED (Unanimous Consent)

The UAF Faculty Senate adopts the Bylaws as included in Attachment 3 to the Agenda of Senate Meeting 6 dated October 7, 1988 and as further amended at Senate Meeting 6.

Effective: Immediately

Dail M. Sue,

President, UAF Faculty Senate

APPROVED Pat O'Rourke Date 2/9/89
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

Please note technical changes on p. 4.

senmin/21

Adopted 10/14/88

BYLAWS
of the
UNIVERSITY OF ALASKA FAIRBANKS
FACULTY SENATE

Sect. 1 (ART III: Membership)

A. The membership of the Faculty Senate, hereinafter referred to as "Senate," shall consist of approximately 41 members plus one non-voting presiding officer. Approximately 35 members shall be elected by and from the faculty and will have voting privileges. Six non-voting members will be selected by and from other university constituencies as follows: one non-graduate student and one graduate student selected by the ASUA, one professional school dean and one college dean selected by the Deans' Council, one staff representative from the registrar's office, and one additional staff member selected by the Staff Council. If the staff representative from the registrar's office is APT, the second staff member must come from the classified staff ranks. If the staff representative from the registrar's office is classified, the second staff member must be APT.

Terms shall be for two years and staggered, with approximately one-half of the Senate elected each year. The first year, each unit shall elect approximately half of its representatives for terms of two and one-half years, and half for one and one-half years. [EXCEPTION: Members from units having only one representative will be elected for terms of two and one-half years. This may necessitate an adjustment of length of initial terms of members from larger units.]

B. Representation shall be by academic unit and based on the number of full-time faculty equivalent (FTFE) in each unit as described below.

1. A unit is a single school or college or a collection of schools and/or colleges (see item 7).

2. A faculty member is one who holds academic rank. (Currently includes lecturer, research or senior research associate, instructor, assistant professor, associate professor, or professor be they full-time, part-time, or visiting)

3. Each faculty member whose annual academic appointment equals or exceeds 1560 hours will be considered 1 FTFE.

4. Each faculty member whose annual academic appointment is less than 1560 hours will be considered a fractional FTFE with the fraction being the number of hours of annual academic appointment divided by 1560.

5. Each unit will elect the number of representatives to the Senate equal to the number of FTFE in that unit divided by the total UAF FTFE, multiplied by 35 and rounded to the nearest integer.

6. A faculty member having appointment split between units shall be included in each unit in proportion to the respective appointment for the computation of item 5.

7. All schools or colleges whose representation under item 5 is zero shall be grouped into the conglomerate group and this group shall be treated as a single unit for purposes of the computation of item 5. If a unit which would have been grouped in the conglomerate group decides instead that the unit would be better served by joining with another school or college, it may do so upon the mutual agreement of those units.

8. Re-apportionment will be done for the elections held in even numbered years or upon two-thirds vote of the Senate.

C. Election Procedure

1. Election shall be held by the units to provide representatives to the Senate according to Article III of the Senate Constitution. Elections and election procedures are the responsibility of the units, subject to the following:

2. A faculty member may vote for Senate representatives in only one unit. That unit must be the unit of primary appointment or, in the case of evenly split appointment, the unit of the faculty member's choice.

3. Units with full-time permanent faculty based on other than the Fairbanks campus should elect Senate representatives in a number that is at least equal to the proportion of the non-Fairbanks based FTFE's.

4. Units with faculty who teach in associate, certificate, or non-credit programs should elect representatives in proportion to such faculty.

5. Units with senior faculty should elect associate and full professors as Senate representatives in a number that is at least equal to the proportion of such faculty.

6. Units with graduate programs should elect at least one graduate faculty member.

7. Each unit shall elect at least half as many alternate representatives as representatives.

Sect. 2 (ART IV: Officers)

The President of the Senate shall be an ex-officio, non-voting member of all elected and appointed committees of the Senate. The President-Elect of the Senate shall be chairperson of the Administrative Committee of the Senate and shall be an ex-officio, non-voting member of such elected and appointed committees of the Senate as the President of the Senate shall direct.

Sect. 3 (ART V: Committees)

A. An Administrative Committee will be composed of the chairpersons of all standing and permanent Senate committees.

B. Membership on standing and permanent committees will be for two years with the possibility of re-election and will be appointed by the Administrative Committee and endorsed by the full Senate.

C. Standing committees will be constituted entirely of Senate members. Permanent committees can be constituted without Senate members.

D. All permanent and standing committee chairs will be elected from and by the members of their respective committee and must be full-time faculty at UAF.

E. The standing and permanent committees of the Senate are:

STANDING

1. The Curricular Affairs Committee will deal with curricular and academic policy changes on all levels except the graduate level.

2. The Scholarly Activities Committee will deal with policies concerning research and creative activity.

3. The Faculty Affairs Committee will deal with policies related to workload, appointment, termination, promotion, tenure, sabbatical leave, and academic freedom.

PERMANENT

1. The University-Wide Promotion and Tenure Committee will be one member from each school and college. Members of this committee must hold tenured senior level appointment at UAF. This committee will review candidate files for promotion and/or tenure and will recommend for or against the promotion and/or tenure of each candidate who presents a file for consideration by the committee.

2. The Service Committee will be 7 members who represent the academic community and the general public, with not less than two members being non-university employees. The chair must be a Senate member. Members' terms will be staggered to provide continuity. This committee will deal with policies relating to the service mission of the university and its faculty.

3. The Graduate Council shall deal with policies concerning graduate degree programs and instruction.

   A. Graduate Council shall consist of:

      1. 5 graduate faculty members elected from and by the Senate with no more than two members from the same college or school.

      2. To the extent not already being represented by the 5 Senate members, 1 member elected from and by faculty in schools and colleges with active graduate programs, or 2 if the school or college has one or more active Ph.D. programs.

      3. 1 graduate student

      4. 4 ex-officio non-voting members: Dean of the Graduate School; Coordinator of Graduate Studies; Director of Admissions and Records; and Director of the Library.

   B. Elections to fill vacancies on Graduate Council will take place as soon as practical following the last regular meeting of the Senate. The chairperson of Graduate Council will identify vacancies and notify the faculty of the affected schools and colleges with a request for nominations. Nominees must be full-time faculty members actively engaged in graduate teaching and research. The election will be administrated by the respective deans' offices. The duration of the terms shall be for two years with staggered terms.

   C. Graduate Council may, by a majority vote and upon confirmation by the Senate, supplement its membership. Such extra appointments will be for a two-year term.

4. The Developmental Studies Committee will be one representative from each of the following units: Northwest ~~College~~ Campus, Chukchi ~~College~~ Campus, Kuskokwim ~~College~~ Campuses, Bristol Bay Campus, the College of Natural Sciences, the Math, English, and Cross Cultural Communication Departments in the College of Liberal Arts, the School of Career and Continuing Education, the General and Developmental Studies Department in the Rural College, and the Rural Education Centers.

Additionally, there will be a non-voting representative from the Advising Center and a non-voting representative from Rural Student Services. This committee will function as a curriculum council review committee for all developmental studies courses. Discipline based developmental courses will first be reviewed by the appropriate college curriculum council before submission to this committee for review and coordination.

5. The Faculty Development, Assessment and Improvement Committee will be composed of faculty members and the Director of Faculty Development. This committee will deal with faculty and instructional development and evaluation.

6. The Committee to Nominate Commencement Speaker and Honorary Degree Recipients will nominate commencement speakers and candidates for honorary degrees.

7. The Legislative Affairs Committee will follow issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.

F. Any standing or permanent committee may create subcommittees to assist the committee.

G. The Senate President may create and appoint the members of any ad hoc committee necessary for conducting Senate business. Ad hoc committees are subject to later ratification by the Senate.

H. Committees must forward any legislation which involves the setting or altering of policy to the full Senate for approval. Committees which are specifically charged with applying policy to make decisions may do so without having the Senate approve those decisions. A review by the full Senate may be requested by the reviewing Senate committee. A request to the Senate Administrative Committee for a further Senate review may also be submitted by individual Senators if the question has policy implications.

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its meeting #5 on September 9, 1988:

MOTION PASSED (Unanimous Consent)

The Fairbanks Faculty Senate endorses the UAF Staff Council recommended changes to Draft 2-Personnel Regulations as passed at the Staff Council meeting #7 on September 7, 1988.

David M. Smith

President, UAF Faculty Senate

cs/

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its meeting #5 on September 9, 1988:

MOTION PASSED (Unanimous Consent)

The UAF Senate receives the report of the Ad Hoc Committee on Core Curriculum.

David M. Smith
President, UAF Faculty Senate

cs/

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its meeting #5 on September 9, 1988:

MOTION PASSED (Unanimous Consent)

The Administrative Committee, in consultation with the VCAA, will prepare a recommendation to the Senate as to what should be done with the report and how the Senate should proceed.

David M. Smith
President, UAF Faculty Senate

cs/

For Information Only
No Action Required

The UAF Faculty Senate approved the following at its meeting #5 on September 9, 1988:

MOTION PASSED (1 nay, 1 abstention, 22 yeas)

The UAF Faculty Senate ratifies the Administrative Committee Actions of 5/31/88, amending the Faculty Senate Constitution, ART XI, Sect. 1-3.

David McSwain
President, UAF Faculty Senate

cs/

The UAF Faculty Senate approved the following at its meeting #5 on September 9, 1988:

MOTION PASSED (1 nay)

Colleges form interim Sabbatical Committees following the guidelines noted in the UAF Faculty Senate attachment 4 of meeting 5, September 9, 1988. These committees will function as sabbatical leave committees for each College/School. Each College/School will elect a Sabbatical Leave Committee of at least 7 members from the tenured members of the School/College. If a College/School has less than 7 members, the College/School must in consultation with the Faculty Senate, supplement their Committee with other tenured faculty members from within other Schools/Colleges at UAF. This Committee will be elected for staggered two-year terms.

David M. Smith
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/11

No action taken by Chancellor --
Senate passed this motion before new Sabbatical leave policy was in effect --

For Information Only
No Action Required

The UAF Faculty Senate Administrative Committee approved the following at its meeting on May 31, 1988

MOTION (Passed Unanimously)

(( )) = Deletion
CAPS = Addition

Interim amendment to the UAF Faculty Senate Constitution (subject to ratification by the Faculty Senate), ART XI, Sections 1, 2, 3 as follows:

Sect. 1. The ((appropriate Vice Chancellor)) CHANCELLOR'S OFFICE shall have the right to veto actions taken by the senate...

Sect. 2 and 3. Delete and rewritten below:

Sect. 2. ANY ACTION APPROVED BY THE SENATE AND VETOED BY THE CHANCELLOR'S OFFICE MAY BE APPEALED TO THE PRESIDENT OF THE UNIVERSITY OF ALASKA SYSTEM AND/OR THE BOARD OF REGENTS UPON A TWO-THIRDS VOTE OF A QUORUM PRESENT AT THE NEXT SENATE MEETING.

Effective: Immediately

Rationale: This action clarifies lines of reporting authority between the Senate and the Chancellor's Office.

David M. Sm

President, UAF Faculty Senate

cs/12

The UAF Faculty Senate passed the following at its Meeting #4A on May 13, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)

FACULTY REVIEW

There will be yearly evaluations of all untenured faculty members and of all tenured faculty members at ranks below full professor. Full professors will be reviewed every three years. Each faculty member shall be responsible for submitting to his or her dean or director a professional activities report which has been reviewed by the department head and tenured faculty in the discipline. Individuals evaluating faculty members shall make an explicit statement on progress toward tenure and promotion in their written responses. (1) These responses may in turn be answered by the faculty person. (2) These documents will be on file as part of the faculty member's personnel record.

Effective: Upon Chancellor Approval

Rationale: Yearly evaluations for faculty anticipating tenure and promotion need to have explicit statements as to the progress the faculty members are making toward those decisions. Additionally, faculty members familiar with a candidates's discipline should work with deans and directors in providing feedback on the progress of faculty members toward promotion and tenure. The review of tenured full professors does not need to occur as often.

Pres-Elect
President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date 3 Jun 1988

(1) Replace "responses" with "evaluations" - Needed to clearly distinguish between evaluator product and faculty member response.

(2) Replace next to last sentence with language requiring that faculty be allowed to comment upon each level of review, as follows:

"Faculty members shall be given the opportunity to respond to evaluations at each level of review."

RECEIVED MAY 2 3 1988

FOR INFORMATIONAL PURPOSES ONLY
NO ACTION REQIORED

The UAF Faculty Senate approved the following at its meeting #4A on May 13, 1988:

MOTION PASSED (Unanimous Approval)

Motion to refer back to committee -- The Tenure and Promotion procedures for resubmission of motions for the September meeting of the Faculty Senate. Part of the motion includes a full faculty convocation concerning tenure and promotion to be held prior to the October Senate meeting at which time action upon tenure and promotion procedures will be taken.

Rationale: Senate members wished to have the following issues considered by the Committee:

1. Drop all mention of "mentoring."
2. Give options as to the number of levels of review prior to the VCAA review. Specifically, two and three level review options were requested.
3. See if some level of coordination between review committees is possible. Consider including a member from each peer/college committee as a member of the otherwise elected college/ university committee.

Pres-Elect.
President, UAF Faculty Senate

cs/16

The Fairbanks Faculty Senate approved the following at its meeting #4A on May 13, 1988:

MOTION PASSED (Unanimous approval)

The UAF Faculty Senate approves the proposal for MA in Professional Writing Degree.

Effective: Upon BOR Approval

Justification: See request attached

Pres-Elect

President, UAF Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

APPROVED _____ Date _____
Board of Regents

DISAPPROVED _____ Date _____
Board of Regents

cs/Sen./11

Office of the Graduate School
305 Signers' Hall (474-7464)

April 28, 1988

MEMORANDUM

TO: Carolyn Sampson
Faculty Senate

FROM: Mary Ann Borchert MAB
Coordinator of Graduate Studies

SUBJECT: Approval of new program and new courses proposed by the English Department

The Graduate Council and Curriculum and Instruction II Committee at their regularly scheduled meeting on April 28, 1988 approved the following proposals.

1. New Program: Master of Arts in Professional Writing

2. New Courses:
   English 651 - Internship in Publishing
   English 673 - Professional Writing Workshop
   English 687 - Writing Professional Prose
   English 688 - Audiovisual Script Writing
   English 689 - Editing Prose

PROPOSAL FOR MASTER OF ARTS IN PROFESSIONAL WRITING DEGREE

Department of English
College of Liberal Arts
University of Alaska, Fairbanks

Submitted by John Morgan
Head, Department of English

Spring 1988

TABLE OF CONTENTS

I.	Name of Person Preparing Request	1
	Brief Statement of the Proposed Program and its Objectives	1
II.	Description of Program	2
	Distribution of Courses	4
	Program Goals	6
III.	Personnel Directly Involved with Program	6
	Administrative and Coordinating Personnel	8
	Classified Personnel	8
IV.	Enrollment Projections	8
V.	Employment Market Needs	9
VI.	Resource Impact	11
VII.	Relation of Program to Other Programs within the System	12
VIII.	Implementation	13
	Approvals	13
IX.	Regents' Guidelines Summary	15

MEMORANDUM

TO: Board of Regents
University of Alaska

THROUGH: Donald O'Dowd, President
University of Alaska

THROUGH: Patrick O'Rourke, Chancellor
University of Alaska, Fairbanks

THROUGH: Wayne Thomas
Acting Vice Chancellor for Academic Affairs

THROUGH: Luis Proenza, Dean
Graduate School

THROUGH: Chair, Curriculum & Instruction II Committee
Faculty Senate

THROUGH: Anne Shinkwin, Dean
College of Liberal Arts

THROUGH: Vincent Pelletier, Chair
Curriculum Council
College of Liberal Arts

THROUGH: Robert B. Arundale, Acting Head
Department of Journalism and Broadcasting
Head, Department of Speech and Drama

FROM: John Morgan, Head
Department of English

DATE: February 11, 1988

SUBJECT: Master of Arts in Professional Writing

I. A. NAME OF PERSON PREPARING REQUEST:

John Morgan, Head, Department of English

B. BRIEF STATEMENT OF THE PROPOSED PROGRAM AND ITS OBJECTIVES:

The proposed Master of Arts in Professional Writing will prepare students to work as professional writers and editors in such settings as private and public corporations, government agencies, and research institutions. The program will accomplish this in several ways. During their training, students will take courses

that encourage them to read with a writer's eye: to understand the definitions and uses of many kinds of good writing and to incorporate techniques from these forms in their own writing. Students will apply this reading background to a series of workshop courses offering practice both in traditional academic forms of writing and in the rapidly-evolving genres of the professional world. As they move through the program, students will increasingly choose their own topics and forms while continuing to submit their work to the criticism and feedback of professors and fellow student writers. In consultation with their faculty committees, students will select an integrated program of electives from such departments as Journalism and Broadcasting, Speech and Drama and technical fields relevant to the student's career plans.

Graduates of the program can expect to find jobs ranging from writing and editing in-house publications for large companies to preparing training materials for government agencies. Because of the diversity of writing forms required in the corporate and institutional worlds, students in the proposed program will be trained in a wide variety of writing-related skills such as: criticism, exposition, script writing, editing, and publishing. Our market survey indicates that there are over 190,000 jobs nationwide for writers or writer/editors and that employment in the field is expected to increase faster than the average for all occupations through the mid 1990's (see Section V, below).

The program is strengthened by the diversity of writing backgrounds of the English Department staff, which has expertise in many kinds of writing, both academic and non-academic. In addition, the faculties of the departments of Journalism and Broadcasting and Speech and Drama offer expertise in such areas of potential elective interest as publications editing and speech writing. There are growing national demands for writers with these skills and similar needs at the local and state level in Alaska. At present, no institution in Alaska offers a graduate degree in this field.

The Department respectfully requests approval of the M.A. in Professional Writing outlined in the appended proposal.

II. A. DESCRIPTION OF THE PROGRAM:

1. PROGRAM TITLE: Master of Arts in Professional Writing

The Master of Arts degree in Professional Writing has developed over the last twenty years in response to a growing emphasis on the writer/editor position in business and government. Our survey

of schools offering the degree reveals a variety of course requirements, depending upon the particular strengths of the English departments involved. Thus, at the University of Southern California, there is a clear Creative Writing and Film Writing emphasis, whereas at Rensselaer Polytechnic Institute the stress is on Communications Theory. Emerson College and Carnegie-Mellon University allow a wide range of electives, while Eastern Washington University requires extensive coursework in traditional literary topics. We have attempted to strike a balance both in the length of the degree and the subject matter covered.

2. CREDENTIAL LEVEL OF THE PROGRAM:

The degree is at the masters level, which is considered the appropriate advanced degree for writers in business and government. The coursework will total 45 credits, of which 24 credits of coursework and 6 credits of project/thesis must be at the graduate level.

3. ADMISSIONS REQUIREMENTS AND PREREQUISITES:

Complete the general university requirements, as well as submit a writing sample, GRE (general) scores, transcripts, and three letters of recommendation. Applications from students with backgrounds other than English or Journalism are welcome. The application, including the writing sample, a key element in the admissions process, will be reviewed by a committee.

4. COURSE DESCRIPTIONS:

There will be five new courses (proposals attached). The other courses are existing courses.

5. REQUIREMENTS FOR THE DEGREE:

English 684 -- Forms of Non-Fiction 3

One course chosen from the following:

English 681 -- Forms of Poetry
English 682 -- Forms of Fiction
English 683 -- Forms of Drama
English 688 -- Audiovisual Script Writing (new course). 3

Two graduate literature seminars chosen from the existing courses:

English 603 -- Studies in British Literature: Old and Middle English
English 604 -- Studies in British Literature: Renaissance and the 17th Century

English 608 -- Studies in British Literature: 20th Century
English 609 -- Studies in American Literature: Colonial Period and the 19th Century
English 612 -- Studies in American Literature: 20th Century
English 692 -- Graduate Seminar (variable topics) . . . 6

English 687 -- Writing Professional Prose (new course) . . . 3

English 689 -- Editing Prose (new course) 3

English 673 -- Professional Writing Workshop (new course) . . 3

English 651 -- Internship in Publishing (new course) 3

English 698 or 699 -- Project or thesis 6

The project will be the production of a professional quality publication, including the responsibility for editing and format, production and design. The thesis will be a single work or collection of professional writing.

If the students in this program are graduate teaching assistants, they will also be required to take English 685, Teaching College Composition. This course may be used for 3 of the elective credits.

Candidates must pass a written comprehensive examination to demonstrate their knowledge of the forms and practices of professional writing (e.g., revising and editing prose) rather than one based on a standardized reading list.

Courses offered by the Journalism Department may be appropriate electives, as well as courses in areas that reflect the student's specialized career objectives (e.g., science courses for those who wish to write or edit technical scientific prose.)

DISTRIBUTION OF COURSES

We are requiring 45 credit hours, 30 of which must be taken at the graduate level. Thirty hours of work will be in required English courses, with 15 hours of electives. The core courses fall into four sections.

The first section consists of two courses--Forms of Non-Fiction and either Forms of Fiction, Forms of Poetry, Forms of Drama (play writing), or Audiovisual Script Writing--that will provide intensive practice in standard forms of writing. Courses in the

forms of writing will give students a basic knowledge of the major genres of writing. Among other things, such a background enables writers to appreciate, critique, and incorporate techniques from other forms into their own writing projects.

The second section comprises the two graduate literature seminars. These literature courses will offer training in the critical reading of complex texts, as well as giving student writers a background in the essential themes and styles of the written tradition in English.

The third section of the degree requirements includes the courses that concentrate on writing and editing the specialized forms of professional prose: Writing Professional Prose and Editing Prose. The specialized courses will provide intensive practice in the kinds of writing and editing most often demanded of writers and writer/editors in business and government.

The fourth section is composed of the workshop or internship courses in writing, editing, and publishing projects of the student's own choice (Professional Writing Workshop, Internship in Publishing). The workshop and internship courses will allow students to develop extended projects in specialties of their own choosing.

In addition, 6 hours will be spent on the student's own final project or thesis. In consultation with their committees, students will also develop programs of electives or independent study that fit their professional goals. For science writers, for example, electives could include courses in the physical and mathematical sciences. The following courses in English, Journalism and Broadcasting, and Speech and Drama might also be particularly appropriate as complements to the core curriculum:

English 314 Technical Writing
English 414 Research Writing
English 462 Applied English Linguistics

J-B 326 Principles of Advertising
J-B 411 Advanced Writing for Publication
J-B 415 News/Documentary Television Production
J-B 413 Mass Media Law and Regulation
J-B 433 Public Relations
J-B 444 Advanced Newsgathering and Processing

Sp.C. 335 Organizational Communication
Sp.C. 342 Advanced Public Speaking
Sp.C. 425 Communication Theory

Sp.C. 441 Persuasion
Sp.C. 443 Rhetorical Theory
Sp.C. 475 Speech Communication in Education and Training

Thr. 413 Playscript Analysis

B. PROGRAM GOALS:

The primary goal of the program is to prepare students to handle a variety of writing and editing tasks in business, industry, government, and other institutional settings. We expect our graduates to:

1. have a broad and thorough knowledge of the major conventions, forms, and techniques of writing and editing in English and be able to adapt this knowledge to the particular writing demands of corporations and other institutions;

2. be capable of seeing a small publication through all its stages, from collaborating with authors to editing, proofreading, and desktop publishing;

3. be adept at the kinds of research and interview skills that enable writers to learn subject matter quickly and facilitate communication between experts--e.g., researchers, executives, technicians--and their audiences;

4. be employable in writing, editing, and other communications positions in private businesses and public institutions nationwide.

The program is designed to be flexible enough for students to develop their writing in areas that particularly interest them. Core courses in the basic kinds of writing will encourage the flexibility of writing style that many professional writing jobs demand. Students may use their electives to extend their knowledge of professional communication or to improve their understanding of various scientific and technical fields in order to prepare themselves to write in those areas. A final thesis or project will demonstrate the student's mastery of the skills required of professional writers and editors.

III. PERSONNEL DIRECTLY INVOLVED WITH PROGRAM:

A. LIST FACULTY INVOLVED IN THE PROGRAM:

D. A. Bartlett -- Ph.D. University of Oregon
Renaissance, Medieval English, Old Norse and French Literature, Classical Language and Literature--Greek and Latin

Roy Bird -- Ph.D. William Marsh Rice University
Technical Writing, American Literature, Critical Theory,

Joseph A. Dupras -- Ph.D. State University of New York at Binghamton
19th Century British Literature, Literary Criticism

Alice Harris -- Ph.D. University of Tennessee
Technical Writing, Medieval English

Eric Heyne -- Ph.D. Ohio State University
Technical Writing, Critical Theory, 19th Century American Literature, Modern Literature

Janis Lull -- Ph.D. University of Minnesota
Rhetorical Theory, Renaissance, Shakespeare

John Morgan -- M.F.A. The University of Iowa
Creative Writing--Non-Fiction, Poetry, and Fiction

Leroy Perkins -- Ph.D. State University of New York at Buffalo
Technical Writing, English and American Romanticism, Compositon Theory and Pedagogy, ESL

Michael Schuldiner -- Ph.D. Kent State University
Colonial and American Literature

Frank Soos -- M.F.A. University of Arkansas, Fayetteville
Creative Writing--Non-Fiction and Fiction, Modern and Contemporary Literature

David Stark -- M.F.A. University of California, Irvine
Creative Writing--Fiction and Poetry

Russell Stratton -- Ph.D. University of Southern Mississippi
Composition, Medieval Literature

Russell Tabbert -- Ph.D. University of Iowa
Editing, Linguistics, Literature

Cynthia Walker --	Ph.D. Purdue University 20th Century British and American Fiction and Drama with Continental Influences, 19th Century British and American Literature to 1865
Dean Gottehrer --	M.S. Columbia University Graduate School of Journalism Print Journalism, Mass Media Law, Editing
Grant Sims --	M.A. in English and Communications, California State University at Chico Print Journalism, Editing, Script Writing, Publishing

B. ADMINISTRATIVE AND COORDINATING PERSONNEL:

John Morgan, Head, Department of English
Janis Lull, Chair, Graduate Programs Committee, Department of English.

C. CLASSIFIED PERSONNEL:

The department currently has a departmental secretary and an administrative secretary.

IV. ENROLLMENT PROJECTIONS:

We expect to admit 1-6 qualified applicants a year to a maximum enrollment of 15.

We expect that quite a few English majors, looking for a way to put their skills to professional use, will want to enroll. According to Dean Gottehrer, former head of Journalism and Broadcasting at the University of Alaska Fairbanks, many of his department's majors have shown interest in such a program. Dr. Sylvia Broady, head of the Journalism Department at the University of Alaska Anchorage, has also said that her majors would welcome such a program in Alaska.

In addition to English and Journalism majors, we anticipate that the degree will draw a considerable number of students from other disciplines, including those who have been out in the business world and have seen the need for such a credential. The degree will offer them a chance to re-tool for a higher paying position or to switch fields and exploit a skill their current jobs have

not fully utilized. We have already received several requests for information about the program as a result of a recent story in the campus newspaper. Local businesses such as the Fairbanks Daily News-Miner have indicated their interest in enrolling current employees in an M.A. program in professional writing and in hiring our graduates. We also expect that the new courses in this program will serve as electives for non-degree candidates and candidates for degrees other than M.A. in Professional Writing.

V. EMPLOYMENT MARKET NEEDS

The English Department examined employment information nationwide and in the State of Alaska. National data were obtained from the U. S. Department of Labor's Bureau of Labor Statistics and from the Society for Technical Communication. Statewide figures were obtained from the Alaska Department of Labor's Research and Analysis Section and from telephone interviews with representative agencies.

National Employment for Professional Writers

According to the latest figures available from the U. S. Department of Labor (Bulletin 2250), jobs nationwide for writers or writer/editors numbered 191,000 in 1984. This figure does not include other employees whose duties consist mainly of writing, such as reporters, correspondents, and public relations specialists. Employment in the field of professional writing is expected to increase faster than the average for all occupations through the mid 1990's. Nevertheless, according to the Department of Labor, "the outlook for writing and editing jobs is expected to continue keenly competitive" (Bulletin 2250), with preference often going to writers with graduate training or advanced degrees. The Society for Technical Communication, which surveys both business and technical writers, estimates that there are currently 90,000 people employed in these fields nationwide, and that the job market is growing rapidly. According to the STC special report, Profile 85, the educational level of STC members continues to increase. In 1985, 83% had some post-bachelor's degree training, 26% held master's degrees, and 7% held doctorates. An English degree is now the leading educational credential for technical communicators (31%), as it is for professional writers generally. This preference for a background in English reflects the shift in the primary job function of technical communicators from manager/supervisor (49.3% in 1974) to writer/editor (56% in 1985). "In general," concludes Profile 85, "today's technical communicators are younger, more educated, satisfied with their jobs, and have observed an increase in the status of the profession."

Statewide Employment for Professional Writers

The Research and Analysis Section of the Alaska Department of Labor estimates that 231 writer/editors were employed in the state in 1985, with job opportunities approximately evenly divided between government and the private sector. Despite an overall job loss in the state of 3.7% between 1985 and 1986, employment for writer/editors actually increased 1.3% in 1986, to a total of 234. According to analyst Greg Huff, the state is projecting a slight drop in these jobs for 1987, and continued flat figures for 1988 and 1989 as the Alaskan economy completes its adjustment to lower oil prices. Professional writing jobs in the state are expected to increase again in 1990. The Department of Labor points out, however, that all these figures are misleadingly low as estimates of the real job opportunities for professional writers in Alaska, since they do not count jobs with titles other than "writer," or "writer/editor," even when the job consists almost entirely of writing, revising, and editing.

Using a (conservative) estimate of a 20-year turnover in professional writing jobs in Alaska, the state employment figures suggest that on average, 10 or more jobs with the title of "writer/editor" will become available in Alaska annually. Estimates are not available for writing jobs with other titles. The locations of writer or writer/editor jobs in Alaska range from the offices of such companies as Standard Alaska Production Company and Arco Alaska to the Arctic District office of the Bureau of Land Management (BLM), which employs a full-time writer to develop documents related to the management of BLM land holdings in northern Alaska.

Federal Employment in Alaska

The Federal Office of Personnel Management reports that there are 19 federal employees in Alaska who hold jobs as writers, editors, technical writers, or technical editors. Anyone qualified for these positions would also qualify for the public affairs series, in which 22 people are currently employed. Figures were not available for writers working under other job titles.

Examples of federal agencies in Alaska employing substantial numbers of professional writers include the U. S. Forest Service and the BLM . The U. S. Forest Service in the Alaska region employed 6 writers in 1987. For these jobs, flexibility of writing style is accorded highest priority. Preference is given to candidates with training and experience preparing copy for many different kinds of publications and audiences. The BLM in Alaska

employed 6 writers in 1987. The educational requirements for these positions stress experience with a wide range of audiences and writing styles and the ability to acquire information from all kinds and levels of people.

State and Local Government Employment in Alaska

The State of Alaska's Department of Personnel reports that in 1987, the state employed 10 "publications specialists" and 10 "information officers." Again, these statistics do not reflect the full range of job opportunities for writers in the state because they exclude writing jobs with titles such as "research assistant" or "land-use planner."

Private Employment in Alaska

The state estimates that half of the writer's jobs filled annually in Alaska are in private companies. Private employers of writer/editors in the state include such corporations as Standard Alaska Production Company and Arco Alaska. Many of the members of Alaska's STC chapter, headquartered in Anchorage, work in private-sector jobs as editors, public relations writers, and writer/publishers. According to Caroline Dowling of Standard Alaska Production Company, a typical department in her company employs at least two professional writers, one responsible for internal documents and publications and another with experience in print and broadcast journalism who deals with external media.

VI. RESOURCE IMPACT

A. BUDGET: Salary for lecturers to replace members of the faculty of Journalism and Broadcasting or English who will teach the Internship in Publishing and Audiovisual Script Writing courses every two years.

B. FACILITIES/SPACE NEEDS: Additional facilities are not required for the implementation of the program.

C. CREDIT HOUR PRODUCTION: Estimated on full enrollment: 15 X 18 = 270 per year

D. FACULTY: One new faculty member, a writer of non-fiction with editorial and/or publishing experience, will be hired to fill an existing position. We will also need to hire one lecturer per

year to replace a member of the faculty of English or Journalism and Broadcasting who will teach the Internship in Publishing and Audiovisual Script Writing. (These courses will be offered in alternate years.)

E. LIBRARY MEDIA MATERIALS, EQUIPMENT AND SERVICES: The library resources of the Rasmuson Library, UAF, are adequate in the area of professional writing and related disciplines. Holdings for script writing (one of the proposed new courses) are weak, but will be upgraded provided the library has adequate funding. Some computer equipment for the Internship in Publishing course is currently available from Cooperative Extension. In the event that the new M.A. in Professional Writing program attains substantial enrollment, however, we anticipate the need to upgrade the Journalism and Broadcasting Macintosh lab to accommodate more than two interns at a time. Such an upgrade would cost approximately $7,000.

VII. RELATION OF PROGRAM TO OTHER PROGRAMS WITHIN THE SYSTEM

A. EFFECTS ON ENROLLMENTS ELSEWHERE IN THE SYSTEM:

Implementation of this program will have no effect on enrollments elsewhere in the system.

B. DOES IT DUPLICATE/APPROXIMATE PROGRAMS ANYWHERE IN THE SYSTEM?

There is no duplication with any other program in the Statewide system.

C. HOW DOES THE PROGRAM RELATE TO RESEARCH OR SERVICE ACTIVITIES?

1. CONTRIBUTIONS TO RESEARCH OR SERVICE:

This program will make a substantial contribution to the University's ability to provide services in professional writing, editing, and publishing to the local and statewide communities. The new degree program will also enhance the professional development of faculty whose research interests lie in such fields as technical writing, collaborative writing, and writing pedagogy. While in the program, students will be available to do part time work in writing and editing within the University.

VIII. IMPLEMENTATION

A. DATE OF IMPLEMENTATION: Fall 1989

B. PLANS FOR RECRUITING STUDENTS: The Dean of the College of Liberal Arts has stated that she will supply funding for brochures.

APPROVALS

John Morgan DATE 4/29/88
John Morgan, Head, Department of English

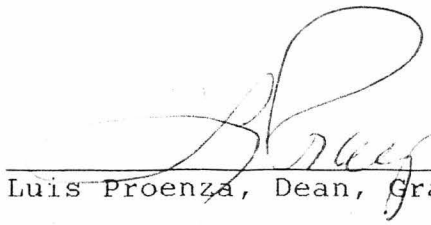
Robert B. Arundale DATE 4/29/88
Robert Arundale, Acting Head, Department of Journalism and Broadcasting
Head, Department of Speech and Drama

Vincent D. Pelletier DATE 4/29/88
Vincent Pelletier, Chair, Curriculum Council, College of Liberal Arts

Anne Shinkwin DATE 4-29-88
Anne Shinkwin, Dean, College of Liberal Arts

Hans Chr Shaw Dreher DATE 5-06-88
Chair, Curriculum & Instruction II Committee

John Sayers Pres-Elect DATE 5-18-88
President, Faculty Senate



_____DATE 5/15/98
Luis Proenza, Dean, Graduate School

_____DATE_____
Wayne Thomas, Acting Vice Chancellor for Academic Affairs

_____DATE_____
Patrick O'Rourke, Chancellor, University of Alaska, Fairbanks

_____DATE_____
Donald O'Dowd, President, University of Alaska

_____DATE_____
Board of Regents, University of Alaska

IX. REGENTS' GUIDELINES

SUMMARY

The proposed M.A. in Professional Writing will be an asset to the Department of English, the University, and the State of Alaska. There is a need in the business community of our state for qualified writers to handle internal and public-related writing tasks. The degree will enable English and Journalism majors, as well as those from other undergraduate backgrounds, to obtain an important credential in the job market. Nationally, there is a trend toward introducing programs like this one, but no such program currently exists in Alaska.

Members of the local community such as Dr. William R. Wood and Kenneth Noblit, Managing Editor of the Fairbanks Daily News-Miner, have urged the College of Liberal Arts to institute a Master of Arts in Professional Writing. They indicate, and we agree, that there is a strong local need for professionally trained writers and editors. Furthermore, our market survey indicates a substantial need nationally for writers trained at the graduate level in a variety of writing and editing skills. There are over 190,000 jobs nationwide for writers or writer/editors and employment in the field is expected to increase faster than the average for all occupations through the mid 1990's. We have designed our program to meet this need.

The proposed Master of Arts in Professional Writing will prepare students to work as professional writers and editors in such settings as private and public corporations, government agencies, and research institutions. The program will accomplish this in several ways. During their training, students will take courses that encourage them to read with a writer's eye: to understand the definitions and uses of many kinds of good writing and to incorporate techniques from these forms in their own writing. Students will apply this reading background to a series of workshop courses offering practice both in traditional academic forms of writing and in the rapidly-evolving genres of the professional world. As they move through the program, students will increasingly choose their own topics and forms while continuing to submit their work to the criticism and feedback of professors and fellow student writers. In consultation with their faculty committees, students will select an integrated program of electives from such departments as Journalism and Broadcasting, Speech and Drama, and technical fields relevant to the student's career plans.

We are in a position to introduce this new degree with a minimum of adjustments. The English Department already offers a graduate degree in Creative Writing, so that we need add only one faculty member to be able to offer the new M.A. The new faculty member, replacing a retiree, will be a specialist in non-fiction writing with editorial and/or publishing experience. The addition of this hire will insure our ability to offer the new degree. He or she will be an expert in the writing of expository prose and will be able to assist with our composition and creative writing offerings. We are in the process of hiring for this position, using an existing position number.

The UAF Faculty Senate passed the following at its Meeting #4A on May 13, 1988:

MOTION PASSED (Unanimous Approval)

With regard to Draft #4 of the Statewide document on Promotion and Tenure, the UAF Faculty Senate is in opposition to the following principles contained within the document:

1. The statement of a 15 credit standard load. (Article X, title A, section E, part 1)
2. Lecturers being defined as having to be supervised (Article II, section H)
3. The statement that research is to be totally supported by grant funding. (Article II, section H)
4. The inclusion of instructors as a tenure track academic rank (Article (X, title A, section C, part 1)
5. That certain tenure procedures are barred from grievance. (Article "Y", title A, section 5.) (and other locations)

Rationale:

1A. There is currently no standard credit hour load at UAF. The determination of load is linked to discipline and level of teaching (graduate vs. undergraduate).

2A. Currently, lecturers are hired on a semester-to-semester basis to fill teaching sections and are reviewed and are hired by disciplines based on their academic qualifications to teach with the same level of supervision as other teaching faculty.

3A. Currently research positions at UAF are supported by grant funding and/or state funding. This combination is likely to continue and faculty designation as research should not preclude that combination of funding.

4A. The beginning title for fully credentialed members of the professoriate is an assistant professor. Typically the rank of instructor is reserved for individuals who are asked to provide service to the university in only one of the tripartite responsibilities associated with tenure track faculty. Often instructors do not possess complete academic credentials to enter the professoriate and as such should be placed on a fixed term rather than tenure track appointment.

5A. If a tenure or promotion decision is objected to on non-procedural grounds, then the correct avenue for recourse should be an appeal through the current levels of decision making. However, if a tenure and promotion decision is questioned on procedural grounds, then that decision should go to grievance rather than appeal.

John Leipzig, Pres-Elect/c
President, UAF Faculty Senate

cs/Sen/34

MEMORANDUM

DATE: May 18, 1988

TO: Patrick J. O'Rourke, Chancellor

FROM: John Leipzig, President-Elect, UAF Faculty Senate

SUBJECT: Faculty Compensation

For your information, attached are copies of motions passed by the Senate at its May 13, 1988 meeting.

These motions will be sent to Statewide Assembly for further disposition, hopefully by the Board of Regents.

/cs

cc: Wayne Thomas (w/attach.)

The UAF Faculty Senate approved the following at its Meeting #4A on May 13, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)

A new faculty compensation system is urgently needed.

Rationale: In terms of compensation, faculty in the UAF system are falling behind their counterparts in other universities. The lack of a fair and equitable system of faculty compensation was felt to be one of the major problems in the UAF system.

Pres-Elect

President, UAF Faculty Senate

cs/Sen./17

The UAF Faculty Senate passed the following at its Meeting #4A on May 13, 1988:

MOTION PASSED AS AMENDED (Unanimous Approval)

The new faculty compensation system should be developed through close consultation between the Board of Regents and the three University faculty governance bodies.

Rationale: This requests the Board of Regents to convene a committee composed of representatives of the three MAU's to develop a unified faculty compensation system.

John Dengra -Pres-Elect
President, UAF Faculty Senate

cs/Sen./33

The UAF Faculty Senate passed the following at its Meeting #4A on May 13, 1988:

MOTION PASSED (Unanimous Approval)

It is recommended that the issues of market-based salary adjustments and faculty compensation be separated and treated as distinct issues.

The issue of faculty compensation should be addressed through the development and implementation of a University-wide system of compensation for faculty. This system will identify and weight categories of compensation adjustment, including (but not necessarily limited to) continuing satisfactory service, cost of living adjustments, merit increases, and revision of the system of benefits. Future changes in faculty compensation will be proposed and made according to the agreed-upon compensation system.

Market-based salary adjustments should be addressed as a normal part of the University budgeting process through the system of budget reallocation and incrementation. Proposals for market-based adjustments in particular units should initiate as proposals for changes in the operating budgets of the units requesting the adjustments.

Rationale:

1) The motivation behind the issue of faculty compensation is assuring fair and equitable treatment for all faculty; the motivation behind the issue of market-based salary adjustments is assuring the competitive position of the University in attracting and retaining qualified faculty in certain disciplines that deviate from discipline-specific market levels. These motivations are sufficiently different that they cannot reasonably be included within a single compensation proposal.

2) Proposals for market-based adjustments should initiate as a priority of the units that would be affected. A system of review of budget proposals already exists, and should be used to allow the specific units involved to justify and advance their needs in relation to the priorities advanced by other units of the University.

3) Proposals for Market-based adjustments and for changes in Faculty Compensation should be advanced simultaneously as separate (but not necessarily equal) priorities of the University. Funding of either of these will not obviate the need for the other.

President, UAF Faculty Senate

cs/33

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Persons who want an opportunity for a fresh undergraduate start at UAF may apply for readmission on the basis that their prior academic record be disregarded and they begin their college study again with no credits attempted and no credits and quality points earned. (1) This policy may be used by a student only once and is applicable only to students enrolled at UAF. (2)

(3) Prior to applying for admission on this basis, at least two years must have elapsed since the end of the semester in which the applicant was last in full-time attendance at school. The prior academic record remains a part of the student's overall academic record, but none of it is carried forward and none of the credits earned previously can be used in the new program. (4) Students showing competency in any area may be allowed advanced standing or a waiver of requirements just as any non-bankrupt student, but will not be allowed credit-by-examination for courses lost in bankruptcy.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

David M. Smith.
President, Fairbanks Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED * _____ Date 3 Jun 1988

See attached memorandum with changes 1. through 4. and related Rationale.

cs

RECEIVED MAY 10 1988

M E M O R A N D U M

TO: David Smith, President
Faculty Senate

FROM: Wayne C. Thomas, Acting Vice Chancellor
for Academic Affairs

DATE: 2 June 1988

SUBJECT: Modification to Academic Bankruptcy Policy

I have modified the Academic Bankruptcy Policy passed by the Senate at its Meeting #4 on April 22, 1988. The modifications are indicated by underlines as follows:

Persons who want an opportunity for a fresh undergraduate start at UAF may apply for readmission on the basis that their prior academic record be disregarded and they begin their college study again with no credits attempted
(1) and no credits and quality points earned reflected in subsequent grade point average calculations. This policy may be used by a student only once and is
(2) applicable only to students enrolled at UAF and only for UAF credits. Academic Bankruptcy for records from UAF units which were not part of UAF prior to Fall 1987 may be requested at the time of admission or readmission to undergraduate status.

(New paragraph)

(3) To declare Academic Bankruptcy, a student must submit the "Application for Academic Bankruptcy" form and secure the approval of the dean of the college or school to which the student is admitted or readmitted. Prior to applying for admission on this basis, at least two years must have elapsed since the end of the semester in which the applicant was last in full-time attendance at school.

(New Third paragraph)

The prior academic record remains a part of the student's overall academic record, but none of it is carried forward and none of the credits earned
(4) prioviously can be used in the new program. These credits will be included, however, in computations for graduation with honors (See "Graduation with Honors," page). Students showing competency in any area may be allowed advanced standing or a waiver of requirements just as any non-bankrupt student, but will not be allowed credit-by-examination for courses lost in bankruptcy.

RATIONALE:

The changes reflected in (1) and (4), above, are needed to clarify the relationship between academic bankruptcy and graduation with honors and to assure that all students, whether transfer or wholly resident, are afforded honors on a consistent basis. Notice that the Graduation with Honors policy approved by the Senate at the same meeting specifically requires that all credits attempted at all institutions be considered when determining eligibility for honors. Transfer students, then, do not have the option of having exactly the same kind of false starts ignored in their attempt for honors, regardless of their gpa of record at UAF. It is both inconsistent and inequitable to treat our graduates differently in the award of this distinction.

Students who are allowed Academic Bankruptcy are given the benefit of starting with a new gpa from that point, thus allowing them to continue in good standing and allowing them to be eligible for financial aid, student jobs, etc. Their gpa of record, as well, is significantly higher than would otherwise have been true.

The award of Graduation with Honors is our highest academic distinction. Those students whose entire scholastic record demonstrates that they are eligible for this distinction deserve our recognition, whether they earn this award in four straight years or in twenty semesters over a period of twenty years, and whether as a last-minute transfer student or long-time and only UAF student.

Modification (2) is included to allow students previously enrolled in off-campus units to declare bankruptcy for eligible records even though the credits were not UAF credits at the time.

Modification (3) is included to specify the procedure and approval required to declare bankruptcy.

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

In order to graduate with honors, an undergraduate student must have earned a cumulative grade point average in all college work attempted at UAF of 3.5 or higher. In addition, a transfer student must have completed 48 semester hours of credit at UAF for a baccalaureate degree or 24 semester hours of credit at UAF for an associate degree. The cumulative grade point average in all college work attempted at all other institutions attended combined with the UAF cumulative grade point average must not be less than 3.5.

Students with cumulative grade point average of 3.5 will be graduated cum laude; 3.8, magna cum laude; 4.0, summa cum laude provided they meet the requirements stated above.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

Dair M. Smith
President, Fairbanks Faculty Senate

APPROVED C P Thomas Date 3 June 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 10 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (1 abstain)

The UAF Faculty Senate approves in principle an evaluation policy for academic administrators by the faculty, * and

Effective: Fall 88

~~Rationale: This motion~~ directs the Faculty Senate to create an ad hoc committee to develop procedures for academic administrator evaluation which is to be based upon AAUP guidelines.

David M. Smith pj
President, Fairbanks Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED * _____ Date 9 Jun 1988

*At the suggestion of the Faculty Senate Administrative Committee, the MOTION is restated as follows, with a new rationale:

cs

MOTION

The UAF Faculty Senate approves in principle an evaluation policy for academic administrators by the faculty, and directs the Faculty Senate to create an ad hoc committee to develop procedures for academic administrator evaluation which is to be based upon AAUP guidelines.

Rationale: A policy for Evaluation of Administrators at UAF needs to be developed cooperatively between UAF faculty and administration.

Effective: Fall 1988

RECEIVED MAY 10 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Grades, other than incompletes and deferreds, submitted by the instructor upon completion of a course, is assumed to be the student's final grades and they become part of the student's permanent records. A grade may not be changed unless a legitimate error has been made on the part of the instructor in calculating the grade and such a change must be approved by the instructor's unit head and dean. **

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

Dave McBride
President, Fairbanks Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED ** _____ Date 3 Jun 88

**ADD TO THE PARAGRAPH THE FOLLOWING SENTENCE:

cs "Corrections of grading errors must be made within 30 days after the beginning of the next regular semester."

RATIONALE:

Requests for changes to grades because of other circumstances or which are requested beyond this time limit should be dealt with on an individual basis as exceptions to policy and require concurrence of the Vice Chancellor for Academic Affairs to assure equity and consistency across the University.

The deadline of 30 days after the beginning of the next regular semester exceeds the 45-day after submission of grade deadline which was previous policy in some of the CCREE units and maintains the standard and policy previously applied to UAF students.

RECEIVED MAY 10 1988

The UAF Faculty Senate approved the following at its meeting #4 on April 22, 1988:

Note: This motion was rewritten for clarification by the Administrative Committee on May 31, 1988.

MOTION (Unanimous)

Courses that may be used in satisfying generally stated degree requirements (e.g., Social Science, Humanities, Natural Science) are classified on an individual course basis.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy regarding course classifications.

[signature] - Pres-Elect
President, UAF Faculty Senate

APPROVED [signature]
Chancellor's Office Date 9 June 1988

DISAPPROVED _____
Chancellor's Office Date _____

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs/11

RECEIVED JUN 0 2 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Courses are individually classified by subject area.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

_____
President, Fairbanks Faculty Senate

APPROVED_____ Date _____
Chancellor's Office

DISAPPROVED_____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED_____ Date _____

cs

NOTE TO FILE: This motion was rewritten for clarification by
by the Administrative Committee on May 31, 1988
and the new motion submitted for VCAA approval.

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION PASSED (1 nay, 1 abstain)

The UAF Senate Faculty approves the following Minimum Eligibility Requirements for Tenure Track Faculty at the University of Alaska Fairbanks.

ASSISTANT PROFESSOR

* 1. Earned doctorate
OR
Master's degree with appropriate experience as reflected in unit criteria
OR
Bachelor's degree with appropriate experience as reflected in unit criteria [for disciplines without a recognized Bachelor's degree, any Bachelor's degree in addition to the appropriate licenses and certifications would be appropriate]

**2 Demonstrated capability for appropriate quality work in two of the following three areas: teaching, research, and public/university service as described in each faculty member's assignment. The faculty member must also demonstrate capability for activity in the third area.

ASSOCIATE PROFESSOR

* 1. Earned doctorate
OR
Master's degree and appropriate experience as reflected in unit criteria
OR
Bachelor's degree with appropriate experience as reflected in unit criteria [for disciplines without a recognized Bachelor's degree, any Bachelor's degree in addition to the appropriate licenses and certifications would be appropriate]

**2. Demonstrated excellent performance in two of the following three areas: teaching, research, and public/university service as defined in each faculty member's assignment and evidence of activity in the third area.

PROFESSOR

* 1. Earned doctorate
OR
Master's degree and appropriate experience as reflected in unit criteria
OR
Bachelor's degree with appropriate experience as reflected in unit criteria [for disciplines without a recognized Bachelor's degree, any Bachelor's degree in addition to the appropriate licenses and certifications would be appropriate]

RECEIVED MAY 1 0 1988

2. Recognized excellence in teaching, research, and public/university service as defined in each faculty member's assignment.

Effective: Immediately

Rationale: Proposal provides for recognition of faculty whose primary responsibilities will be to fulfill the expanded mission of the University and maintain high academic standards at all levels, especially at the rank of full professors.

David M. Smith

President, Fairbanks Faculty Senate

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date 9 Jun 1988

* Replace requirements in 1. under Assistant Professor, Associate Professor, and Professor as follows:

cs 1. Earned doctorate
OR
Terminal Master's degree in those disciplines with nationally recognized terminal degrees AND appropriate experience as reflected in unit criteria
OR
Bachelor's degree in those Vocational/Technical Fields for which there is no recognized academic degree AND appropriate licenses and certifications AND appropriate experience as reflected in unit criteria.

** ADD the following sentence at the end of 2. in the Assistant Professor and Associate Professor requirements:

2. . . . activity in the third area. "The two-area minimum requirement nothwithstanding, specific disciplines may require in their unit criteria that performance of appropriate quality work be demonstrated in all three areas."

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (1 nay)

The UAF Faculty Senate approves the following Principles on Service:

1. In a land grant/sea grant university, service to the institution's constituency is a fundamental part of the University faculty's professional academic responsibility.

2. An individual faculty member engages in a variety of activities that constitute service under university policy. The exact nature of that service may vary with the faculty member's assignment.

3. Service is required for award of tenure or promotion and must be recognized as an integral part of every faculty member's activity.

4. Each faculty member's assignment must assure the opportunity to engage in service, teaching, and scholarly activity sufficient to achieve promotion and tenure.

Effective: Upon Chancellor Approval

Rationale: The Committee on Service finds that there are basic questions and ambiguities about the service component of the faculty workload at UAF. This statement of principles reaffirms the fundamental nature of the service activity, recognizes the variety of service performed, and emphasizes that promotion, tenure, and professional work satisfaction depend upon each faculty member having the opportunity to participate in service, teaching, and scholarly activity.

David M Smith
President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 1 0 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

The UAF Faculty Senate approves the following Resolution on Service's Statement of Principles:

RESOLUTION (unanimous)
==========

WHEREAS, The Senate has adopted the Committee on Service's Statement of Principles, and

WHEREAS, Service is not well defined or understood, and

WHEREAS, Service is seldom given proper weight or recognition relative to teaching and scholarly activities in the promotion and tenure process; now, therefore be it

RESOLVED, That the UAF Faculty Senate charges the Permanent Committee on Service to research these matters and to present, for Senate action, recommendations to clarify the issues and to establish policy and guidelines on service.

Effective: Upon Chancellor Approval

Rationale: The Committee on Service is established by Art. V Sec. 4 (B) of the Constitution of the UAF Faculty Senate (10/26/87) and Art. V Sec. 4 (G) of the Bylaws of the UAF Faculty Senate (10/26/87). Neither provides a charge to the committee other than the statement "All University outreach and 'service.'" At its first meeting, the committee found it required a more substantive and specific charge based on an accepted set of principles in order to examine issues relevant to service.

David N. Smith
President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 1 0 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Degree and Certificate candidates are required to have an academic advisor.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

David M. Smith
President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 10 1988

The Faculty Senate approved the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Under the Family Educational Rights and Privacy Act of 1974, students are entitled to review their records. Except for directory information, no personally identifiable information will be disclosed to agencies off-campus without the written permission of the student. Records are made available for legitimate on-campus professional use on a need-to-know basis.

Directory information is disclosed to the public on a routine basis unless the student requests, in writing, to the Director of Admissions and Records that such information not be released. The following is considered directory information:

Name
Address, telephone number
Home address (permanent)
Weight and height of students on athletic teams
Date of birth
Dates of attendance and current class standing
Major field(s) of study
Degrees and awards received, including dates
Participation in officially recognized activities

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

David M. Smith
President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 10 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Class standing is determined on the basis of total credits earned. Students are classified as:

Freshman:	0 - 29 credits
Sophomore:	30 - 59 credits
Junior:	60 - 89 credits
Senior:	90 credits

Transfer students will be given class standing on the basis of the number of transfer credits accepted by UAF. Non-degree students are registered without class standing. Graduate students are given the class standing of "graduate" only after being officially admitted to master's or doctoral program.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy

David M. Smith
President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 10 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

All grades, original and retakes, for a course completed at UAF will be shown on the permanent record but only the last grade achieved at UAF for a course will be computed in the GPA unless the course is designated as one that can be repeated for credit.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

David M. Smith/cs
President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 1 0 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

To be eligible for the Dean's List, a student must be an undergraduate enrolled in at least 12 UAF credits graded with letter grades and must have earned a minimum GPA of 3.5 for the semester in UAF courses.

To be eligible for the Chancellor's List, a student must be an undergraduate enrolled in at least 12 UAF credits graded with letter grades and must have earned a GPA of 4.00 in UAF courses.

The Chancellor's List and the Dean's List awards will be posted on the permanent student record.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

Dair W Ende
President, Fairbanks Faculty Senate

APPROVED C C Hamre Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 1 0 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Midterm grade reporting will be optional for each campus.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

David M. Smith jcs
President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 10 1988

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

Individual independent study will have course number -97 at all levels and be offered at the discretion of the department.

Effective: Fall 1988

Rationale: To establish a uniform UAF policy.

David M. Smith

President, Fairbanks Faculty Senate

APPROVED _____ Date 18 May 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs

RECEIVED MAY 10 1988

For Information Only
No Action Required

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

The UAF Faculty Senate empowers the Administrative Committee to act on behalf of the Senate during the summer months of 1988 on all matters within its purview that may arise. Members will be kept informed of the Administrative Committee's actions.

Effective: April 22, 1988

Rationale: This motion will allow the Administrative Committee to act on behalf of the Senate so that necessary work can be accomplished.

David McSwain

RECEIVED MAY 10 1988

For Information Only
No Action Required

The Faculty Senate passed the following at its Meeting #4 on April 22, 1988:

MOTION (unanimous)

The UAF Faculty Senate President or his designee will attend all regular Board of Regents and appropriate subcommittee meetings. A full report will be given to the Senate after each meeting.

Effective: Fall 1988

Rationale: The faculty needs to be made aware of academic issues which are being considered by the Board of Regents.

David M. Smith

President, Fairbanks Faculty Senate

RECEIVED MAY 10 1988

The Fairbanks Faculty Senate approved the following at its meeting #3 on March 25, 1988:

APPROVED (Unanimous)

New Course: BIOL. 601-Radioisotope Techniques. 3 credits (2+3), offered alternate Spring, first offered Spring 1990.

Justification: See request attached

APPROVED _____ Date April 1988
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs
/7

RECEIVED APR 0 1 1988

FORMAT 1

Submit original with signatures +
1 copy for Special Topics
9 copies for New Course or Trial Course

Office of the Dean
Received
DEC 02 1987
College of Natural Sciences

SPECIAL TOPICS, TRIAL COURSE, and NEW COURSE

Department Biology & Wildlife College/School CNS

Prepared by D.F. Holleman & R.S. White

1. ACTION DESIRED: Special Topics Course [ ] Trial Course [ ] New Course [x]

2. COURSE IDENTIFICATION:
   Dept. Biology & Wildlife Number Biol. 601 Number of Credits 3
   Justify upper/lower division status & number of credits: Primarily for graduate students since these students may be using radioisotope methods in their research project - however advanced undergraduates should also be allowed to take the course.

3. FREQUENCY OF OFFERING: Alternate Springs
   (every fall, alternate spring, etc.)

4. DATE OF FIRST OFFERING: Spring 1990

5. PROPOSED TITLE: Radioisotope Techniques

6. CONTACT HOURS PER WEEK: 2 hrs. lecture 3 hrs. lab
   other hrs.: (specify type)

7. COURSE CLASSIFICATION/DESIGNATION-if any. (Use approved criteria found on Page 7 of this Manual of Procedures) (If justification is needed, attach on separate sheet.)

   Redundant Duplicate

   h-Humanities [ ] n-Natural Science [x] s-Social Science [ ]
   o-Oral Communication [ ] m-Mathematics [ ] w-Written Communication [ ]

8. COURSE DESCRIPTION FOR CATALOG (50 words or less, if possible):

   The use of radioisotopes in tracer type applications including licensing and legal requirements under the UAF Byproduct material license; radiation safety and radiation detection;assay. Empahsis will be placed on radiotracer applications in biological sciences and the analysis and interpretation of the data from these applications.

9. GRADING SYSTEM: Letter [x] Pass/Fail [ ]

10. PREREQUISITES: Graduate students, with instructor approval for upperdivision undergraduate

11. SPECIAL RESTRICTIONS, CONDITIONS:

RECEIVED FEB 4 1988

12. *CROSS LISTED? no If yes, Dept. _____ No. _____

13. PREVIOUS HISTORY (such as offered as trial, or special topics course, etc.?)
This course has been offered as a Special Topics course in past years (spring 86, spring 88)

14. ESTIMATED IMPACT OF ACTION ON BUDGET, FACILITIES/SPACE, FACULTY RESOURCES
Faculty/facilities/equipment etc. presently available thru IAB

15. Have you reviewed with the Library Collection Development Officer (Dennis Stephens, 6695) any library/media collections, equipment, and services affected by this proposed action?
Yes [ ] No [x]
If no, why not? Should not affect Library collection as the only use in the past has been placing a few tests on reserve.

16. JUSTIFICATION FOR ACTION REQUESTED (attach sheets if necessary)
Radioisotope methods are used throughout the UAF in established research projects. There is no other formal training available at UAF for these applications beside that provided by this course (693A in past years). The course is important for new students who will use these techniques as well as important to fulfill the obligations of the UAF Radioactive Materials License.

APPROVALS:

Robert B Weeden Date: 11/30/87
Head, Program/Department of Biology and Wildlife

Date: 1/27/88
Chair, College/School Curriculum Council for CNS

Date: 2/3/88
Dean, College/School of CNS

Date: 4/6/88
Chair, Fairbanks Academic Council

* Requires joint approval of both depts. and deans involved. May add lines at end of form for such signatures.

PLEASE NOTE: YOUR CURRICULUM COUNCIL MAY REQUIRE A COURSE OUTLINE OR SYLLABUS.

The Fairbanks Faculty Senate approved the following at its meeting #3 on March 25, 1988:

APPROVED (Unanimous)

Trial Course: ALR 494 Extension Services: Theories and Practices. 3 credits (3+0), offered alternate Fall, first offered Fall 1988

Justification: See request attached

APPROVED _____ Date 12 April 88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs
/7

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FORMAT 1

Submit original with signatures +
1 copy for Special Topics
9 copies for New Course or Trial Course

SPECIAL TOPICS, TRIAL COURSE, and NEW COURSE

Department Natural Resources Management College/School of Ag & Land Resources Mgmt.

Prepared by Carla Kirts -7471

1. ACTION DESIRED: Special Topics Course [ ] Trial Course [X] New Course [ ]

2. COURSE IDENTIFICATION:

   Dept. ALR Number 494 Number of Credits 3

   Justify upper/lower division status & number of credits: Upper division due to prerequisites necessary to apply natural resource concepts and techniques. Course content is that of a regular course; hence 3 credits.

3. FREQUENCY OF OFFERING: Alternate fall
   (every fall, alternate spring, etc.)

4. DATE OF FIRST OFFERING: Fall 1988

5. PROPOSED TITLE: Extension Services: Theories and Practices

6. CONTACT HOURS PER WEEK: 3 hrs. lecture 0 hrs. lab

   other hrs.: (specify type) _____

7. COURSE CLASSIFICATION/DESIGNATION-if any. (Use approved criteria found on Page 7 of this Manual of Procedures) (If justification is needed, attach on separate sheet.)

   h-Humanities [ ] n-Natural Science [ ] s-Social Science [ ]
   o-Oral Communication [ ] m-Mathematics [ ] w-Written Communication [ ]

8. COURSE DESCRIPTION FOR CATALOG (50 words or less, if possible):

   Exploration of the historical and philosophical evolution of extension services in the United States; application of theories and practices used by the Cooperative Extension Service; analysis of contemporary functions and issues affecting extension services, including community development within Alaska, the United States, and the world.

9. GRADING SYSTEM: Letter [X] Pass/Fail [ ]

10. PREREQUISITES: Speech Communications course, ALR 101, ALR 310, junior standing or permission of instructor.

11. SPECIAL RESTRICTIONS, CONDITIONS: None

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12. *CROSS LISTED? No If yes, Dept. _____ No. _____

13. PREVIOUS HISTORY (such as offered as trial, or special topics course, etc.?)
None.

14. ESTIMATED IMPACT OF ACTION ON BUDGET, FACILITIES/SPACE, FACULTY RESOURCES

Budget: Minimal - some subscriptions, resource texts, etc., are necessary.
Facilities/Space - typical classroom needed; Faculty - currently available.

15. Have you reviewed with the Library Collection Development Officer (Dennis Stephens, 6695) any library/media collections, equipment, and services affected by this proposed action?
Yes [X] No [ ]

If no, why not? _____

16. JUSTIFICATION FOR ACTION REQUESTED (attach sheets if necessary)

Extension services are a common component of land grant universities. Some natural resource management majors have expressed an interest in pursuing extension related jobs. Furthermore, many Native corporations maintain components which function like traditional extension agents and specialists. Our students may be better prepared for these opportunities if they were able to gain formal instruction and experience.

APPROVALS:

Alan Ostermeier Date: 1/28/88
Head, Program/Department of Resource Mgt.

Alan Ostermeier Date: 1/28/88
Chair, College/School Curriculum Council for _____

Alan Ostermeier Date: 1/28/88
Acting Dean, College/School of _____

David W. Smith Date: 4-1-88
Chair, Fairbanks Academic Council

* Requires joint approval of both depts. and deans involved. May add lines at end form for such signatures.

PLEASE NOTE: YOUR CURRICULUM COUNCIL MAY REQUIRE A COURSE OUTLINE OR SYLLABUS.

The Fairbanks Faculty Senate approved the following at its meeting #3 on March 25, 1988:

APPROVED (Unanimous)

Trial Course: CCC 194-Thought and Knowledge: An Introduction to Critical Thinking. 3 credits (3+0), Fall 1988

Justification: See request attached

APPROVED W C Thomas Date 12 April 88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs
/7

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FORMAT 1

Submit original with signatures +
1 copy for Special Topics
9 copies for New Course or Trial Course

SPECIAL TOPICS, TRIAL COURSE, and NEW COURSE

Department Cross-Cultural Communications College/School COLA - UAF

Prepared by Linda Haugen

1. ACTION DESIRED: Special Topics Course [ ] Trial Course [X] New Course [ ]

2. COURSE IDENTIFICATION:

   Dept. CCC Number 194 Number of Credits 3

   Justify upper/lower division status & number of credits: This course is not preparatory but deals with skills applicable at the freshman/sophomore college level.

3. FREQUENCY OF OFFERING: Every Fall (and as needed)
   (every fall, alternate spring, etc.)

4. DATE OF FIRST OFFERING: Fall 1988

5. PROPOSED TITLE: Thought and Knowledge: An Introduction to Critical Thinking

6. CONTACT HOURS PER WEEK: 3 hrs. lecture _____ hrs. lab

   other hrs.: (specify type) _____

7. COURSE CLASSIFICATION/DESIGNATION-if any. (Use approved criteria found on Page 7 of this Manual of Procedures) (If justification is needed, attach on separate sheet.)

   h-Humanities [ ] n-Natural Science [ ] s-Social Science [ ]
   o-Oral Communication [ ] m-Mathematics [ ] w-Written Communication [ ]

8. COURSE DESCRIPTION FOR CATALOG (50 words or less, if possible):

   This introductory course focuses on the development and improvement of those skills that characterize clear, precise, purposeful thinking. Instruction emphasizes improving memory, problem solving, decision making, reasoning and creative thinking skills.

9. GRADING SYSTEM: Letter [X] Pass/Fail [ ]

10. PREREQUISITES: None

11. SPECIAL RESTRICTIONS, CONDITIONS: _____

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12. *CROSS LISTED? No If yes, Dept. _____ No. _____

13. PREVIOUS HISTORY (such as offered as trial, or special topics course, etc.?)

14. ESTIMATED IMPACT OF ACTION ON BUDGET, FACILITIES/SPACE, FACULTY RESOURCES

None

15. Have you reviewed with the Library Collection Development Officer (Dennis Stephens, 6695) any library/media collections, equipment, and services affected by this proposed action?

Yes [ ] No [ ]

If no, why not? No impact

16. JUSTIFICATION FOR ACTION REQUESTED (attach sheets if necessary)

An introductory critical thinking course is an essential part of an undergraduate curriculum.

APPROVALS:

Charlotte Basham Date: 1-27-88
Head, Program/Department of Cross Cultural Communication Program
Dept. of Anthropology

Jean Aigner, Head CSBB

Vincent D. Pelletier Date: 1/27/88
Chair, College/School Curriculum Council for _____

A. Skinkwin Date: 1-27-88
Dean, College/School of _____

David N. Smith Date: 9-1-87
Chair, Fairbanks Academic Council

* Requires joint approval of both depts. and deans involved. May add lines at end of form for such signatures.

PLEASE NOTE: YOUR CURRICULUM COUNCIL MAY REQUIRE A COURSE OUTLINE OR SYLLABUS.
cs1/30/Aug. 1987

The Fairbanks Faculty Senate approved the following at its meeting #3 on March 25, 1988:

APPROVED (Unanimous)

Trial Course: MPR 694-Solution Concentration and Purification.
3 credits (3+0), offered alternate Fall, first offered Fall 1988

Justification: See request attached

APPROVED _____ Date 15 April 88
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED _____ Date _____

cs
/7

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FORMAT 1

Submit original with signatures +
1 copy for Special Topics
9 copies for New Course or Trial Course

SPECIAL TOPICS, TRIAL COURSE, and NEW COURSE

Department Mining and Geological Eng. College/School Mineral Engineering

Prepared by Hsing Kuang Lin

1. ACTION DESIRED: Special Topics Course [ ] Trial Course [X] New Course [ ]
2. COURSE IDENTIFICATION:
   Dept. Mining and Geological Eng. Number MPR 694 Number of Credits 3
   Justify upper/lower division status & number of credits: This advanced course is designed for graduate students in Mineral Engineering.
3. FREQUENCY OF OFFERING: Alternate fall
   (every fall, alternate spring, etc.)
4. DATE OF FIRST OFFERING: Fall, 1988
5. PROPOSED TITLE: Solution concentration and purification
6. CONTACT HOURS PER WEEK: 3 hrs. lecture _____ hrs. lab
   other hrs.: (specify type)_____
7. COURSE CLASSIFICATION/DESIGNATION - if any. (Use approved criteria found on Page 7 of this Manual of Procedures) (If justification is needed, attach on separate sheet).

   h-Humanities [ ] n-Natural Science [X] s-Social Science [ ]
   o-Oral Communication [ ] m-Mathematics [ ] w-Written Communication [ ]
8. COURSE DESCRIPTION FOR CATALOG (50 words or less, if possible):

   Study of the physical chemistry of reaction encountered in solution concentration and purification processes of hydrometallurgy. The types of reaction discussed are cementation, solvent extraction, ion exchange and carbon adsorption which are studied in terms of solution chemistry, reaction kinetics and mass transfer effects.
9. GRADING SYSTEM: Letter [X] Pass/Fail [ ]
10. PREREQUISITES: Graduate standing or permission from the instructor.
11. SPECIAL RESTRICTIONS, CONDITIONS: None

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12. *CROSS LISTED? No If yes, Dept. _____ No. _____

13. PREVIOUS HISTORY (such as offered as trial, or special topics course, etc.?)
Not offered before

14. ESTIMATED IMPACT OF ACTION ON BUDGET, FACILITIES/SPACE, FACULTY RESOURCES
Existing faculty, no additional support is requested.

15. Have you reviewed with the Library Collection Development Officer (Dennis Stephens, 6695) any library/media collections, equipment, and services affected by this proposed action?

Yes [ ] No [X]

If no, why not? All the reference books listed in the course outline are available at the Department of Mining and Geological Engineering.

16. JUSTIFICATION FOR ACTION REQUESTED (attach sheets if necessary)

This course will cover engineering methods to recover metal species from leaching solution. The course will be of interest to those involved in mining engineering, mineral preparation engineering and metallurgical engineering.

APPROVALS:

Robert C. Peck Date: 11/24/87
Head, Program/Department of Mining + Geological Engineering

Raoul J. Gruchalla Date: 1/25/88
Chair, College/School Curriculum Council for Schools of Engineering

Donald M. Runnells Date: 1/25/88
Dean, College/School of Mineral Engineering

David M. Snow Date: 4/1/88
Chair, Fairbanks Academic Council

* Requires joint approval of both depts. and deans involved. May add lines at end of form for such signatures.

PLEASE NOTE: YOUR CURRICULUM COUNCIL MAY REQUIRE A COURSE OUTLINE OR SYLLABUS.
csl/30/Aug. 1987

The UAF Faculty Senate approved the following at its meeting #2 on February 17, 1988:

MOTION PASSED AS AMENDED

The UAF Faculty Senate accepts the following three Basic Assumptions and seven Guiding Principles as the framework for development of UAF tenure and promotion policies and regulations.

THREE BASIC ASSUMPTIONS:

1. To fulfill the University's mission, each school and college within the University has a tri-partite responsibility which includes teaching, research and service.

2. It will be the responsibility of each school and college in concert with overall University mission to define the proportion of the efforts of its faculty to be expended in each area of its tri-partite responsibility. It is the responsibility of department heads, deans, and directors to provide explicit assessment on a timely basis of the progress of tenure-track faculty toward achieving tenure and promotion.

3. Each individual faculty member's responsibilities with respect to teaching, research, and service will be reflected on job descriptions used in initial hiring, yearly workload distribution, and in faculty assessments.

SEVEN GUIDING PRINCIPLES:

1. There will be one set of tenure-track ranks. The three ranks will be assistant professor, associate professor, and full professor.

2. To be eligible for the award of tenure and for promotions to associate professor, which will be awarded at the same time, candidates must demonstrate excellence in two of the three traditional areas of faculty responsibilities: teaching, research, and service.

3. To be eligible for promotion to a full professor, the candidate must demonstrate excellence in all three of the areas of faculty responsibility.

4. Consistent with Regents' policy, discipline based unit criteria and relevant indices for performance will be developed which will be used in the award of tenure and promotion.

5. Faculty may stand for promotion/tenure prior to the seventh year. Faculty must stand for promotion/tenure by the seventh year. If tenure is not awarded, the candidate will be awarded a one-year terminal contract.

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6. Instructor ranks will be non-tenurable and may be negotiated on a multiple year contract basis.

7. Faculty at the associate professor or full professor level may be hired with tenure after appropriate faculty review.

Effective: Immediately

Rationale: After soliciting faculty input on the Task Force II and III recommendations relative to promotion and tenure policies, we have identified several areas of concern with the proposed multi-track system. These concerns tend to fall into two categories: 1) There is some fear that the non-professor tracks will be seen as "second class"; 2) There is also some concern that the three track system will erode the traditional professoriate. Therefore, the above principles are a way out of this dilemma.

APPROVED _____ Date _____
Chancellor's Office

DISAPPROVED _____ Date _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED C. A. Thomas Date 25 March 1988

cs

See attached memorandum regarding modifications.

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UNIVERSITY OF ALASKA

MEMORANDUM

TO: David Smith, President
Faculty Senate

FROM: Wayne C. Thomas, Acting Vice Chancellor
for Academic Affairs

DATE: March 25, 1988

SUBJECT: Modification of Senate Motion on UAF Tenure and Promotion Policies and Regulations

The parts that are underlined are my modifications of this motion.

SEVEN GUIDING PRINCIPLES:

2. To be eligible for the award of tenure and for promotions to associate professor, which will be awarded at the same time, candidates must demonstrate excellence in two of the three traditional areas of faculty responsibilities: teaching, research, and service, <u>but show evidence of performance in all three</u>.

4. Consistent with Regents' policy, discipline based unit criteria and relevant indices for performance <u>may</u> be developed which will be used in the award of tenure and promotion.

7. Faculty at the associate professor or full professor level may be hired with tenure after appropriate faculty review <u>and approval of the cognizant dean</u>.

WCT/sw

PLEASE REPLY BY AIRMAIL